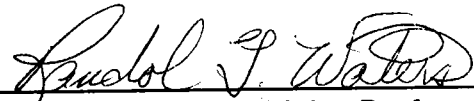


To the Graduate Council:

I am submitting herewith a thesis written by Shirlene N. Booker entitled, "A Study of Tennessee Extension Faculty Attitudes of Poverty and Public Assistance." I have examined the final 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.

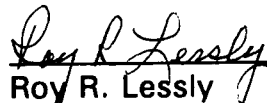


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**A STUDY OF
TENNESSEE EXTENSION FACULTY
ATTITUDES OF
POVERTY AND PUBLIC ASSISTANCE**

**A Thesis Presented
for the
Master of Science Degree
The University of Tennessee, Knoxville**

Shirlene N. Booker

December, 1995

DEDICATION

This thesis is dedicated to my husband

H. E. Booker, Jr.

and

to our children

Byron, Bethany and Brittany Booker

who have given me love, encouragement and endless support.

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My Extension Agent friends who always listen and give encouragement.

Abstract

The purpose of this study was to examine and evaluate the Tennessee Agricultural Extension faculty and staff's attitude about poverty and public assistance. Seven specific objectives of the study were identified.

The population included all professional staff members and paraprofessionals employed by the University of Tennessee Agricultural Extension Service and Tennessee State University. The sample size was set at 250 in order to achieve at least 95 percent confidence in findings. A random sample procedure was used to select the 250 participants.

The study was Expost Facto in nature. The instrument used in the study contained 37 statements on a 5 point Likert attitudinal scale measuring respondents attitudes toward poverty and public assistance. Other parts of the instrument included questions which respondents indicated a yes/no answer relating to Extension education programs and demographic data.

A pilot study was conducted with 30 Extension faculty and staff. The reliability from the pilot study was considered adequate.

The response rate for the study was 86 percent. Following the return of the responses internal consistency of the questionnaire was again checked using Cronbach's alpha. Data were analyzed using the Statistical Package for the Social Sciences. (SPSS Release 4.1) on the IBM 3081 mainframe computer at the University of Tennessee computing center.

Findings

1. The majority of the respondents were females and Caucasians employed as county Extension agents.

Forty-four percent held a Master's degree.

Thirty-five percent resided in small cities.

Thirty-five percent reported Democratic affiliation.

Thirty-eight percent considered themselves moderate in their educational philosophy.

2. The majority felt it was worth their time to teach limited resource audiences and that educational programs could change behaviors. They did not consider working with limited resource audiences less prestigious than working with a "traditional" audience.

3. Overall, Extension faculty and staff were slightly negative toward public assistance. Males were more negative than females. Those respondents 20-29 years of age were more negative than other age groups. Caucasians were more negative than African-Americans. Respondents completing 1 - 2 years of college and those with doctoral degrees were more positive than those with B.S. and Master's degrees.

Those living in cities of over 250,000 had more positive attitudes than respondents residing in other areas. County agents were much more negative in their attitude than other faculty and staff members.

4. Overall, Extension faculty and staff had slightly positive attitudes toward poverty. Females and Caucasians were more positive than males and African-Americans. Respondents with less than a B.S. degree and those with doctoral degrees were more positive than those with B.S. and Master's degrees. Also, respondents reared in "low income" families were more positive than those from middle or upper income families. Those residing in cities of 50,000 were more positive in their attitudes than respondents in smaller cities.

5. Females and African-Americans were more likely to answer "yes" to the question regarding Extension faculty and staff having a less prestigious position when working with limited resource audiences compared to those working with "traditional" audiences. Those answering "yes" to this question had a more liberal educational philosophy than those respondents answering "no". Generally, all respondents tended to have a "moderate" educational philosophy.

Implications

The design of the study enabled the researcher to evaluate Tennessee Agricultural Extension faculty and staff's attitudes toward public assistance and poverty. The data obtained will enable program administrators to plan and provide leadership and training for faculty and staff who deliver programs for limited resource audiences. To accomplish this, program administrators should consider the following:

1. Provide in-service on working with the poor for faculty and staff who teach limited resource audiences. The training should focus on needs and priorities of the poor, barriers to attitude and behavior changes among the poor and effective teaching strategies.
2. Pilot programs should be established focusing on educational programs that successfully include limited resource families and individuals in Extension educational components. Once these programs are implemented, they should be showcased with other Extension faculty and staff to serve as a model.
3. Specific education programs should be held with and for these Extension faculty and staff perceiving a stigma in faculty and staff that work with limited resource families and individuals.

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CHAPTER I

INTRODUCTION

Statement of Need

Poverty continues to exist in our world. In fact, "more than a billion people are too poor to afford an adequate diet and other essentials of life, such as health care, housing, sanitation, safe water and education" (Bread for the World Institute 2).

America is often referred to as 'the land of plenty.' Yet "one in every five children lives in poverty and sometimes goes hungry" (Bread for the World Institute 2). In the U.S. alone, "an estimated 30 million people cannot afford to buy enough food to maintain good health" (2). Between "1985 and 1990, the number of people in the United States who lacked enough to eat each month increased by 50 percent from 20 million to 30 million - 12 percent of the total population" (16).

Despite our country's period of sustained economic growth, different views on public policy abound. A previous report, Hunger 1994: Transforming the Politics of Hunger stated that "thousands of private organizations and millions of individuals could bring hunger in the U.S. to an end, however, for this to happen the anti-hungry movement must be more political" (Bread for the World Institute 2).

Nestle and Guttmacher reported that understanding hunger as a social problem cannot be isolated from other correlates of poverty such as underemployment, inadequate housing and poor education (Nestle 215). The problem for policy makers is twofold: Hunger and the changing composition of the homeless population. The homeless are no longer the Skid Row alcoholics and former mental patients, they are functioning adults and families with children. "In 1986, there were 4,476 families in cities' shelter systems and the average stay was 8 months" (Gulati 114). The increase in homeless families can be attributed to failure of families to meet their familial responsibilities (116).

Freedom of choice is the single greatest freedom we enjoy as Americans. The choices we make are, in part, a result of our attitudes, often contributing to the perpetuation of hunger, poverty, racism and violence. The key to resolving the issue of poverty may lie in our priorities, our attitudes and thus our choices. For example, in 1991, U.S. consumers chose to spend more on jewelry and watches (\$30 billion) than on federal food and nutrition assistance (\$28.5 billion). Almost twice as much was spent on toys and sporting goods (\$32.3 billion) as federal housing assistance (\$17.2 billion). We paid more for cleaning and polishing our households (\$52.8 billion) than on federal contribution for education, training and employment services (\$43.4 billion) (Bread for the World Institute 3).

One example of a federal program targeted to limited resource families is the Expanded Food & Nutrition Program (EFNEP). EFNEP grew out of the United States' "war on poverty" (Bremner 123). EFNEP Program is implemented by The Cooperative Extension Service which includes the U.S. Department of Agriculture Extension faculty and staff at state land grant universities and local partnerships with other agencies (U.S.D.A. 1). The goal of EFNEP is "to assist low income families and youth acquire the knowledge, skills, attitudes, and changed behaviors necessary for nutritionally sound diets, and to contribute to their personal development and the improvements of total family diet and nutrition welfare" (National Agriculture Research 97-98).

Hunger decreased in the United States between the 1960's and mid 1970's. This was partly because the federal government substantially expanded food and nutrition program, such as EFNEP, and partly because of broad-based economic growth (Bremner 123).

"Nutrition education is thought to be an instrument of empowerment" (Bremner 128). Although varied attitudes abound EFNEP has reached nearly 10 million people since its inception in 1969 (U.S.D.A. 1). Several evaluations suggests that EFNEP has changed behaviors related to nutrition and resource management. A evaluation study at Cornell University showed EFNEP participants change their food behavior, gain knowledge and make alternations in their eating behavior while enrolled in the EFNEP program

(Brink 77). Several changes were retained and other improvements were documented with participants during the follow-up after the completion of the program (77). Furthermore, it was concluded that EFNEP participants benefited from employment, education, health and community involvement as a result of their participation (77). A study conducted with persons receiving EFNEP instruction and persons receiving no instruction indicated there were no differences in food recalls scores between the two groups during the enrollment period (Del Tredici 185). There was a significant improvement in food recalls with persons receiving EFNEP instruction following 6 months of participation as compared to no change in recalls with persons receiving no instruction (185). It was concluded the improvement was a result of length of time of participation, number of EFNEP visit and the subject matter taught (185).

As a personal representative, Cleo Fields is one of many 4-H EFNEP youth that was affected by his participation. At an early age he learned the food groups and their importance in his daily diet. His 4-H EFNEP participation stimulated a desire for a better life for himself, nine brothers and sisters and other youth in Baton Rouge, Louisiana. The positive experience led him to pursue a law degree and serve as a State Senator from Louisiana (U.S.D.A. 3).

In contrast, EFNEP (paraprofessionals) at Cornell University viewed EFNEP participants as lazy, unmotivated, failing to use monetary resources

and not looking for future contingencies that might arise (Bremner 128). Thus, results show that EFNEP staff use the perspective that poverty is handed down from one generation to another or the "cultural of poverty." Cornell University EFNEP staff felt their clients needed education (128). However, limited resource families have many needs in addition to nutrition education.

The 1993 Tennessee EFNEP report showed that 28 percent of the 4,340 EFNEP families enrolled reported that other aspects of family care (such as health, money management, parenting and person growth) were not being met (ERS). EFNEP participants can acquire life skills and make positive changes in family care if they are mainstreamed into other Extension programs.

The purpose of this study was to examine and evaluate the Tennessee Agricultural Extension faculty and staff's attitudes about poverty and public assistance. The results of this study will enable program administrators to provide leadership and training to faculty and staff who deliver programs. This training may enable more people in poverty to participate in Extension programs in addition to EFNEP.

Objectives of the Study

The researcher identified the specific objectives of the study. They were to:

1. describe respondent's demographically;
2. study respondents' attitude toward public assistance programs and the relationship of those attitudes to gender, age, race, level of education, family economic situation, place of residence, job title and category of major job assignment;
3. study respondents' attitude toward poverty and the relationship of those attitudes to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment;
4. study the respondents' perceptions regarding the worth of Extension's time spent teaching limited resource individuals or families and its relationship to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment;
5. study the respondents' perceptions regarding whether Extension can change clients behaviors with Extension educational programs and teaching and its relationship to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment;
6. study the respondents' perceptions regarding whether other Extension faculty and staff (county leaders, supervisors, administration, etc.) judge Extension faculty who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension programs and its relationship to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment; and,
7. study the relationship between educational philosophy and the following variables: attitude toward public assistance, attitude toward poverty and how respondents responded to items listed in objectives 4, 5 and 6.

The results of the study will identify the attitudes administrators and other faculty and staff hold with regard to poverty and help change attitudes, if necessary, to implement educational programs targeted to

limited resource families in Tennessee. Education and increased awareness of poverty may change attitude and behaviors that will facilitate the inclusion of limited resource families in all Extension programs.

Scope and Limitations of the Study

The study will be generalized to those University of Tennessee Extension employees that are listed in the 1994 - 1995 Tennessee Agricultural Extension Directory and the current list of Program Assistants employed at the University of Tennessee and Tennessee State University.

The researcher has identified the following limitations to the study:

1. Problems of honesty on the part of respondents in completing the survey.
2. Inability of respondents to understand and complete the written survey.
3. Additional employees hired after the study is completed.
4. Faculty and staff who lack sufficient self-awareness about poverty and public assistance.

CHAPTER II

REVIEW OF LITERATURE

Definition of Poverty

"Almost everyone understands the meaning of 'poverty' but a universally acceptable and unambiguous definition is lacking" (Wilber 6). However, definitions of poverty have been established for the purpose of public policy. Even still, these policy definitions often involve a complex package of economic, social and psychological conditions (Oster 3).

How poverty is defined generates public policy which greatly affects whether or not poverty will end (James 1). In her book, Poverty, Politics and Change, Dorothy Buckton James defines poverty in two levels: the subsistence level and the relative deprivation level compared to the whole society (1). Subsistence is defined as the minimum resources required for food, clothing and shelter (Oster 5). The second level, relates to poverty society as a whole and has been defined by John Kenneth Galbraith.

According to Galbraith, "...People are poverty-stricken when their income even if adequate for survival, falls markedly behind that of the community. Then they cannot have what the larger community regards as the minimum necessary for decency; and they cannot wholly escape, therefore, the judgment of the larger community that they are indecent. They are degraded

for, in the literal sense, they live outside the grades or categories which the community regards as acceptable..." (James 6). Martin Rein terms this "relativity" as inequality. The stratification of society allows the bottom layers to be compared to the whole society consequently affects the conception of inequality (Townsend 46). With the two levels defined, it may appear to be a simple matter to define poverty. However, "poverty is not an 'either-or' state or condition; it is also a matter of degree" (U.S. Department of Health, Education, and Welfare 1). Thus, defining poverty as a subsistence level or in relation to society does not take into account the degrees instead it places all victims on one scale.

Identifying the problems associated with the two levels of poverty makes a stronger rationale for various degrees of poverty. A subsistence level was established because of the need to alleviate poverty. The primary problem with this level of definition lies in defining subsistence. "The concept implies that some things are necessary for human existence (meeting minimal standards of nourishment, shelter and protection from disease), and consequently that goods and services beyond this level are 'luxuries'" (James 3). This leads to differences in the meanings of necessity and luxury, which can be interpreted differently. Also, because of variations in family size, age, health, location and general needs, it is difficult to apply the subsistence measure (3). In the book The Definition and Measurement of Poverty, researchers have identified three major problems in using the

relative level of defining poverty:

1. It removes any global or historical perspective from the term 'poverty'.
2. It determines and defines the percent of poor, based on income.
3. It is invariant with respect to changes in income distribution (Oster 10).

Understanding these problems has allowed researchers to develop the idea of a threshold, which accounts for the variations over time and from place to place. "An absolute threshold is a fixed bundle of goods and services that does not vary in mix, quantity or quality regardless of when or where it is applied. Relative poverty changes directly with prevailing income" (U.S. Dept. of Health, Education and Welfare 3). These thresholds of poverty aid in both defining and measuring the different facets of poverty.

History of Poverty

In order to comprehend where poverty is going, it is important to establish where it has been. Governmental involvement with the poor has spanned over 600 years (Waxman 74). In the fourteenth century, the English Poor Laws established the start of government social welfare in the west and ultimately influenced the future of social welfare legislation and policies in the United States (74-75). This newfound governmental concern emerged because of the need to maintain public order and security. This security was once the concern of the church. Due to growing internal

struggles, the church developed hostile attitudes and stigmatized the poor shifting the governmental focus onto the dominant non-poor (75).

Viewing the poor as defective caused the public to have negative perceptions of poverty. This stigma ultimately laid the foundation for the Statutes of Laborers of 1349 forbidding giving to those who refused to help themselves. However, the 1388 amendments identified the possibility of the labor supply as one of the contributing factors to poverty (Waxman 77).

The stigma of poverty was unleashed with repressive policies toward the poor in the 16th century. However, with Henry VIII, identification of governmental responsibility for the care of the poor was established (Waxman 78). This idea of care eventually led to the plight of distinguishing between that of the undeserving versus deserving poor. The first legal categorization of types of poor was presented to Parliament in 1597 (78-9).

The eighteenth century opened the door for political change. The writings of Adam Smith and Joseph Townsend contributed to the rise of Social Darwinism in the nineteenth century (Waxman 80). This principle of natural selection greatly affected the Poor Laws through the efforts to reform. Much debate arose and by the nineteenth century poverty was seen as "punishment meted out to the poor for their indolence, inefficiency or improvidence; or else it was interpreted in terms of heredity, intoxicating drink; 'degeneration' partisan politics, or, as in one case, the unrestricted liberty allowed to vagrant and degraded women" (88).

With the twentieth century came redirection of the attitude toward poverty shifting from the "individual with society being seen as the source, and this shift came about as the result of a shift in focus from pauperism to poverty" (Waxman 88). Because of this softening of the stigma, policies were established that came to be known as social welfare programs.

Daniel Yankelovich reported that these very attitudes and perceptions have had a powerful influence on public policies. These attitudes and perceptions and their impact on public policies are known as the "affluence effect" (Butkus 75).

Yankelovich noted a shift in attitudes; current attitude being more pragmatic, meaning "that if society gives a person a benefit such as welfare the person must do something as a pay back for the benefit in some appropriate form" (Butkus 76). There seems to exist a continuum of attitudes about people in poverty from "people are poor because of a systemic problem" to "people are poor because there is something wrong with them as individuals" (Butkus 76). Those who believe poverty is a systemic problem believe that the causes of poverty are beyond the control of the person. Those who believe poverty is an individual problem believe that the poor have brought the problem on themselves. They believe that the poor "just need to pull themselves up by the bootstrap, stop having children and go to work" (77). This continuum of attitudes may shift back and forth depending on the situation. The fact still remains that the public

attitudes about people and poverty affect policies made and governmental intervention.

Explanation of Poverty as a Culture

Many researchers debate viewpoints on the existence of the culture of poverty. The debate is not as great as it was in the mid-sixties, but the debate continues.

Oscar Lewis was among the first noted theorist on the culture of poverty. He had the belief that it is a way of life and one that is handed down from one generation to another (Wilber 7). Wilber further stated, "The culture of poverty is both an adaptation and a reaction of the poor to their marginal position in a class-stratified, highly individuated, capitalistic society" (7). Due to feelings of hopelessness and despair family members never realize or achieve success in terms of values and goals of the larger society.

In addition to researchers like Lewis, a number of writers (Glazer and Moynihan, 1963; Moynihan, 1965; Ball, 1968; Miller, 1968, 1965) have developed the culture of poverty concepts (Fare 609). Although these authors differ in their points of emphasis, they subscribe some basic premises about the poor. These premises are:

The poor have a unique set of values.

The values they have are a result of them living daily in poverty.

Their day-to-day behavior is a result of these values.

This type of behavior is different from the view of the middle class.

This behavior is dysfunctional and works against them in their getting out of poverty.

Values of the poor are largely passed from one generation to the next.

Due to poverty being self-perpetuating they will not take advantage of opportunities to get out of poverty even if these opportunities were expanded (609).

It has been difficult to find research that has tested these generalizations about the poor and non-poor. Scheiderman, in 1964, studied chronic welfare families and non-poor families and revealed that the poor shared a distinctive culture and that it was handed down from one generation to the next by way of their socialization practices (Coward 623). On the other hand, Johnson's and Sanday's findings in 1971 did not support a culture of poverty interpretation as they examined differences between socioeconomic subgroups, poor and non-poor, in a sample of heads of low income versus moderate income households. They found more poor households headed by females than in non-poor households, but the two other culture of poverty traits, the achievement ethic and trust in people trait were not different between the poor and non-poor (Coward 624). Therefore, they argue that their findings offer more support for a "situation" interpretation of poverty rather than a culture of poverty (633).

A concept by Rodman in 1963, called the "value stretch", was another attempt to resolve the debate over the values held by social classes. He describes the stretch as "lower-class persons" in close interaction with each other and faced with similar problems who do not long remain in a state of mutual ignorance. They do not maintain a strong commitment to middle class values they cannot attain, and they do not continue to respond to others in a rewarding or punishing way simply on the basis of whether these others are living up to the middle class values. A change takes place. They come to tolerate and eventually to evaluate favorably certain deviations from the middle class values. In this way they need not be continually frustrated by their failure to live up to unattainable values. The resultant is a "stretched value system...." (Coward 613). It is clear that Rodman looks at values as a range rather than a single point and each range has some form of hierarchy (614).

Various factors are considered as one seeks an understanding of the concept of poverty. However, the focus remains one dimensional. Studying the views of various researchers in the field of properties of poverty, it is clear that poverty must be viewed as multidimensional with measurable properties.

Stigma's about Poverty

As answers are sought for an understanding of the poor, we must

understand the ideas that the non-poor have of the poor in the American society. Chaim J. Waxman's book The Stigma of Poverty quotes, "our contention of poverty in American society falls within the realm of stigma" (Waxman 69). He suggests "the stigma of poverty is a special type of stigma which attributes to the poor a status of being 'less than human', and that the stigma has taken various shapes at different historical stages" (70). The stigma of poverty became individualized due to social welfare legislation and the growth of social work (70). As sociologists have concentrated on the poor over the past decades, the stigma of poverty has returned to the group stigma (71). In recent years, it has taken on the "tribal stigma of race," due to people associating welfare poor with blacks (71).

Researchers have identified types of poor, but stigma and its effects are found with decreasing severity throughout the lower class. Often the stigma of poverty is linked with other stigmata. For example, Matza identified in 1966 "the newcomers as a type of poor that would possess the dual stigma of poverty and the "tribal stigma of race, nation and religion" (Waxman 72).

Stigmatized individuals share many problems and practice common coping strategies in their interactions with the non-poor (Waxman 92). "One possibility is to associate only with those who possess the same stigma as themselves and, therefore, do not derogate them for it or to associate only with those "normals" who are sympathetic, in the sense that

for them the stigma is of no consequence. A third possibility is that of "managing" the "audience" by playing on the meanings that "normals" give to his condition" (93).

Culturalists and situationalists have disregarded the hardest effects of the stigma of poverty in that it isolates the poor from material provisions as well as cultural provisions (Waxman 97). Each person receives his social self or his self identity when that person is part of the society and identifies with it. At that point, the person internalizes his values and definition of reality and its normative system. Therefore, unless the poor have a different cultural system with which to identify, they will be aware of the norms and values of society but it will never become part of their subjective consciousnesses to the extent that they really believe in them (97-98).

Much argument has been made concerning the negative evaluation associated with a stigmatized social role, such as participation in welfare programs. This is one of the most damaging social role responses as it relates to the labeling theory (Horan 656). Horan's study found that lack of education and a welfare history produced positive effects on stigma unlike work history (656). Furthermore, he concluded that participants who were familiar with the local Welfare Rights Organization were less likely to feel stigmatized than others (656).

Horan (1970) summarizes the argument:

Once a person is stigmatized by being labeled a deviant, a self fulfilling prophecy is initiated with others perceiving and responding to the person as a deviant. Furthermore, once persons are publicly processed into a deviant group (usually by being placed in an institution)... "membership in such a group solidifies a deviant identity" and leads to rationalization of their position (Horan 649).

The idea of the development of a deviant self image is based upon the image they have of themselves and the image they receive from the actions of others (649).

Other researchers such as Trice and Ronan have distinguished the following two components concerning an individual deviant label.

- 1) self concept changes on the part of the actor; and,
- 2) changes in the definition of him held by his immediate significant others as well as the larger community (Horan 649).

Public Attitudes about Poverty

Public attitudes have affected poverty. This is not to say that attitudes have been instrumental in allowing poverty to develop, but rather that attitudes dramatically affect the premise for public policies in finding a "cure" for poverty.

Attitudes are directly formed from ideology. During the past 250 years three ideologies have been maintained in political thought: liberalism, conservatism and socialism (James 22). These ideologies contribute to the attributional and casual judgment of poverty. Liberals and conservatives

attribute poverty to different levels of judgment. Examining the beliefs about the causes of poverty, Feagin (1972) categorized the three types:

"individualistic explanations such as laziness which place responsibility for poverty on the poor themselves; structural explanations such as no available jobs which hold external economic and social factors responsible; and fatalistic explanations which include fate or bad luck" (Zucker 925).

Researchers have found that conservatives tend to blame poverty on the poor more than liberals (926). Liberals, on the other hand, rate societal and fatalistic causes as being more important than do conservatives (940).

Zuckler also found that conservatives are more likely to favor individualistic causes for poverty while liberals will favor societal causes of poverty (Zuckler 936). These findings are supported from another study in which conservative voters "find such attributions for poverty more important, blame the poor for their position, and have more negative attitudes toward the poor than do liberal voters" (Griffin 796).

Certain characteristics influence perceptions and attitudes held about poverty. Attitudes about need and deservingness and income, race and gender are interdependent (Goskind 447-9). Research has shown that the public considers income in the process of developing attitudes toward public assistance. Even though income, race and gender may vary and thus cause attitudes to vary, the trend remains that the American public supports assistance to poor families in order to escape the conditions of official

poverty (452).

"There is no such thing as unitary public opinion that produces a logically consistent set of propositions regarding government programs affecting the poor" (Heclo 326). Public attitudes can be grouped into five characterizations:

1. Americans have no principled objection to national government action on behalf of the poor.
2. Americans are typically ill at ease with comprehensive ideological justification for national action in social policy.
3. In supporting the concept of government activity Americans apply a very strong needs-based orientation.
4. Americans distinguish among kinds of needs and seem to invoke fairly well-structured set of ideas regarding deserts.
5. Americans favor government action to help the poor, but they generally dislike the subset of government programs that are intended to be targeted on the poor (Heclo 327-30).

Knowledge and understanding of the current public attitudes about poverty and assistance will help shape the attitudes of the future through education and increased public awareness. If poverty is to be ended, those attitudes must be made positive.

"In his inaugural address on January 20, 1961, John F. Kennedy questioned the identification of the concern for poverty with anti-communism by saying, 'To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best

effort to help them help themselves, for whatever period is required not because the communist may be doing it, not because we seek their votes, but because it is right" (Galbraith 32). It is the responsibility of both parties to help themselves and their fellow man.

Psychology in Analysis of Poverty

For years people have worked together to help eliminate poverty. Many approaches have been made toward issues related to poverty. Mehryar, in 1984, stated that problems in developing countries are political and economic in nature and an attempt to "psychologize" them are therefore unproductive and immoral. He suggests that psychologists should endeavor "to bring about a change in people who control the material resources of the world and whose behavior has a far more significant impact on the system than only understanding and controlling the helpless masses of the Third World" (Harper 193).

It was noted by Zuckerman, in 1975, and later described by Lerner, in 1980, that people will give money to charity if they pretend that is a transaction instead of a donation (Harper 196). This idea is known as the "exchange fiction" (Harper 196).

A study by Stockdale and Farr found that a subject's representation of handicap interacted with the effects of the poster image (Harper 197). Many posters gave confusing messages. Posters depicting a person handicapped

and dependent on others and posters requesting donations made subjects feel uncomfortable. Poster images of pity or those that showed the consequence of being handicapped or posters that portrayed positive images that requested donations were most successful in attracting money (197).

Other studies by Eayrs and Ellis found that posters depicting sympathy and guilt resulted in greater willingness to donate money (Harper 197). Individuals having no experience with mentally handicapped were more likely to avoid looking at the posters due to feeling of guilt and pity (197).

Brian Rix, the previous Secretary General of the United Kingdom Charity MENCAP, feels "On one hand we must present images of mentally handicapped people to persuade the public to accept them as friends and neighbors. On other hand, we must encourage the view that extra resources in the form of state funds and voluntary donations should be made available to meet their special needs" (Harper 198).

Aid agencies have difficulties in trying to promote an image that poor are hard at work and at the same time seek for monetary donations. Perhaps, it would be better not to seek monetary donations but to emphasize the causes of poverty through education (Harper 198).

Various researchers have shown that to understand the perceptions of poverty one must focus on the macro level rather than the micro level that psychologists are comfortable with (Harper 198). Psychologists can offer much in describing perceptions of poverty and giving assistance in changing

these perceptions.

Public Policy On Public Assistance

The early twentieth century with the Great Depression brought about political and economic upheaval changing social welfare policy (Hamilton 289). Because of the advocacy of special interests groups, relief efforts were established bringing the New Deal to the forefront of public policy. Programs were adopted, such as the Social Security Act of 1935 and the Full Employment Act of 1946 (291). The fight for poverty policies continued with the Great Society programs surfacing in the 1960's with the passage of President Lyndon Johnson's 1964 War on Poverty Program (298).

In short, the war on poverty upset such a large body of Americans that it provided this incentive needed for eventual destruction or dilution of most of the programs through outright termination, inadequate functioning, or pressure to change some to the point that they no longer filled the purposes for which they had been established. In fact, the degree to which individual provisions of the War on Poverty were altered under public attack correlated directly with the degree to which those same provisions attacked American values (James 64).

During the Nixon administration there was no advancement for the poor. "The President's lack of enthusiasm in the interests of the poor and the War on Poverty was further demonstrated when he cut funds for the OEO, Head Start and Neighborhood Youth Corps and closed a large number

of Job Corps centers" (James 68).

The manner in which Americans view the role of government in our economy is essential in understanding ideas on public assistance. Lane, in 1986, showed that historically Americans have distrusted the activities of the government but trusted the marketplace to provide the share of wealth (Lane 383).

The 1980's and early 1990's were years filled with debate over antipoverty policy. (Liberals, conservatives, Democrats, Republicans and those with a difference racial and ethnic background were involved in the debate). Studies by Burstein in 1979 followed by Page and Shapiro in 1983 described a connection between trends in public attitudes and major policy change (Bobo 366). They found that not only do advocates of various policy positions have an effect on public attitudes, but often the media will characterize the public's attitude concerning failures made in public policy by political candidates.

Hugh Heclo (1986, 327) noted that Americans do not have a "principled objection to national government actions on behalf of the poor" (Bobo 367). Robert Shapero and J.T. Young (1989) emphasized these attitudes:

1. Support for welfare state policies has been solid and stable from the early 1970's to early 1980's, despite some sizeable increases in opposition to income maintenance and related welfare activities (60-61).

2. U.S. public opinion suggested a rank of social programs, with Social Security, old age pensions, medical care and education enjoying a privileged status of high popular support, followed by somewhat lower levels of support for employment and, to a lesser degree, housing related programs. Housing programs, in turn, were followed by income maintenance programs, which stood at the bottom of public preference.
3. Socioeconomic status and race were most consistently found to influence attitudes toward social programs-with blacks and those of lower economic status more supportive of social programs;
4. Contrary to some images conveyed by the media, younger cohorts are more supportive of the welfare state than their seniors; and
5. Compared with others Western nations, the U.S. is consistently at the bottom in its support for different kinds of social welfare benefits (69).

We find that General Social surveys were conducted nationally from 1973-1991 (Davis 1). However, studies regarding "assistance to the poor" were not completed until the 80's (Bobo 370). These studies revealed that "from 1969 to 1990, there has been a drop in the belief in both types of individualistic factors - "morals and effort" - are very important causes of poverty" (374). "Loose morals and drunkenness were identified by Americans as causes of poverty which fell by 11 points from 1969 to 1990" (374).

Slight increases in the institutional and structural causes of poverty have shown that a belief in lack of jobs and poor performance by the school system are important causes of poverty.

With the decline in individualistic attitudes and increases in structural attitudes toward poverty, Americans have strongly supported the idea that each individual is responsible for his/her own economic condition (Bobo 375). In 1990, 91 percent of American adults rated lack of effort as an important cause of poverty (375).

In 1990, white middle-class respondents were reported to place a high premium on the race of the person perceived to be in poverty (Bobo 384). Single black females with babies were viewed as less deserving of governmental assistance than their white counterparts (384). He also noted that "when the poor person was white, causal and treatment responsibility for poverty were predominantly societal; when the poor person was black, causal and treatment responsibility were more individual" (385).

It is apparent there is a correlation between liberal-conservative definitions and support for redistribution to poor families. Fred Goskind found that liberals supported a higher benefit in assistance on the average than did moderates and conservatives (Goskind 85). Thus, these differences suggest that attitudes and ideology positions are more prominent in redistributive judgments than knowledge where a person is located in the class structure (85).

However, as Goskind studied various vignette characteristics, he discovered that lower-income respondents recommended a higher benefit than did higher-income respondents. On an average lower-income

respondents recommended \$22 per week or \$1,200 per year (Goskind 88). Respondents who least believed in governmental action supported \$3,000 less per year than did those who believed in governmental action (88). Also, those who believed that the welfare system causes undesirable occurrences supported lower welfare benefits than those who saw fewer undesirable occurrences (88).

A study by John B. Williamson investigated different variables with 300 women as to their beliefs about motivation of the poor and attitudes toward poverty policy. The study found that women with advanced degrees were more liberal as to their perceived motivation and support for assistance (Williamson 645). In addition, those respondents that were college graduates were more liberal in their views on motivation and support for assistance than respondents in the "some college" category (645).

Policies and assistance programs implemented for the sole purpose to end poverty have not been successful.

Summary

A universally acceptable and unambiguous definition of poverty is lacking. Even though definitions for poverty have been established for public policies, it is a very complex state comprised of various conditions.

In order for one to comprehend where poverty is going, it is important to establish where it has been. Redirection has occurred toward attitudes

on poverty since the early 14th century.

The debate continues to be unresolved about solutions to poverty. There are various factors to be considered. However, poverty must be viewed as a multidimensional state with measurable properties.

A variety of public policies have arisen from a variety of political and economic efforts. History shows that variables such as gender, age, level of education and political thought have impacted views of public assistance. Most policies have been implemented throughout history to help end poverty. However, this task has not been accomplished.

Certain characteristics influence perceptions and attitudes toward poverty. Attitudes affect public policy. However, there is no unitary public opinion to guide public policy affecting the poor. There seems to be a correlation between political views and how to best solve the poverty dilemma. It is necessary that we have an understanding of both political and private attitudes, in order to shape future attitudes toward poverty. This can be accomplished through education and public awareness.

Answers continue to be sought for a deeper understanding of poverty. Stigmas of poverty are often linked with other stigmata. People in poverty continually deal with the labeling theory they as well as others have placed upon them. The more we learn about people's perceptions of poverty, the better our chances of implementing education and/or social programs to end it.

CHAPTER III

PROCEDURE AND METHODOLOGY

Review of Purpose

The purpose of this study was to examine and evaluate the Tennessee Agricultural Extension faculty and staff's attitudes about poverty and public assistance. Specific objectives for the study are listed on page 5.

The results of the study could be used to develop Extension programs that interest limited resource families in Tennessee and meet their needs.

Increased awareness and education about poverty will help Tennessee Extension faculty and staff understand the role that each component of the Extension Service can play and thus utilize all aspects of programming to reach the low-income families.

This chapter is divided into five sections. The first section discusses how the sample was selected for the study. Section two discusses the research design of the study. Instrumentation procedures are discussed in section three. Section four discusses data collection procedures. The final section discusses data analysis procedures.

Population and or Sample

Population

The population for the study included all faculty and staff members from the 1994 - 1995 University of Tennessee Institute of Agricultural Directory and the list of paraprofessionals at the University of Tennessee and Tennessee State University. The total population was 630.

Sample

The needed sample size to achieve a 95 percent confidence level in results is approximately 240 (McCall 125). The actual sample size used for this study, was therefore, set at 250 to attempt to achieve at least 95 percent confidence in findings.

After determining the sample size, each faculty and staff member listed in the directories and listings was assigned a number. Using a random sample procedure, 250 faculty and staff were selected to participate in the study.

Design of the Study

The study was descriptive and correlational. Data were collected from respondents to describe their attitudes about poverty and public assistance not measure changes in attitudes. Therefore, the study was Expost Facto in nature.

Instrumentation Procedures

The instrument used in this study was developed from a study conducted by Charles R. Atherton, Raymond J. Gommel, Sinja Haagenstad and Deborah Holt (1993) at the University of Alabama School of Social Work (Atherton 28).

With the renewed emphasis on poverty over the past several years, there was a need for a scale to measure the attitude toward poverty. The authors assembled more than 100 positive and negative attitude statements about poor people. The list was then reduced to 50 statements and converted into a Likert-type attitude scale.

The authors of this instrument were college teachers, therefore, they used students as subjects to develop the scale. They felt a need to use a population they believed to be sympathetic to poor people, therefore they asked several classes in sociology and social work at three universities to respond to the 50 item instrument. Because non-social work majors were in the classes, the sample was fairly representative of all students.

The authors used the Cronbach's Alpha test of reliability to reduce the scale to 36 items. The Cronbach's Alpha for the 37 item version was .93 (Atherton 28). The split-half (odd versus even) reliability was .87 (Atherton 28). They released the instrument for other researchers to use but requested data from other researcher's findings. A copy of the questionnaire used for this study is in Appendix A.

The questionnaire contained three parts. The first part contained 37 statements on a 5 point Likert attitudinal scale that measured respondents attitudes toward poverty and public assistance. These statements were based on the following scale: 1 =strongly agree, 2 =agree, 3 =undecided, 4 =disagree, 5 =strongly disagree. Part two contained three questions to which respondents indicated a yes/no answer relating to Extension education programs and how limited resource individuals or families fit into those programs. The final part of the questionnaire asked for demographic data about the Tennessee Agricultural Extension faculty and staff.

After the researcher's graduate committee approved the research proposal and questionnaire, a proposal to conduct the study was sent to the Office of Research Administration at The University of Tennessee. Following approval from the Office of Research Administration, the researcher conducted a pilot test to determine face validity and reliability of the survey instrument. Thirty Tennessee Agricultural Extension faculty and staff who were not selected as part of the sample were sent the questionnaire. To determine the reliability on part one of the questionnaire, the researcher checked the internal consistency of each sub-scale using Cronbach's Alpha. Reliability coefficients calculated were .90 for public assistance items and .83 for poverty items. Scores for public assistance ranged from 15-75 with a mid-point of 45 and 25-110 for poverty with a mid-point of 66.

The reliability from the pilot study was considered adequate thus, all

statements remained in the survey instrument. However, some questions in part three were reworded to improve the face validity of the questionnaire and to insure that faculty and staff provided data needed for the study.

Data Collection Procedures

After conducting the pilot study those Tennessee Agricultural Extension faculty and staff selected to be in the sample were mailed an endorsement letter from the, Assistant Dean for Home Economics programs with the Tennessee Agricultural Extension Service. The letter informed respondents that in one week they would receive a letter and questionnaire from the researcher stating the importance of the study to Tennessee Agricultural Extension Service and asking that each respondent take the required time to complete the questionnaire as per instruction in the researcher's letter. A cover letter from the researcher accompanied the questionnaire one week later. The letter stated that the questionnaire had no code numbers or other identifying characteristics to ensure anonymity. A self-addressed stamped envelope was enclosed for returning the questionnaire to the researcher. One week later a post card was mailed to all 250 selected to participate thanking them for their participation if they had returned the questionnaire, or if they had not returned the questionnaire urging them to do so. If the questionnaire had been misplaced or if they had never received the questionnaire they were asked to call the researcher.

Four weeks after mailing the questionnaire, 218 of 250 questionnaires had been returned. Four of the questionnaires could not be used due to respondents stating they were on other assignments and could not participate. Thus, 214 of the 250 were used in the study for a usable response rate of 86 percent. Copies of the three letters used in data collections are located in Appendix B.

Following the return of the questionnaires, internal consistency of the questionnaire was again checked using Cronbach's Alpha. The Alpha Coefficient for the original (15) item attitude toward public assistance scale was 0.88. Since all items were not contributing to the overall internal consistency, one item was systematically dropped. However, it did improve the consistency but still rounded off to 0.88 Alpha Coefficient. The Alpha Coefficient for the original (17) item attitude toward poverty scale was 0.86. Again, since some items were detracting from the internal consistency of the scale, five items were systematically dropped. The final Alpha Coefficient for the attitude toward poverty scale was 0.88. Both scales were considered acceptable as measures of attitude.

Data Analysis Procedures

The researcher identified the following variables to be measured:

1. **Dependent variables:**

Attitude scores of Tennessee Extension faculty and staff on public assistance were measured on a 14 item Likert-type attitudinal scale.

Attitude scores of Tennessee Extension faculty and staff on poverty were measured on a 17 item Likert-type attitudinal scale.

2. Independent variables to be measured were: age, gender, race, place of residence, level of education, job title, area of major responsibility, political affiliation and philosophy of education.

Data was analyzed using the Statistical Package for the Social Sciences (SPSS Release 4.1) on the IBM 3081 mainframe computer at The University of Tennessee Computing Center.

Frequencies and percentages were used to describe demographic characteristics of the sample. Analysis of variance t-tests, chi square tests and Pearsonian Correlation Coefficients were used to test relationships. Alpha levels were established at .05 to determine statistically significant differences between attitude scores and independent variables.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this chapter is to present data and findings related to the objectives of the study. This chapter is divided into seven parts. Part one presents the demographic characteristics of the sample of faculty and staff who completed the survey. The second part describes their attitudes toward public assistance. Attitudes regarding poverty are discussed in the third part. Part four describes Extension faculty and staff's beliefs about the worth of their time teaching limited resource individuals and families. Their beliefs concerning their ability to change behavior of limited resource individuals and families through Extension education programs are discussed in part five. The sixth part presents findings about perceptions of Extension faculty and staff who teach limited resource individuals and families, whether they are perceived as having less prestigious jobs compared to those who conduct "traditional" programs. The final part presents the relationship between faculty and staff's educational philosophy and their responses to questions in part four, five and six.

Demographic characteristics of Tennessee Agricultural Extension Faculty and Staff

The first research objective to be met was: Describe the demographic characteristics of Tennessee Agricultural Extension faculty and staff. Data in Table I describe nominally scaled demographic characteristics of Tennessee Agricultural Extension faculty and staff who participated in this study. Specific data collected included: gender, age, race, level of education, family's economics situation, place of residence, job title, area of responsibility, and majority of area of responsibility.

Gender

Of the 210 responding to the survey, 92 (43.8 percent) were males and 118 (56.2 percent) were females.

Age

Respondents were asked to identify their age within one of five mutually exclusive categories. Twenty-four (11.4 percent) were between 20 and 29 years old, 52 (24.8 percent) were from 30 to 39 years old, 72 (34.3 percent) were 40 to 49 years old, 58 (27.6 percent) were 50 to 65 years old and 4 (1.9 percent) were over age 65.

Race

Respondents were asked to select the race that best described them. One hundred seventy six (84.2 percent) were Caucasian, and 30 (14.4 percent) were African-American, only 1 (.5 percent) reported Asian and only 2 (1.0 percent) selected the "other" category.

TABLE I. Nominally Scaled Demographic Characteristics of Tennessee
Agricultural Extension Faculty and Staff.

Nominally Scaled Variables	Respondents	
	Number	Percent
Gender		
MALE	92	43.8
FEMALE	<u>118</u>	<u>56.2</u>
*Total	210	100.0
Age		
20 - 29 YEARS	24	11.4
30 - 39 YEARS	52	24.8
40 - 49 YEARS	72	34.3
50 - 65 YEARS	58	27.6
OVER 65	<u>4</u>	<u>1.9</u>
*Total	210	100.0
Race		
WHITE	176	84.2
AFRICAN-AMERICAN	30	14.3
ASIAN	1	.5
OTHER	<u>2</u>	<u>1.0</u>
*Total	209	100.0
Level of education		
HIGH SCHOOL	22	10.5
1 - 2 YEARS COLLEGE	15	7.2
B.S. DEGREE	51	24.4
MASTERS DEGREE	92	44.0
DOCTORAL DEGREE	<u>29</u>	<u>13.9</u>
*Total	209	100.0

TABLE I. (continued)

Nominally Scaled Variables	Respondents	
	Number	Percent
Family economics situation		
LOW-INCOME	39	18.5
LOW-MIDDLE INCOME	90	42.9
MIDDLE INCOME	71	33.8
HIGH-MIDDLE INCOME	<u>10</u>	<u>4.8</u>
*Total	210	100.0
Place of residence		
OPEN COUNTRY	45	21.5
FARM	36	17.2
SMALL CITY UNDER 50,000	75	35.9
MEDIUM CITY 50,000-250,000	20	9.6
SUBURB	20	9.6
LARGE CITY OVER 250,000	<u>13</u>	<u>6.2</u>
*Total	209	100.0
Job title		
ADMINISTRATION	6	2.9
STATE SPECIALIST	36	17.2
AREA SPECIALIST	1	.5
COUNTY AGENT	116	55.8
AREA AGENT	1	.5
PROGRAM ASSISTANT	33	15.9
OTHER	<u>15</u>	<u>7.2</u>
*Total	208	100.0

TABLE I. (continued)

Nominally Scaled Variables	Respondents	
	Number	Percent
All that apply to area of one's responsibility		
AGRICULTURE	101	48.1
HOME ECONOMICS	81	38.6
FOUR-H	109	51.9
CRD	49	23.3
FOOD MARKETING	13	6.2
EFNEP	40	19.0
OTHER	<u>14</u>	<u>6.7</u>
***Total	407	193.8
Majority of responsibility		
AGRICULTURE	65	31.3
HOME ECONOMICS	46	22.1
FOUR-H	43	20.7
CRD	4	1.9
EFNEP	28	13.5
50/50 SPLIT	12	5.8
OTHER	<u>10</u>	<u>4.7</u>
*Total	208	100.0
Political affiliation		
REPUBLICAN	43	21.2
DEMOCRAT	71	35.0
INDEPENDENT	46	22.7
OTHER	7	3.4
NO PREFERENCE	<u>36</u>	<u>17.7</u>
*Total	203	100.0

TABLE I. (continued)

Nominally Scaled Variables	Respondents	
	Number	Percent
Educational philosophy		
EXTREMELY LIBERAL	3	1.5
LIBERAL	13	6.3
SLIGHTLY LIBERAL	17	8.3
MODERATE	79	38.3
SLIGHTLY CONSERVATIVE	42	20.4
CONSERVATIVE	48	23.3
EXTREMELY CONSERVATIVE	<u>4</u>	<u>1.9</u>
*Total	206	100.0
Believe it's worth Extension time to teach limited resource		
YES	201	95.3
NO	<u>10</u>	<u>4.7</u>
*Total	211	100.0
Believe Extension can change behavior of limited resource		
YES	196	93.8
NO	<u>13</u>	<u>6.2</u>
*Total	209	100.0
Perception of less prestigious position to teach limited resource		
YES	46	23.0
NO	<u>154</u>	<u>77.0</u>
*Total	200	100.0

*All responses will not sum to 214 due to respondents choosing not to answer all questions on the questionnaire.

**Respondents choose to select more than one area in answering this question on the questionnaire and therefore percentages don't add to 100.

Education

Respondents were asked to identify their level of education by selecting one of five mutually exclusive categories. Twenty-two (10.5 percent) had completed high school, 15 (7.2 percent) had 1 to 2 years of college, 51 (24.4 percent) held Bachelor of Science degrees, 92 (44.0 percent) held Master's degrees and 29 (13.9 percent) had completed doctoral degrees.

Economic Status

Respondents were asked to indicate their family's economics status while growing up. Thirty-nine (18.6 percent) were identified as "low" income, 90 (42.9 percent) were "low middle" income, 71 (33.8 percent) were "middle" income and 10 (4.8 percent) were "high middle" income. Although an additional category of "wealthy or high" income was listed in the survey, no respondents classified themselves in this category.

Residence

Respondents were also asked to describe their place of residence from a series of six categories. Among those responding, 45 (21.5 percent) lived in open county, 36 (17.2 percent) lived on a farm, 75 (35.9 percent) resided in a small city with a population under 50,000, 20 (9.6 percent) resided in a medium city with a population of 50,000 to 250,000 and 20 (9.6 percent) resided in a suburb. Only 13 (6.2 percent) resided in a larger city with a population over 250,000.

Job Title

Respondents were asked to indicate their job title. Only 6 (2.9 percent) indicated they were in administration. Administrators included Deans, Assistant Deans, District Supervisors and Associate Supervisors. Thirty-six (17.3 percent) indicated they were state specialists. Only 1 (.5 percent) indicated he/she was an area specialist and 1 (.5 percent) indicated he/she was an area agent. One hundred-sixteen (55.8 percent) of the 208 who responded were county agents, 36 (15.9 percent) were program assistants and 15 (7.2 percent) indicated "other" as their job title. The job titles listed under "other" included county extension leader, EFNEP secretary, department head, associate extension agent, assistant extension agent, Four-H Home Economist and section leader.

Area of Responsibility

Respondents were asked to indicate all areas of responsibility. One hundred-one (48.1 percent) had responsibilities in Agriculture, 81 (38.6 percent) were working in Home Economics and 101 (51.9 percent) had Four-H responsibilities. Forty-nine (23.3 percent) had CRD (Community Resource Development) responsibilities. Thirteen (6.2 percent) had responsibilities in Food Marketing, while 40 (19.0 percent) had EFNEP (Expanded Food & Nutrition Education Program) responsibilities. Fourteen (6.7 percent) reported "other" areas of responsibilities. These areas included commercial companies, extension leader, county administration, extension

education, natural resource, family living, money management, SPIFFY, youth, general environment and communication.

Major Area of Responsibility

Respondents were also asked to identify the single area of responsibility that represented the majority of their efforts. Sixty-five (31.3 percent) had major assignments in Agriculture and 46 (22.1 percent) had their major assignments in Home Economics. Forty-three (20.7 percent) reported Four-H as their major area and 4 (1.9 percent) identified CRD as their major responsibility. Twenty-eight (13.5 percent) reported EFNEP as their major area and 12 (5.8 percent) had a 50/50 split between two areas of responsibility. Only 10 (4.8 percent) selected "other" as major area of responsibility. "Other" major areas of responsibility included administration, Extension education and natural resources.

Political Affiliation

Respondents were asked their political affiliation. Forty-three (21.2 percent) indicated they were Republican while 71 (35.0 percent) reported Democratic affiliation. Forty-six (22.7 percent) reported they were Independent and 7 (3.4 percent) indicated some "other" party affiliation. Thirty-six (17.7 percent) had no preference as to political affiliation.

Educational Philosophy

Respondents were asked to describe their educational philosophy. Only 3 (1.5 percent) considered themselves as "extremely liberal." While

13 (6.3 percent) were liberal and 17 (8.3 percent) were slightly liberal, 79 (38.3 percent) considered themselves "moderate." Forty-two (20.4 percent) felt they were "slightly conservative," while 48 (23.3 percent) felt they were "conservative." Only 4 (1.0 percent) were "extremely conservative."

Perceptions about teaching Limited Resource Audiences

Lastly, in Table I, respondents were to indicate yes or no to a series of three questions concerning their beliefs and perceptions about teaching limited resource individuals or families. Two hundred-one (95.3 percent) of the 211 responding to the question felt it was worth Extension's time to teach limited resource individuals and families while 10 (4.7 percent) did not. The researcher allowed the respondents to elaborate on the question stated above. The overall conclusions of the majority of respondents elaborating felt that "Extension has the resources to teach life skills." "We have an obligation to give all people an opportunity." Many expressed that "education was the only way to break the cycle of poverty." "Individuals who have studied the history and origin of Extension will realize it began in reaching the under-privileged of its day which was rural farm families." However, some faculty and staff feel "there should be more education done one-on-one" and "not concern ourself with making changes in large numbers of people." Some feel that "most people have the ability to change if they are taught how to use what they have." However, faculty and staff felt

"there were government programs already in place working with limited resource families and individuals." A few respondents seemingly "resented tax dollars being spent on limited resource families such as those families living in housing projects." "We must remember who supports Extension" was a very common remark made by those respondents elaborating on this question.

One hundred ninety-six (93.8 percent) felt that Tennessee Extension faculty and staff can change behaviors of limited resource individuals and families through their education programs. Only 13 (6.2 percent) did not feel they could bring about change in behavior.

Again, the researcher allowed respondents an opportunity to elaborate on the question. The majority of responses revealed that "we can give limited resource individuals and families the tools to change but it's up to that individual to make changes." "Changing behavior with limited resource audiences is a very slow, difficult process, takes a great deal of time, involves one-on-one teaching, and their behavioral change is related to their value system." "Extension has a proven track record in working with this audience." However, "behavioral change usually occurs in a very small percent of the participants". Several faculty and staff members felt that "many of the court ordered parenting programs were useless and had no future because participants did not want to be involved in the classes". Faculty and staff also expressed "a lack of time to spend with these people

was a problem". However, some felt that "if they had the same resources as the EFNEP program (secretary, program assistants, funding for teaching materials, evaluation of programs) that behavioral change and impact would take place."

Lastly, 144 (77.0 percent) did not perceive other Extension faculty and staff judged Extension faculty and staff who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension programs. Forty-six (23.0 percent) did perceive that Extension faculty and staff judge those teaching limited resource individuals and families as being less prestigious. Again, the researcher allowed respondents an opportunity to elaborate on the question. Some staff indicated "that male staff, Extension administration and supervisors often had this perception because they did not work closely with the programs." Many expressed "they had observed this behavior but did not have a understanding why this type of behavior occurs." However, a few respondents did answer "yes" to the question because "limited resource families and individuals do not have the "pull" that traditional folks do." Respondents indicated that the "Home Economist looks down at program assistants and often treats EFNEP staff as a second class citizen." Other staff feel "they are beyond the people we try to help." On the other hand, some of the respondents felt "those Extension faculty and staff teaching limited resource are admired from afar (arm's length) for their efforts" and

often it is the "adult Agriculture agents and selected Home Economics agents that receive the best treatment." A few felt "limited resource clientele was part of the total program" and "the less prestigious idea was ridiculous and approached insult." "It's more often the program and clientele being judged rather than the agent." "It boils down to one's attitude due to the fact we have a "traditional look" but with tunnel vision."

Relationship between respondents Attitude toward Public Assistance and Selected Variables.

Data in Table II describe the relationship between Tennessee Agricultural Extension Service faculty and staff's attitude toward public assistance and selected demographic variables. Faculty and staff chose responses to 14 statements about public assistance using a Likert-type scale. The 14 statements were part 1 of the survey in Appendix A. Scores were calculated bases on the following scale: 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree. Specific statements pertaining to public assistance were:

1. A person receiving welfare should not have a nicer car that I do.
2. Welfare makes people lazy.
3. Poor people are satisfied receiving welfare.
4. Welfare recipients should be able to spend their money as they choose.
5. An able-bodied person using food stamps is ripping off the system.
6. People on welfare should be made to work for their benefits.

TABLE II. Relationship Between Respondents Attitude Toward Public Assistance And Selected Demographic Variables.

Variable Level	Number	$\bar{x}$		sd.	f.	p.
Gender						
MALE	86	35.23		8.42	5.83	.017
FEMALE	<u>111</u>	38.34		9.37		
*Total	197					
Age						
20 - 29 YEARS	21	30.48	A	8.71	5.72	<.001
30 - 39 YEARS	51	38.10	B	9.26		
40- 49 YEARS	64	39.17	B	8.52		
50 & OVER	<u>61</u>	36.08	B	8.62		
*Total	197					
Race						
CAUCASIAN	166	35.50		8.23	41.91	<.001
AFRICAN-AMERICAN	<u>27</u>	46.56		8.23		
*Total	193					
Level of Education						
HIGH SCHOOL	19	39.32	AB	8.67	5.12	.006
1-2 YEARS OF COLLEGE	14	43.43	B	9.58		
B.S. DEGREE	49	35.31	A	8.05		
MASTERS DEGREE	85	35.22	A	8.06		
DOCTORAL DEGREE	<u>29</u>	40.93	B	10.71		
*Total	196					
Family Economic Situation						
POOR OR LOW	36	39.72		8.83	1.51	.212
LOW-MIDDLE	85	36.08		9.53		
MIDDLE	66	36.47		8.75		
HIGH-MIDDLE	<u>10</u>	38.20		7.05		
*Total	197					

TABLE II. (continued)

Variable Level	Number	$\bar{x}$		sd.	f.	p.
Place of Residence						
OPEN COUNTRY	42	34.69	A	6.44	8.17	<.001
FARM	33	34.30	A	6.59		
SMALL CITY						
UNDER 50,000	69	35.43	A	9.31		
MEDIUM CITY						
50,000-250,000	20	39.85	B	10.39		
SUBURB	20	43.95	B	7.65		
LARGE CITY						
OVER 250,000	<u>12</u>	46.33	C	9.08		
*Total	196					
Job Title						
ADMINISTRATION	6	40.17	AB	10.17	4.69	.001
STATE SPECIALIST	36	39.72	B	9.84		
COUNTY AGENT	110	34.93	A	7.96		
PROGRAM						
ASSISTANT	29	39.24	B	9.09		
OTHER	<u>14</u>	42.79	B	9.29		
*Total	195					
Majority of Assignment						
AGRICULTURE	60	35.33		8.59	1.89	.097
HOME ECONOMICS	45	37.78		9.56		
FOUR-H	40	35.95		7.96		
EFNEP	24	38.88		9.22		
50/50 SPLIT	12	36.58		8.17		
OTHER	<u>14</u>	42.36		8.55		
*Total	195					

*All responses will not sum 214 due to respondents choosing not to answer all questions on the questionnaire.

7. Welfare mothers have babies to get more money.
8. Children raised on welfare will never amount to anything.
9. The government spends too much money on poverty programs.
10. Some "poor" people live better than I do, considering all their benefits.
11. There is a lot of fraud among welfare recipients.
12. Benefits for poor people consume a major part of the federal budget.
13. Poor people use food stamps wisely.
14. I would support a program that resulted in higher taxes to support social programs for poor people.

Since there were 14 items in this subscale, attitude scores could range from 14 to 70 with a low score indicating a negative attitude and a high score indicating a positive attitude. A score of 42 (midpoint) would reflect neither a negative nor positive attitude. The actual attitude score range was 16 to 61 with 37.10 being midpoint.

Table II reports mean scores for selected demographic variables and the corresponding inferential test statistics.

Gender

As reported in Table II, there was a significant relationship between gender and attitude toward public assistance ($f = 5.83$ $p = .017$). Although both males and females had slightly negative attitudes, males were significantly more negative than females.

Age

Based on the data reported in Table II there was a statistically significant relationship between age and attitude toward public assistance ($f = 5.72$ $p = .001$). Overall, respondents attitudes were negative toward public assistance. However, respondents from 20 to 29 years of age were more negative in their attitude than the other 3 age groups listed in Table II.

Race

The relationship between race and attitude toward public assistance is reported in Table II. Based on data reported there was a highly significant relationship between race and attitude toward public assistance ($f = 41.91$ $p = < .001$). Caucasians were negative toward public assistance while African-Americans were slightly positive toward public assistance.

Level of Education

Based on data describe in Table II, we would conclude there is a significant relationship between level of education and attitude toward public assistance ($f = 5.12$ $p = .006$). since there were more than two categories of education, the Duncan's Multiple Range Test was used to calculate where true differences existed. As reported in Table II, those respondents who completed 1-2 years of college and those who held doctoral degrees had significantly more positive attitudes than those who held B.S. degrees and Master's degrees. However, none of the groups differed significantly from respondents with high school degrees.

Family Economic Situation

Data in Table II indicates there was no relationship between family economic situation and attitude toward public assistance ($f = 1.51$ $p = .212$).

Place of Residence

Data in Table II shows a significant relationship exists between place of residence and public assistance ($f = 8.17$ $p = < .001$). The Duncan Multiple Range Test was again used to identify differences in mean attitude scores for each category of residence. Those respondents living in large cities of over 250,000 were significantly more positive in their attitude than those living in other groups. Further, those living in medium sized cities and suburbs were significantly more positive in attitude than those living in small cities, on farms or in open country.

Job Title

There was a statistically significant relationship between job title and respondents' attitudes toward public assistance ($f = 8.17$ $p = < .001$). County agents had significantly more negative attitudes than did state specialists, program assistants or those responding in the "other" category. Although administrator attitudes appear to be more similar to the latter three groups, there were too few administrators in the study to determine if their scores were significantly different from other groups.

Majority of Assignment

Based on the data in Table II, there is no reason to believe there is a relationship between the majority (primary) assignment and attitude toward public assistance. All respondents had a slightly negative attitude toward public assistance except those with primary responsibilities in the "other" category.

Relationship between respondents Attitude toward Poverty and Selected Variables.

Data in Table III describes the relationship between Tennessee Agricultural Extension Service faculty and staff's attitude toward poverty and selected demographic variable. Mean scores were derived from responses to 17 statements pertaining to poverty using a Likert-type score from part 1 of the survey shown in Appendix A. Scores were calculated based on a Likert-type scale using the following values: 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree. Specific statements that pertained to poverty were:

1. Poor people will remain poor regardless of what's done for them.
2. Poor people are dishonest.
3. If poor people worked harder, they could escape poverty.
4. Most poor people are members of a minority group.
5. Unemployed poor people could find jobs if they tried harder.
6. Poor people are different from the rest of society.

TABLE III. Relationship Between Respondents Attitudes Toward Poverty
And Selected Demographic Variables.

Variable Level	Number	$\bar{x}$	sd.	f.	p.
Gender					
MALE	84	58.98	7.91	4.69	.032
FEMALE	<u>113</u>	61.73	9.65		
*Total	197				
Age					
20 - 29 YEARS	23	57.74	10.41	.92	.434
30 - 39 YEARS	51	61.31	8.51		
40 - 49 YEARS	68	60.96	8.24		
50 & OVER	<u>59</u>	60.42	9.72		
*Total	201				
Race					
CAUCASIAN	170	59.19	8.21	30.89	<.001
AFRICAN-AMERICAN	<u>28</u>	68.68	9.31		
*Total	198				
Level of Education					
HIGH SCHOOL	20	61.85AB**	11.50	4.31	.002
1-2 YEARS COLLEGE	14	68.14 B	10.55		
B.S. DEGREE	50	60.10 A	7.31		
MASTERS DEGREE	88	58.61 A	7.88		
DOCTORAL DEGREE	<u>29</u>	62.75 B	10.37		
*Total	200				
Family Economic Situation					
POOR OR LOW	36	65.69 B**	8.85	5.34	.002
LOW-MIDDLE	87	59.14 A	8.33		
MIDDLE	69	59.43 A	9.47		
HIGH-MIDDLE	<u>9</u>	61.56AB	5.20		
*Total	201				

TABLE III. (continued)

Variable Level	Number	$\bar{x}$		sd.	f.	p.
Place of Residence						
OPEN COUNTRY	43	58.35	A	9.15	3.44	.005
FARM	33	58.48	A	7.03		
SMALL CITY						
UNDER 50,000	71	59.86	A	8.24		
MEDIUM CITY						
50,000-250,000	20	63.50	B	10.19		
SUBURB	20	64.25	B	8.97		
LARGE CITY						
OVER 250,000	<u>13</u>	66.69	B	11.30		
*Total	200					
Job Title						
ADMINISTRATION	6	63.83	AB	7.91	2.82	.026
STATE SPECIALIST	35	62.06	AB	10.07		
COUNTY AGENT	114	58.75	A	8.07		
PROGRAM						
ASSISTANT	30	62.53	AB	10.99		
OTHER	<u>14</u>	65.00	B	8.93		
*Total	199					
Majority of Assignment						
AGRICULTURE	61	59.02		9.31	.8135	.541
HOME ECONOMICS	44	60.86		9.02		
FOUR-H	43	59.67		7.41		
EFNEP	25	62.32		11.76		
50/50 SPLIT	12	60.50		7.99		
OTHER	<u>14</u>	63.00		8.26		
*Total	199					

*All responses will not sum 214 due to respondents choosing not to answer all questions on the questionnaire.

**Scores with different letters beside them are significantly different as determined by the Duncan Multiple Range Test.

7. Being poor is a choice.
8. Most poor people are satisfied with their standard of living.
9. Poor people think they deserve to be supported.
10. Poor people act differently.
11. Most poor people are dirty.
12. Out-of-work people ought to have to take the first job that is offered.
13. Poor people generally have lower intelligence than non-poor people.
14. Poor people should be more closely supervised.
15. I believe poor people have a different set of values than do other people.
16. I believe poor people create their own difficulties.
17. I believe I could trust a poor person in my employment.

Since there were 17 items in this subscale, attitude scores could range from 17 to 85 with a low score indicating a negative attitude and a high score indicating a positive attitude. A score of 51 (midpoint) would reflect neither a negative nor positive attitude. The actual attitude score range was 32-85 with 60.53 being midpoint.

Gender

As reported in Table III, both male and female respondents had a slightly positive attitude toward poverty. However, females were significantly more positive toward poverty than were males ($f = 4.69$ $p = .032$).

Age

Based on the data reported in Table III there is no reason to conclude there is a relationship between age and attitude toward poverty ($f = .92$ $p = .434$). Overall respondents attitudes were slightly positive toward poverty in all groups.

Race

The relationship between race and attitude toward poverty is reported in Table III. Based on data shown there was a highly significant relationship between race and attitude toward poverty ($f = 30.89$ $p = < .001$). Although both Caucasian and African-Americans responded with positive attitudes toward poverty, African-Americans are much more positive than Caucasians.

Level of Education

Based on data described in Table III, one could conclude that there is a significant relationship between level of education and attitude toward poverty ($f = 4.31$ $p = .002$). Since there were more than two categories of education levels, the Duncan Multiple Range Test was used to determine where true differences existed. As reported in Table III, one could conclude that respondents having less than a B.S. degree and those with doctoral degrees had significantly more positive attitudes toward poverty than those with a B.S. degree or Master's degree. Those with high school degrees did not differ significantly from any other groups.

Family Economic Situation

There was a significant relationship between family economic situation and attitude toward poverty ($f = 5.34$ $p = .002$). Since there were more than two categories of economic situations, the Duncan Multiple Range Test was used to determine where true differences existed. Generally speaking, those from poor or "low income" backgrounds were more positive toward poverty than respondents from "low-middle" and "middle" income backgrounds. No conclusions could be drawn from the "high-middle" income backgrounds because the sample was too small.

Place of Residence

Data in Table III show a significant relationship between place of residence and attitude toward poverty ($f = 3.44$ $p = .005$). The Duncan Multiple Range Test was used to determine differences among groups. Respondents residing in cities of 50,000 and over had a significantly more positive attitude toward poverty than those living in cities of under 50,000, on farms or in open country.

Job Title

There is a statistically significant relationship between job title and respondents' attitudes toward poverty, as indicated by the Duncan Multiple Range Test in Table III ($f = 2.82$ $p = .026$). Respondents from the "other" category had significantly more positive attitudes than "county agents." All other groups in the job title category did not differ significantly.

Respondents reporting job title as "other" included the following: Assistant Extension Agent, Associate Extension Agent, Extension Leader, Secretary, Four-H Home Economists, Department Head and Section Leader. All categories showed a positive attitude toward poverty, however, "county agents" were less positive than the "other" group.

Majority of Assignments

Based on these data, there is no reason to believe there was a relationship between majority of assignment and attitude toward poverty. All categories showed a positive attitude toward poverty.

Perceptions regarding the worth of Extension's time to teach Limited Resource individuals or families and Selected Demographic Variables.

Data in Table IV are findings regarding respondents' perceptions about the worth of Extension's time spent teaching limited resource individuals and families. They could respond either "Yes" (it is worth Extension's time), or "No" (it is not worth Extension's time). Based on data in Table IV, there is no reason to believe that a relationship exists between respondent perceptions and any of the independent variable studied (gender, age, race, level of education, family economic situation, place of residence, job title, or majority of assignment). In all cases greater than 90 percent of the respondents answered "Yes," it is worth Extension's time to teach limited resource individuals and families.

TABLE IV. Relationship Of The Respondents Perceptions Regarding The Worth Of Extension's Time To Teach Limited Resource Individuals Or Families And Selected Demographic Variables.

Variable Level			Answer		TOTAL	
	YES		NO			
	N	%	N	%	N	%
Gender						
MALE	84	93.3	6	6.7	90	100.00
FEMALE	114	96.6	4	3.4	118	100.00
Chi square = 1.20			df = 1		p = .273	
Age						
20 - 29 YEARS	23	95.8	1	4.2	24	100.00
30 - 39 YEARS	47	90.4	5	9.6	52	100.00
40 - 49 YEARS	67	95.7	3	4.3	70	100.00
50 - 65 YEARS	61	98.4	1	1.6	62	100.00
Chi square = 4.07			df = 3		p = .254	
Race						
CAUCASIAN	168	96.0	7	4.0	175	100.00
AFRICAN-AMERICAN	29	100.0	0	0	29	100.00
Chi square = 1.20			df = 1		p = .273	
Level of Education						
HIGH SCHOOL 1-2 YEARS	20	90.9	2	9.1	22	100.00
COLLEGE	13	86.7	2	13.3	15	100.00
B.S. DEGREE	50	98.0	1	2.0	51	100.00
MASTERS DEGREE	88	97.8	2	2.2	90	100.00
DOCTORAL DEGREE	27	93.1	2	6.9	29	100.00
Chi square = 6.23			df = 4		p = .182	

TABLE IV. (continued)

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Family Economic Situation						
POOR OR						
LOW-INCOME	36	92.3	3	7.7	39	100.00
LOW-MIDDLE	85	95.5	4	4.5	89	100.00
MIDDLE	68	97.1	2	2.9	70	100.00
HIGH MIDDLE	9	90.0	1	10.0	10	100.00
Chi square = 1.90			df = 3		p = .594	
Place of Residence						
OPEN COUNTRY	42	95.5	2	4.5	44	100.00
FARM	31	88.6	4	11.4	35	100.00
SMALL CITY						
UNDER 50,000	74	98.7	1	1.3	75	100.00
MEDIUM CITY						
50,000-250,000	19	95.0	1	5.0	20	100.00
SUBURB	19	95.0	1	5.0	20	100.00
LARGE CITY						
OVER 250,000	13	100.0	0	0	13	100.00
Chi square = 6.50			df = 5		p = .261	
Job Title						
ADMINISTRATION	5	100.0	0	0	5	100.00
STATE						
SPECIALIST	34	94.4	2	5.6	36	100.00
COUNTY						
AGENT	115	98.3	2	1.7	117	100.00
PROGRAM						
ASSISTANT	29	87.9	4	12.1	33	100.00
OTHER	14	93.3	1	6.7	15	100.00
Chi square = 7.27			df = 4		p = .122	

TABLE IV. (continued)

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Majority of Assignment						
AGRICULTURE	59	93.7	4	6.3	63	100.00
HOME						
ECONOMICS	46	100.0	0	0	46	100.00
FOUR-H	42	97.7	1	2.3	43	100.00
EFNEP	25	89.3	3	10.7	28	100.00
50/50 SPLIT	11	91.7	1	8.3	12	100.00
OTHER	14	100.0	0	0	14	100.00
Chi square = 6.91			df = 5		p = .227	

Perceptions regarding Extension's ability to change behavior with Extension Educational Programs and Selected Demographic Variables.

Data in Table V indicate the relationship of respondents perceptions regarding whether Extension can change client's behavior with Extension educational programs and teachings and the eight independent variables described in the previous section (Table IV). As reported in Table V, there is no reason to conclude that a relationship exists between how respondents felt about changing behavior and any of the eight independent variable. Like the previous question about the worthiness of working with the audience, 9 percent or more of all respondents answered this question "Yes". It should be noted, however, that the gender variable did approach significant levels (Chi square = 3.68 df = 1 p = .055). In the sample, females were more likely to answer yes than males, however, all respondents tended to answer yes.

Perceptions regarding Faculty and Staff teaching Limited Resource holding a less prestigious position than Faculty and Staff conducting "traditional" programs and Selected Demographic Variables.

Data in Table VI describe the relationships between how respondents responded to the question, "Do you perceive other Extension faculty and staff (county leaders, supervisors, administration, etc.) judge Extension faculty who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension programs and the same eight independent variables described in the previous two sections.

TABLE V. Relationship Of The Respondents Perceptions Regarding Whether Extension Can Change Clients Behavior With Extension Educational Programs and Teaching And Selected Demographic Variables.

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Gender						
MALE	81	90.0	9	10.0	90	100.00
FEMALE	112	96.6	4	3.4	116	100.00
Chi square = 3.68			df = 1		p = .055	
Age						
20 - 29 YEARS	23	95.8	1	4.2	24	100.00
30 - 39 YEARS	45	88.2	6	11.8	51	100.00
40 - 49 YEARS	65	94.2	4	5.8	69	100.00
50 - 65 YEARS	60	96.8	2	3.2	62	100.00
Chi square = 3.78			df = 3		p = .286	
Race						
CAUCASIAN	162	93.6	11	6.4	173	100.00
AFRICAN-AMERICAN	28	96.6	1	3.4	29	100.00
Chi square = 3.76			df = 1		p = .540	
Level of Education						
HIGH SCHOOL 1-2 YEARS	21	95.5	1	4.5	22	100.00
COLLEGE	15	100.0	0	0	15	100.00
B.S. DEGREE	49	98.0	1	2.0	50	100.00
MASTERS DEGREE	82	92.1	7	7.9	89	100.00
DOCTORAL DEGREE	26	89.7	3	10.3	29	100.00
Chi square = 4.06			df = 4		p = .398	

TABLE V. (continued)

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Family Economic Situation						
POOR OR						
LOW-INCOME	36	92.3	3	7.7	39	100.00
LOW-MIDDLE	80	92.0	7	8.0	87	100.00
MIDDLE	67	95.7	3	4.3	70	100.00
HIGH MIDDLE	10	100.0	0	0	10	100.00
Chi square = 1.72			df = 3		p = .631	
Place of Residence						
OPEN COUNTRY	42	95.5	2	4.5	44	100.00
FARM	31	88.6	4	11.4	35	100.00
SMALL CITY						
UNDER 50,000	69	93.2	5	6.8	74	100.00
MEDIUM CITY						
50,000-250,000	20	100.0	0	0	20	100.00
SUBURB	18	94.7	1	5.3	19	100.00
LARGE CITY						
OVER 250,000	13	100.0	0	0	13	100.00
Chi square = 4.28			df = 5		p = .509	
Job Title						
ADMINISTRATION	5	100.0	0	0	5	100.00
STATE						
SPECIALIST	33	91.7	3	8.3	36	100.00
COUNTY						
AGENT	108	93.9	7	6.1	115	100.00
PROGRAM						
ASSISTANT	32	97.0	1	3.0	33	100.00
OTHER	14	93.3	1	6.7	15	100.00
Chi square = 1.21			df = 4		p = .876	

TABLE V. (continued)

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Majority of Assignment						
AGRICULTURE	57	90.5	6	9.5	63	100.00
HOME						
ECONOMICS	42	95.5	2	4.5	44	100.00
FOUR-H	41	95.3	2	4.7	43	100.00
EFNEP	27	96.4	1	3.6	28	100.00
50/50 SPLIT	11	91.7	1	8.3	12	100.00
OTHER	14	100.0	0	0	14	100.00
Chi square = 3.04			df = 5		p = .693	

TABLE VI. Relationship Of The Respondents Perceptions Regarding Whether Other Extension Judge Extension Faculty And Staff Who Teach Limited Resource Individuals And Families As Less Prestigious Than Those Employees Conducting "Traditional" Extension Programs, And Selected Demographic Variables.

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Gender						
MALE	15	16.7	75	83.3	90	100.00
FEMALE	31	28.2	79	71.8	110	100.00
Chi square = 3.71			df = 1		p = .054	
Age						
20 - 29 YEARS	6	26.1	17	73.9	23	100.00
30 - 39 YEARS	9	17.6	42	82.4	51	100.00
40 - 49 YEARS	18	25.7	52	74.3	70	100.00
50 - 65 YEARS	13	23.2	43	76.8	56	100.00
Chi square = 1.24			df = 3		p = .743	
Race						
CAUCASIAN	34	20.2	134	79.8	168	100.00
AFRICAN-AMERICAN	1	39.3	17	60.7	28	100.00
Chi square = 4.92			df = 1		p = .206	
Level of Education						
HIGH SCHOOL 1-2 YEARS	7	36.8	12	63.2	19	100.00
COLLEGE	5	35.7	9	64.3	14	100.00
B.S. DEGREE	14	29.2	34	70.8	48	100.00
MASTERS DEGREE	16	17.8	74	82.2	90	100.00
DOCTORAL DEGREE	4	14.3	24	85.7	28	100.00
Chi square = 6.92			df = 4		p = .140	

TABLE VI. (continued)

Variable Level	YES		Answer NO		TOTAL	
	N	%	N	%	N	%
Family Economic Situation						
POOR OR						
LOW-INCOME	4	10.5	34	89.5	38	100.00
LOW-MIDDLE	17	20.0	68	80.0	85	100.00
MIDDLE	20	29.9	47	70.1	67	100.00
HIGH MIDDLE	5	50.0	5	50.0	10	100.00
Chi square = 9.66			df = 3		p = .022	
Majority of Assignment						
AGRICULTURE	11	17.7	51	82.3	62	100.00
HOME						
ECONOMICS	10	22.7	34	77.3	44	100.00
FOUR-H	8	19.0	34	81.0	42	100.00
EFNEP	9	37.5	15	62.5	24	100.00
50/50 SPLIT	4	33.3	8	66.7	12	100.00
OTHER	4	30.8	9	69.2	13	100.00
Chi square = 5.29			df = 5		p = .382	

Gender

As with the previous dependent variable, the gender relationship approaches significance (Chi Square = 3.71 df = 1 p = .054). Females in the sample were slightly more likely to answer the question "Yes" than were males.

Age

Data in Table VI indicates there is no relationship between the independent variable (age) and how respondents answered the question listed above.

Race

As reported in Table VI, there is a significant relationship between race and how respondents answered the question. African-Americans were significantly more likely to answer "yes" to the question than were Caucasians. However, it should be noted that the majority of both groups answered "no" to the question (Chi square = 4.92 df = 1 p = .026).

Level of Education

Based on data in Table VI, there is no reason to believe there is a significant relationship between the variable (level of education) and how respondents answered the question as stated in part 2 of the questionnaire located in Appendix A.

Family Economic Situation

Based upon data shown in Table VI, one could conclude the higher the family's economic situation the more likely they are to answer "yes" to the question ($\text{Chi square} = 9.66$ $\text{df} = 3$ $p = .022$) as stated in part 2 of the questionnaire located in Appendix A. Those reared in lower income families were less likely to say that individuals who worked with limited resource families performed less prestigious work than those who worked with "traditional" audiences.

Place of Residence and Job Title

Similar analyses were conducted regarding the relationships of how respondents answered this question and their place of residence and job title. However, the low number of participants in each cell made it impossible for researchers to be conclusive regarding these relationships. Both analyses failed to produce valid chi square tests. Based upon these data there is no reason to conclude there is a relationship between the respondents answer to the question and their place of residence or their answers to job title.

Majority of Assignment

As reported in Table VI, there is no reason to conclude a relationship exists between the variable (majority of assignment) and how respondents answered the question.

Educational Philosophy and Attitude toward Public Assistance, Attitude toward Poverty and how respondents responded to items listed in Tables IV, V and VI.

This section is divided into two sub sections based on the level of measurement of the independent variables. The first sub section deals with findings where both independent variables and dependent variables are nominally scaled. The second sub section deals with findings between independent variables that were nominally scaled and dependent variables that were intervally scaled. The independent variables were two category nominally scaled variables while the dependent variables were intervally scaled.

Relationship between Attitudes and Educational Philosophy

Data to describe the relationships between attitudes toward public assistance, poverty and educational philosophy are found in Table VII. Pearson Correlation Coefficients were used to describe these relationships. Although one can interpret the statistical significance using the correlation coefficients, according to (Davis 49), a more important consideration is the magnitude of the correlations. Davis (49), describes the magnitude of correlations as follows:

1.0	Perfect Correlation
.70 - .99	Very High Correlation
.50 - .59	Substantial Correlation
.30 - .49	Moderate Correlation
.10 - .29	Low Correlation
.00 - .90	Negligible Correlation

TABLE VII. Relationship Between Attitude Toward Assistance, Attitude Toward Poverty And Educational Philosophy.

Variable	Educational Philosophy	
	r	r^2
Assistance	.43	.18
Poverty	.32	.10

As indicated in Table VII, the relationship between educational philosophy and one's attitude toward public assistance is moderate. One's educational philosophy explain 18 percent of the variance in one's attitude toward public assistance. Further, the relationship between educational philosophy and one's attitude toward poverty is moderate. However, one's educational philosophy explains 10 percent of the variance in one's attitude toward poverty.

Relationship between Question in Table IV, V, VI and VIII and Educational Philosophy

Relationships between educational philosophy and the response to the questions stated earlier in Table IV, V and VI are found in Table VIII. Since the independent variable was a two category nominally scaled variable and the dependent variable was intervally scaled, Student's t -test was used to

TABLE VIII. Relationship Between Educational Philosophy And Attitudes Of Teaching Limited Resource Individuals Or Families.

Variable Level	n	$\bar{x}$	sd.	t.	p.
Belief its worth Extension time to teach limited resource.					
YES	195	4.50	1.22	.44	.671
NO	<u>9</u>	4.22	1.86		
*Total	204				
Belief that Extension can change behavior of limited resource individuals or families.					
YES	190	4.48	1.22	.13	.896
NO	<u>12</u>	4.42	1.73		
*Total	202				
Perception of teaching limited resource individual or families a less prestigious position.					
YES	45	4.04	1.19	2.63	.009
NO	<u>150</u>	4.59	1.24		
*Total	195				

*All responses will not sum 214 due to respondents choosing not to answer all questions on the questionnaire.

test the relationship inferentially. As reported in Table VIII there is no reason to believe there is a relationship between how respondents answered the question, "Do you believe it is worth Extension's time to teach limited resource individuals of families?" and educational philosophy ($t = .44$ $p = .671$). Further, there is no relationship between answers to the questions, "Do you believe Extension can change behavior of limited resource individuals or families because of your Extension educational programs and teachings?" and educational philosophy ($t = .13$ $p = .896$). Generally, all respondents tended to have a "moderate" educational philosophy, regardless of how they answered the first two questions.

However, based on data found in Table VIII there is a relationship between respondents answering the question, "Do you perceive other Extension faculty and staff (county leader, supervisor, administration, etc.) judge Extension faculty and staff who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension program?" and educational philosophy ($t = 2.63$ $p = .009$). Based on data those respondents answering "yes" to the question stated above had a liberal educational philosophy than those respondents answering "no." However, both groups of respondents tended to be moderate to slightly conservative in their educational philosophy.

CHAPTER V

SUMMARY OF MAJOR FINDINGS

Statement of the Problem

Poverty continues to exist in our world. Thus, many people are too poor to afford an adequate diet, and other essentials of life. Although America is perceived by many as the "land of plenty," numerous children live in poverty and often go hungry. Further, the number of children living in poverty is increasing. Many views on public policy abound. In order for limited resource families and individuals to learn skills, acquire positive attitudes and change their behavior, they must be educated. The Expanded Food & Nutrition Education Program has been educating families for the past twenty five years. However, reports show that further education is needed in other subject matter areas in addition to food and nutrition. Therefore, there is a need to mainstream limited resource individuals and families into other Extension programs. The problem could be stated: What are the attitudes toward poverty and public assistance of the Tennessee Agricultural Extension Service professionals and paraprofessionals? Understanding these attitudes may enable more people in poverty to participate in Extension programs in addition to EFNEP.

Purpose

The purpose of this study was to examine and evaluate the Tennessee Agricultural Extension faculty and staff's attitudes about poverty and public assistance.

The results of this study will help the Tennessee Extension faculty and staff to plan and implement programs for limited resource audiences.

Changing misconceptions and attitudes about poverty among Extension faculty and staff would be a necessary first step toward developing programs. Basing programs on attitudes that reflect accurate information about poverty rather than misconceptions can make them more appealing and effective.

Research Objectives

The researcher identified the following research objectives to guide the study. They were to:

1. describe respondents demographically;
2. study respondent's attitudes toward public assistance programs and the relationship of that attitude to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment;
3. study respondents' attitudes toward poverty and the relationship of that attitude to gender, age, race, level of education, family economic situation, place of residence, job title and category of major job assignment;
4. study the respondents' answers to "Do you believe it is worth extension's time to teach limited resource individuals

and families?" and its relationship to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment;

5. study the respondents' answers to "Do you believe Extension can change behavior of limited resource individuals and families because of your Extension educational programs and teachings?" and its relationship to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment;
6. study the respondents' answers to "Do you perceive other Extension faculty and staff (County Leaders, Supervisors, Administration, etc.) judge Extension faculty who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension programs?" and its relationship to gender, age, race, level of education, family economic situation, place of residence, job title, and category of major job assignment; and,
7. study the relationship between educational philosophy and the following variables: attitude toward assistance, attitude toward poverty and how respondents respond to items listed in objectives 4, 5, and 6.

Limitations

The study was limited to all University of Tennessee Extension employees listed in the 1994 - 1995 Tennessee Agricultural Extension Directory, and the current list of program assistant employed at the University of Tennessee and Tennessee State University.

Sample for the Study

The population for the study consisted of all faculty and staff members in the 1994 - 1995 University of Tennessee Institute of Agriculture and Tennessee State University. According to this information, there were 630 staff members. The researcher found the sample size should be 240. However, the researcher increased the sample size to 250 to increase the probability of a 95 percent confidence level in findings after determining the sample size, each faculty and staff member was assigned a number. Using a random number procedure, 250 Tennessee Agricultural Extension Service staff members were selected to participate in the study.

Instrumentation

The instrument used in the study was a three part questionnaire. Part one contained 36 Likert-type statements regarding poverty and public assistance. The scale of measurement for the Likert-type statements were: 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree and 5 = strongly disagree. Part two contained three questions regarding the belief of the worth of Extension's time to teach limited resource individuals and families, the belief that Extension staff can change the behavior of limited resource individuals and families through educational programs and, lastly, the perception Extension faculty and staff have of other Extension faculty and staff who teach limited resource individuals and families. Part three

contained demographic data on the sample of Tennessee Agricultural Extension Service faculty and staff. The questionnaire was reviewed by the researcher's graduate committee and then forwarded to the Office of Research Administration at the University of Tennessee for their approval. After receiving approval, the instrument was pilot tested with 30 faculty and staff members with the Tennessee Agricultural Extension Service who were not selected to be part of the sample. Reliability coefficients were deemed adequate. However, some questions were reworded to improve the validity of the survey instrument.

Data collection procedures

Tennessee Agricultural Extension Service faculty and staff selected for the study were mailed an endorsement letter from the Assistant Dean of the Tennessee Agricultural Extension Service. One week later they were mailed a cover letter from the researcher, the questionnaire and a self addressed stamped envelope for returning the questionnaire to the researcher. One week later all participants selected for the study received a post card from the researcher thanking them for participating and, if they had not yet completed the questionnaire, to do so. If the questionnaire had been lost, participants were asked to call the researcher and an additional questionnaire would be forwarded to them. The overall usable response rate for the mailed survey was 86 percent.

Data analysis

Data for the study were analyzed using the Statistical Package for the Social Sciences (SPSS Release 4.1) on the IBM 3081 mainframe computer at the University of Tennessee Computing Center. Alpha levels were established .05 a priori.

Frequencies and percentages were used to describe various demographic information. Analysis of variance, t-tests, chi-square and Pearsonian correlation coefficients were used to test relationships in the study.

Major Findings

The findings of this study are reported to coincide with the research objectives. Below is a summary of the research findings.

Demographics

The sample consisted of 43.8 percent males and 56.2 percent were females. Almost 25 percent were 30 - 39 years old, 34.3 percent were 40 to 49 years old and 27.6 percent were 50 to 65 years old. Only 11.4 percent of the respondents were between 20 and 29 years old. The majority of respondents (84.2 percent) described themselves as being Caucasian while 14.3 percent were African-American. Forty-four percent of the respondents held Master's degrees and 24.4 percent held the Bachelor of

Science degree. Only 13.9 percent had completed the doctoral degree.

Almost 43 percent reported growing up in "low middle" income households and 33.8 in middle income households.. Almost 36 percent resided in small cities with populations under 50,000, 17.2 percent lived on a farm and 21.5 percent lived in open country.

The majority of the sample (55.8 percent) were county agents, while 17.3 were state specialists and 15.9 percent were program assistants. Over half of the respondents (51.9 percent) had Four-H responsibilities, 48.1 percent had responsibilities in Agriculture, and 38.6 percent worked in Home Economics.

When asked to identify the single area of responsibility that represented the majority of their efforts, 31.3 percent had major assignments in Agriculture, 22.1 percent with major assignments in Home Economics and 20.7 percent in Four-H.

Faculty and staff members were asked their political affiliation. Thirty-five percent reported Democratic affiliation while 21.2 percent reported Republican.

In describing their educational philosophy, 38.3 percent considered themselves "moderate" while 23.2 percent felt they were "conservative."

Lastly, respondents were to respond yes or no to a series of questions concerning their beliefs and perceptions about teaching limited resource individuals and families. Ninety-five percent of staff members felt it is worth

their time to teach limited resource individuals and families. Ninety-three percent of the respondents felt they could change behavior of limited resource families and individuals through their educational programs. Lastly, 77 percent did not perceive Extension faculty who teach limited resource individuals and families as having a less prestigious position than those employees conducting "traditional" Extension programs.

Relationship between Attitude toward Public Assistance and Selected Variables.

Overall, Tennessee Extension faculty and staff had a slightly negative attitude toward public assistance. Attitude scores on 14 statements regarding public assistance could have ranged from 14 to 70 with a midpoint of 42. However, scores for this group ranged from 16 to 61 with an average of 37.10.

There was a significant relationship between gender and attitude toward public assistance ($f = 5.83$ $p = .017$). Male respondents were significantly more negative than were females.

A highly significant relationship existed between age and attitude toward public assistance ($f = 5.12$ $p = < .001$). Those respondents who were from 20 to 29 years of age were more negative in their attitude regarding public assistance than the other age groups.

There is a highly significant relationship between race and attitude toward public assistance ($f = 41.91$ $p = < .001$). Caucasians were more

negative in their attitude than African-Americans who were slightly more positive.

All respondents who completed 1-2 years of college and those holding doctoral degrees had significantly more positive attitudes than did those who hold B.S. degrees and Master's degrees.

There was a significant relationship between place of residence and public assistance ($f = 8.17$ $p = < .0010$). Those respondents living in large cities of over 250,000 were significantly more positive than all other groups.

County agents had significantly more negative attitudes than did state specialists, program assistants and those responding in the "other" category.

Relationship between Attitude toward Poverty and Selected Variables.

Tennessee Extension faculty and staff overall had a slightly positive attitude toward poverty. Attitude scores on 17 statements regarding poverty could have ranged from 17 to 85 with a midpoint of 51. However, scores for this group ranged from 32 to 85 with an average of 60.53.

Females were significantly more positive in their attitude toward poverty than were males ($f = 4.69$ $p = .032$).

Caucasian and African-Americans both held positive attitudes toward poverty. However, African-Americans were much more positive than Caucasians.

A significant relationship existed between level of education and

attitude toward poverty ($f = 4.32$ $p = .002$). Those respondents having less than a B.S. degree and those respondents with doctoral degrees had more positive attitudes toward poverty than those having either a B.S. degree or Master's degree.

There was a significant relationship between the respondents family economic situation and their attitude toward poverty ($f = 5.34$ $p = .002$). Those respondents who grew up in poor or "low income" families were more positive in their attitudes than those from "low middle" and "middle" income families.

A significant relationship existed between place of residence and attitude toward poverty ($f = 5.34$ $p = .002$). Respondents residing in cities of 50,000 and over had more positive attitudes toward poverty than did those living in cities of under 50,000, on farms, or in open country.

There was a statistically significant relationship between job title and attitude toward poverty ($f = 2.82$ $p = .026$). Those respondents choosing the "other" category as related to job title were more positive in their attitudes than were those reporting "county agents". Those in the "other" category included county extension leader, EFNEP secretary, department head, associate extension agent, assistant extension agent, Four-H Home Economist and section leader.

"Is it worth Extension's time to teach Limited Resource Individuals and Families?"

Ninety-five percent of the respondents answered "yes", it is worth Extension's time to teach limited resource individuals and families.

"Can Extension change behavior of Limited Resource Individuals or Families through Extension Education Programs and teachings?"

Similar to the previous question, 93 percent or more of all respondents answered this question "yes". Although not significant, the relationship between gender and this variable did approach significance. (Chi square = 3.68 df = 1 p = .054). Females were more likely to answer "yes" in the sample than were males.

"Do Extension Faculty and Staff who teach Limited Resource Individuals and Families as less prestigious than those conducting "traditional" Extension Programs?"

As reported with the previous question the gender relationship approaches significance (Chi square = 3.71 df = 1 p = .054). Females were more likely to answer "yes" to the question in the sample than were males.

African-Americans were significantly more likely to answer "yes" than were Caucasian. However, the majority of both groups answered "no" to the question. (Chi Square = 4.92 df = 1 p = .026).

The researcher did conclude the higher the family's economics situation the more likely they are to answer "yes" to the question (Chi

Square = 9.66 df = 3 p = .021).

Educational Philosophy and Selected Variables.

There was a moderate relationship between educational philosophy and attitude toward public assistance ($r = .43$). Further, there was a moderate relationship between educational philosophy and attitude toward poverty ($r = .32$). In both relationships, those with more liberal educational philosophies held more positive attitudes.

Although the researcher also studied the relationship between educational philosophy and how respondents answered the three questions alluded to earlier, there were too few respondents answering no to the questions "Do you believe it is worth Extension's time to teach limited resource individuals or families?" and "Do you believe Extension can change behavior of limited resource individuals or families because of your Extension educational programs and teachings?" to determine if a relationship existed. However, there was a relationship between how respondents answered "Do you perceive other Extension faculty and staff (county leaders, supervisors, administration, etc.) judge Extension faculty who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension programs?" and educational philosophy. Those perceiving that teaching limited resource individuals and families is a "less prestigious position" was more liberal in

their educational philosophies.

Conclusions and Implication

After analyzing data presented, Tennessee Extension faculty and staff overall have a slightly negative attitude toward public assistance and a slightly positive attitude toward poverty.

Relationship of Age toward Public Assistance.

Those respondents in the study who were from 20 to 29 years of age were more negative in their attitude than other age groups. According to Bobo, "younger cohorts were more supportive of the welfare state than their seniors" (Bobo 367). However, this study did not reveal this. This might be explained by the type of assignment held by 20 to 29 year olds. The age category of 20 to 29 year olds most likely contained many county agents who were less positive about public assistance

Relationship of Race toward Public Assistance.

The data indicated Caucasians were more negative in their attitude toward public assistance while African-Americans in this study were slightly positive in their attitudes. Bobo reported that white middle class respondents associated race with poverty and single black females with babies were viewed as less deserving of governmental assistance than their

white counterparts (Bobo 384). Also, it was noted that "when the poor person was black, causal and treatment responsibility were more individual" (1990 34). Robert Shaperio and J. T. Waxman (1989) found that "socioeconomic status and race were most consistently found to influence attitudes toward social programs with blacks and those of lower economic status were more supportive of social programs" (69). This study supports those findings.

Relationship between Education level and Attitude toward Public Assistance.

Respondents who had completed 1-2 years of college and those with doctoral degrees had significantly more positive attitudes toward public assistance than those with B.S. and Master's degrees. None of the groups differ significantly from those respondents with high school degrees. John B. Williamson found that women with advanced degrees were more liberal as to their perceived motivation and support for public assistance (Williamson 645). College graduates were more liberal in their views on motivation and support for public assistance than respondents in the "some college" category (645).

Relationship between Place of Residence and Attitude toward Public Assistance.

Respondents living in larger cities with a population of 250,000 were significantly more positive than other places of residence category. A large

number of public housing projects are found in densely populated cities. Therefore, those faculty and staff members residing in the large cities could account for the positive attitude toward public assistance. However, the researcher did not have supporting studies regarding place of residence and attitude toward public assistance.

Relationship between Position and Attitude toward Public Assistance.

County agents work in all 95 counties in the State of Tennessee. The majority of county agents live in "open country", on "farms" or "small cities" and are not as likely to encounter people living in public housing as state specialists residing in larger cities, near colleges and universities. The finding that program assistants are more like specialists than agents may be explained because they were hired specifically to work with limited resource families and individuals.

Relationship between Economic Level and Attitude toward Poverty.

Respondents growing up in a poor or "low income" family were more positive toward poverty than were those coming from "low middle" and "middle" income families. Various researchers have identified types of poor but stigma and its effects are found with decreasing severity throughout the lower class. In other words, those individuals who grew up in the "low income" economical level do not judge poor people as harshly as those

individuals who had more luxuries in life. This research supports those findings.

Relationship between Educational Level and Attitude toward Poverty.

Respondents having less than a B.S. degree and those with doctoral degrees have more positive attitude toward poverty. As stated earlier, this may be explained because of the fact that many of those having less than a B.S. degree were paraprofessionals hired specifically to work with limited resource families and individuals.

Differences in Educational Philosophy and Attitude toward Poverty and Public Assistance.

Data indicated a moderate relationship between educational philosophy and one's attitude toward public assistance and poverty. Often people analyze or identify their educational philosophy in the same manner as they would with one's political beliefs and ideas. Researchers have found that conservatives tend to blame poverty on the poor more than liberals (Zucker 926). Liberals, on the other hand, rate societal and fatalistic causes as being more important causes of poverty than do conservatives (940). Conservatives are more likely to favor individualistic causes for poverty while liberals will favor societal causes for poverty (Zucker 936). These findings are supported from another study in which conservative voters "find such attributions for poverty more important, blame the poor for their positions

and have more negative attitudes toward the poor than do liberals" (Griffin 796).

Relationship between Gender and the perception that other Extension Faculty and Staff judge Extension Faculty and Staff teaching limited resource audiences as less prestigious than Extension Faculty and Staff conducting "traditional" programs.

Females were more likely to answer "yes" to the question than males. African-Americans were more likely to answer "yes" than were Caucasian. Lastly, the higher the family's economic background the more likely they are to answer "yes" to the question.

Although there was nothing in the literature which dealt with perceptions about this specific type of Extension education program, several references were made to differences with regard to gender and race concerning attitudes toward poverty and public assistance. It appears, based upon this study that females believe that other Extension professionals perceive a stigma exists related to working with limited resource families and individuals. The majority of Extension programs targeted to limited resource families and individuals are offered through Home Economics Extension. Since the majority of home economics agents are females, one would conclude that those who work more closely with limited resource families and individuals believe that their colleagues perceive their work as less prestigious. The observation that African-Americans perceive that a stigma exists regarding working with limited resource families and individuals is

supported in the literature. Why more respondents from high, middle and low middle income backgrounds think others perceive teaching the poor as less prestigious than other groups is difficult to explain. It is possible they feel it is less prestigious?

Recommendations for Further Study

If limited resource individuals and families are to be matriculated into other educational components of the Tennessee Agricultural Extension Service both now and in the future, additional research should be conducted.

Recommendations for Research Studies.

1. Additional research should be conducted to determine why individuals from middle and lower middle economic backgrounds feel others think working with limited resource audiences is less prestigious than working with others.
2. A study should be completed to determine the kinds of management practices used by Extension leaders in including EFNEP staff in office conferences, etc. as they work with professionals and paraprofessionals in Tennessee.
3. A study should be completed with limited resource individuals and families in order to have a better understanding of their values, needs, priorities and barriers to attitude and behavior changes.
4. Further study the staffing patterns for personnel teaching limited resource audiences in other states. The Tennessee EFNEP program has area Extension agents delivering programs while "traditional" Extension programs are delivered by Extension agents within county borders. This information would help determine if area agents are as effective in their delivering of educational programs and impact made with participants participating as Extension agents that have responsibilities for one county program.

5. Further study the perception of program assistants regarding their function and ability to work with other Extension professionals in their counties. This is needed in order that faculty and staff have a better understanding of one another thus encouraging teamwork within county offices.
6. A study should be conducted in measuring attitude change among faculty and staff as a result of training received in working with the poor.

Recommendations for Educational Programming.

1. In-service training on working with the poor for faculty and staff who teach limited resource audiences should be held. A study with EFNEP paraprofessionals indicated that even those who work closely with the poor still do not understand their needs (Bremner 128). Therefore, after studying the findings in this study and other research conducted, one believes training of this type is of utmost importance. However, additional comments from respondents led the researcher to believe some were actually saying "no, it is not worth our time to work with limited resource families and individuals." Thus, the researcher concludes misunderstandings exists in educational programs directed toward limited resource families and individuals. The training should focus on needs and priorities of the poor, barriers to attitude and behavior changes among the poor and effective teaching strategies.
2. Pilot programs should be established focusing on educational programs that successfully include limited resource families and individuals in Extension educational components. Once these programs are implemented, they should be showcased with other Extension faculty and staff to serve as a model.
3. Specific education programs should be held with and for those Extension faculty and staff perceiving a stigma in faculty and staff that work with limited resource families and individuals. Although, a majority of respondents indicated a stigma did not exist in those working with limited resource families and individuals, comments in the study indicated this was not the case. This type of educational programming would offer a more positive image and emphasis the importance of programs conducted with limited resource families and individuals such as the Expanded Food and Nutrition Educational Program.

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APPENDICES

APPENDIX A

ATTITUDES OF POVERTY AND PUBLIC ASSISTANCE



**A Survey of Tennessee
Extension Employees**

**The University of Tennessee
Agricultural Extension Service**

ATTITUDES OF POVERTY AND PUBLIC ASSISTANCE

In 1993, a Tennessee EFNEP report showed further education is needed in other program components in addition to Food and Nutrition. In 1993 28% of the 4,340 EFNEP families participating reported other aspects of family care (such as health, money management, parenting and personal growth) were not being met. EFNEP participants can acquire life skills and make positive changes in family care if they are mainstreamed into other Extension program components.

By completing this survey, you can help program administrators in determining the kind of leadership and training that is needed by program delivers.

GENERAL INSTRUCTIONS

1. Your participation in this study is needed.
2. Do not put a name on your survey. Your participation will remain anonymous. Therefore, we encourage you to be completely honest as you answer **ALL** the questions.
3. Your participation in this study will require very little of your time. This survey can be completed in approximately 15-20 minutes.
4. Please return the completed questionnaire within one week from date received to:

Shirlene N. Booker
University of Tennessee
Agricultural Extension Service
100 Nevada Ave., Suite 201
Greeneville, TN 37745

PART 1 **STATEMENTS ABOUT POVERTY** **AND PUBLIC ASSISTANCE**

This section contains statements about poverty and public assistance. Read each statement. **CIRCLE THE ANSWER TO THE RIGHT OF THE QUESTION THAT BEST DESCRIBES YOUR BELIEF.**

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

- | | | | | | |
|---|----|---|---|---|----|
| 1. A person receiving welfare should not have a nicer car than I do. | SA | A | U | D | SD |
| 2. Poor people will remain poor regardless of what's done for them. | SA | A | U | D | SD |
| 3. Welfare makes people lazy. | SA | A | U | D | SD |
| 4. Any person can get ahead in this country. | SA | A | U | D | SD |
| 5. Poor people are satisfied receiving welfare. | SA | A | U | D | SD |
| 6. Welfare recipients should be able to spend their money as they choose. | SA | A | U | D | SD |
| 7. An able-bodied person using food stamps is ripping off the system. | SA | A | U | D | SD |
| 8. Poor people are dishonest. | SA | A | U | D | SD |
| 9. If poor people worked harder, they could escape poverty. | SA | A | U | D | SD |

10. Most poor people are members of a minority group.	SA	A	U	D	SD
11. People are poor due to circumstances beyond their control.	SA	A	U	D	SD
12. Society has the responsibility to help poor people.	SA	A	U	D	SD
13. People on welfare should be made to work for their benefits.	SA	A	U	D	SD
14. Unemployed poor people could find jobs if they tried harder.	SA	A	U	D	SD
15. Poor people are different from the rest of society.	SA	A	U	D	SD
16. Being poor is a choice.	SA	A	U	D	SD
17. Most poor people are satisfied with their standard of living.	SA	A	U	D	SD
18. Poor people think they deserve to be supported.	SA	A	U	D	SD
19. Welfare mothers have babies to get more money.	SA	A	U	D	SD
20. Children raised on welfare will never amount to anything.	SA	A	U	D	SD
21. Poor people act differently.	SA	A	U	D	SD
22. Poor people are discriminated against.	SA	A	U	D	SD
23. Most poor people are dirty.	SA	A	U	D	SD
24. People who are poor should not be blamed for their misfortune.	SA	A	U	D	SD
25. If I were poor, I would accept welfare benefits.	SA	A	U	D	SD

26. Out-of-work people ought to have to take the first job that is offered.	SA	A	U	D	SD
27. The government spends too much money on poverty programs.	SA	A	U	D	SD
28. Some "poor" people live better than I do, considering all their benefits.	SA	A	U	D	SD
29. There is a lot of fraud among welfare recipients.	SA	A	U	D	SD
30. Benefits for poor people consume a major part of the federal budget.	SA	A	U	D	SD
31. Poor people use food stamps wisely.	SA	A	U	D	SD
32. Poor people generally have lower intelligence than nonpoor people.	SA	A	U	D	SD
33. Poor people should be more closely supervised.	SA	A	U	D	SD
34. I believe poor people have a different set of values than do other people.	SA	A	U	D	SD
35. I believe poor people create their own difficulties.	SA	A	U	D	SD
36. I believe I could trust a poor person in my employment.	SA	A	U	D	SD
37. I would support a program that resulted in higher taxes to support social programs for poor people.	SA	A	U	D	SD

PART 2

Next, we'd like you to think about your Extension education programs and how limited resource individuals or families might fit into those programs. Please read each of the following questions and answer each one. Then elaborate so that we can better understand your answer.

38. Do you believe it is worth Extension's time to teach limited resource individuals or families?

_____ Yes

_____ No

Elaborate _____

39. Do you believe Extension can change behavior of limited resource individuals or families because of your Extension educational programs and teaching?

_____ Yes

_____ No

Elaborate _____

40. Do you perceive other Extension faculty and staff (county leaders, supervisors, administration, etc.) judge Extension faculty who teach limited resource individuals and families as less prestigious than those employees conducting "traditional" Extension programs?

_____ Yes

_____ No

Elaborate _____

PART 3

BACKGROUND INFORMATION

Finally, we would like to ask questions about yourself. Again, your answers will be anonymous. Please circle the letter(s) that describes your response.

41. What is your sex?

- A. MALE
- B. FEMALE

42. What is your age?

- A. UNDER 20
- B. 20 - 29
- C. 30 - 39
- D. 40 - 49
- E. 50 - 65
- F. OVER 65

43. What race do you consider yourself?

- A. WHITE
- B. BLACK
- C. HISPANIC
- D. ASIAN
- E. AMERICAN INDIAN
- F. OTHER (PLEASE SPECIFY)

44. What is your highest level of education?

- A. HIGH SCHOOL
- B. 1 - 2 YEARS COLLEGE
- C. B. S.
- D. MASTERS DEGREE
- E. DOCTORAL DEGREE

45. As you were growing up how would you best describe your family's economic situation?

- A. POOR OR LOW-INCOME
- B. LOWER MIDDLE-INCOME
- C. MIDDLE-INCOME
- D. HIGHER MIDDLE-INCOME
- E. WEALTHY OR HIGH-INCOME

46. Which of those listed below best describes the type of place you are presently living?

- A. IN OPEN COUNTRY BUT NOT ON A FARM
- B. ON A FARM
- C. IN A SMALL CITY OR TOWN (UNDER 50,000)
- D. IN A MEDIUM-SIZE CITY (50,000 - 250,000)
- E. IN A SUBURB NEAR A LARGE CITY
- F. IN A LARGE CITY (OVER 250,000)

47. A. What is your job title?

- A. ADMINISTRATION (DEAN, ASSISTANT AND ASSOCIATE DEANS, DISTRICT AND ASSOCIATE SUPERVISORS)
- B. STATE SPECIALISTS
- C. AREA SPECIALISTS
- D. COUNTY AGENT
- E. AREA AGENT
- F. PROGRAM ASSISTANT
- G. OTHER _____

B. Circle all that apply to your area of responsibility.

- A. AGRICULTURE
- B. HOME ECONOMICS
- C. FOUR-H
- D. CRD*
- E. FOOD MARKETING
- F. EFNEP**
- G. OTHER _____

C. Finally, please circle the ONE area of responsibility that represents the majority of your assignment. (Circle only 1).

- A. AGRICULTURE
- B. HOME ECONOMICS
- C. FOUR-H
- D. CRD*
- E. FOOD MARKETING
- F. EFNEP**
- G. 50/50 SPLIT OF ANY SUBJECT MATTER AREA
- H. OTHER_____

48. Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent or what?

- A. REPUBLICAN
- B. DEMOCRAT
- C. INDEPENDENT
- D. OTHER - SPECIFY _____
- E. NO PREFERENCE

49. Currently, we hear considerable discussion about different views of "liberals" and or "conservatives". Please consider your own philosophy of education and, on the following scale, circle the appropriate number beside the descriptor which best describes your philosophy.

- A. EXTREMELY LIBERAL
- B. LIBERAL
- C. SLIGHTLY LIBERAL
- D. NEITHER LIBERAL OR CONSERVATIVE
(IE. MODERATE)
- E. SLIGHTLY CONSERVATIVE
- F. CONSERVATIVE
- G. EXTREMELY CONSERVATIVE

* Community Resource Development

** Expanded Food & Nutrition Education Program

This completes the survey.
Please fold and place in the enclosed return envelope.

THANK YOU!

APPENDIX B

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



P.O. Box 1071
Knoxville, Tennessee 37901-1071

June 1, 1995

1-
2-
3-

Dear 4-,

In approximately one week you will be receiving a letter from Mrs. Shirlene N. Booker, Associate Area Extension Agent, asking you to participate in a study she is conducting. The study is part of a comprehensive evaluation of Extension's Expanded Food and Nutrition Education Program (EFNEP) in Tennessee. The questionnaire is designed to be completed by a representative sample of all Tennessee Agricultural Extension faculty and staff, regardless of whether they have any responsibility in the EFNEP program. I would ask that you please take the time necessary to complete the questionnaire and return it to Shirlene. This is an important study; one which will help us better understand the EFNEP program in Tennessee. Your participation in this study will assure that the conclusions derived from it are valid and useful.

I know that all of us are extremely busy in our Extension assignments. I would not ask you to participate in this study unless I thought it to be of the utmost importance. Please be watching for Shirlene's letter and questionnaire; then take the few minutes required to complete and return it to her as per instructions in her letter. Thank you for your consideration.

Sincerely,

Dr. Patricia Ganter



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AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE
100 Nevada Ave., Suite 201
Greeneville, TN 37745



June 8, 1995

1-
2-
3-

Dear 4-,

I am conducting research which is of major importance to one of our educational programs in Extension. In an effort to improve our understanding of this program, I am attempting to assess the attitudes about poverty and public assistance of Extension administrators, faculty, and program assistants employed by the Tennessee Agricultural Extension Service. I need your help in completing this research.

The attached questionnaire is one which you were notified about recently in a letter from Dr. Patricia Ganter. As indicated in that letter, the questionnaire is being sent to a random sample of respondents. I am asking you to please take the few minutes required to complete the questionnaire and return it to me in the attached envelope. Although your participation in this study is of course voluntary, I ask that you please participate in order to assure that the conclusions drawn from the study are valid. You have been selected as part of a random sample of participants. Therefore, the importance of each participant's response is extremely critical to the validity of the study.

You will note the questionnaire itself has no code numbers or other identifying characteristics on it. Your response will be completely anonymous. Although information requested on the questionnaire is not tremendously controversial, I believe respondents will feel more comfortable in giving completely honest answers if they know that no one will be able to link their names with the completed survey.

I would ask that you please try and return the completed survey in the attached envelope by 1 week after mailing. Please don't hesitate to call me if you have any questions or concerns about the study. Thank you in advance for your participation.

Sincerely,

Shirlene N. Booker

Shirlene N. Booker
Associate Area Ext. Agent



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AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



June 15, 1995

1~
2~
3~

Dear 4~,

Approximately one week ago, you should have received a questionnaire from me related to a study of the EFNEP program in Tennessee. If you have already returned the questionnaire, **THANK YOU**. If you have not returned it yet, I would ask that you please consider doing so. If you misplaced the questionnaire or never received one, please call me at 615-638-4196 and I will send you another one.

Again, thank you for your participation.

Shirlene N. Booker
Associate Area Ext. Agent



A State Partner in the Cooperative Extension System

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national origin, sex, age or disability and is an Equal Opportunity Employer.



VITA

Meredith Shirlene Needham was born on August 20, 1946 in Knoxville, Tennessee. She and two younger brothers, one younger sister, were raised by their parents, Mr. & Mrs. Shirley Needham in Maynardville, Tennessee. In 1965 she transferred to the University of Tennessee, Knoxville, from Carson Newman College, Jefferson City, Tennessee with a major in Textiles and Clothing and minor in Agricultural Extension Education. In August 1966 she married H.E. Booker, Jr. After graduating in August 1967 until July 1969 she worked for the Tennessee Agricultural Extension Service as an Assistant Extension Agent in Campbell County responsible for the 4-H youth program.

After having taught Head Start, working as a sales representative for Jefferson Standard Life Insurance Company, owning and operating her own drapery business and taking time to rear three children (Bryon, Bethany and Brittany) she returned to work for the Tennessee Agricultural Extension Service as an Assistant Extension Agent in Washington County in 1987.

In January, 1987 she began graduate studies in the Department of Agricultural and Extension Education at University of Tennessee, Knoxville. In March 1993 she was named an Area Agent responsible for the Expanded Food and Nutrition Education Program in Greene, Washington and Unicoi counties.

In December 1995, Shirlene graduated with a Master of Science degree in Agricultural Extension Education. Presently she is continuing her work as an Associate Area Extension Agent responsible for the Expanded Food and Nutrition Education Program in Greene, Washington, Unicoi, Carter and Johnson counties.