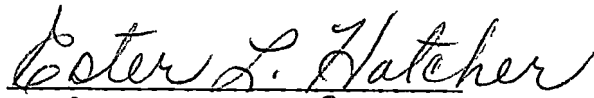


To the Graduate Council:

I am submitting herewith a thesis written by Brenda Parman Kucharski entitled "Characteristics of High and Low Performing Extension Food and Nutrition Education Program Assistants in Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.


Robert S. Dotson, Major Professor

We have read this thesis and
recommend its acceptance:




Accepted for the Council.


Vice Chancellor
Graduate Studies and Research

Ag-VetMed

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CHARACTERISTICS OF HIGH AND LOW PERFORMING EXTENSION FOOD
AND NUTRITION EDUCATION PROGRAM ASSISTANTS IN TENNESSEE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Brenda Parman Kucharski

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ABSTRACT

The purpose of this study was to determine characteristics of Tennessee EFNEP program assistants and to compare these characteristics according to high and low performance rated program assistants.

The population of this study included 203 EFNEP program assistants from 36 counties. The counties were fairly evenly distributed across the state.

The data were collected by means of a questionnaire with the cooperation and assistance of Mrs. Mildred Clark, Assistant Dean of the Tennessee Agricultural Extension Service, the professional home economist in each county included in the study and other Extension personnel.

Chi-square, Pearson product moment correlation coefficient and t-test analyses were used to determine the relationship between the level of performance and each of the 153 independent variables.

Major findings of this study were:

1. Level of performance was very significantly related to total family income. High performing program assistants tended to have a higher total family income (median \$8,333) than low performers (median \$6,111).

2. Level of performance was significantly related to participation in school groups. Higher performing program assistants tended to participate more in school groups (14 percent) than low performers (5 percent).

3. Level of performance was significantly related to grade completed in school. High performance program assistants tended to have completed more years in school (average 12.1 years) than low performers (average 11.7 years).

4. Level of performance was inversely related to the number of children program assistants had. Low performing program assistants tended to have more children (average 3.3) than higher performers (average 2.6).

5. Level of performance was inversely related to the number of children in high school. Low performing program assistants tended to have more children in high school (average .67) than high performers (average .37).

6. Level of performance was significantly related to number of years of previous work experience. High performance program assistants tended to have had more years previous work experience (average 10.6) than low performers (average 8.2).

7. Level of performance was inversely related to previous food related jobs. More low performing program assistants had had food related jobs (17 percent) than higher performers (11 percent).

8. Level of performance was significantly related to previous nutrition training received in college. A higher percent of high performing assistants (17 percent) had received nutrition training in college than was true for the low performers (7 percent).

9. Level of performance was inversely related to previous nutrition training received through adult education. A higher percent of

performing program assistants (18 percent) had received nutrition training through adult education than high performers (7 percent).

10. Level of performance was very significantly related to previous nutrition training received from other sources such as H.D.C., other Extension training, training and experience from lunch room management, cooking and other related fields, etc. A higher percent of high performing program assistants (17 percent) had received training from these other sources than low performers (5 percent).

11. Level of performance was inversely related to length of orientation training. Low performing program assistants tended to have had more weeks of orientation training (average 3.6 weeks) than high performers (average 2.8 weeks).

12. Level of performance was significantly related to the frequency of in-service training. High performing program assistants tended to receive in-service training more frequently (73 percent, weekly) than low performers (55 percent, weekly).

13. Level of performance was very significantly related to training given by state specialists in other areas such as preparation, preservation, buying, storing, etc. A higher percent of high performing program assistants (37 percent) tended to have had training in these other areas than low performers (3 percent).

14. Level of performance was very significantly related to the number of times training was received from state specialist staff. High performing program assistants tended to have received training more times from the state specialist staff (average 8.6 times) than low performers (average 6.4 times).

15. Level of performance was significantly related to nutrition information gathered by program assistants on their own from newspapers. A higher percent of high performing program assistants (55 percent) gathered nutrition information from newspapers on their own than low performers (35 percent).

16. Level of performance was significantly related to program assistants' enthusiasm about their job. High performers rated themselves higher (average 6.57) on enthusiasm than low performers (average 6.13).

17. Level of performance was inversely related to the use of the approved program assistant practice concerning obtaining food recalls. Low performers rated themselves 6.84 average compared to a 6.64 average rating for high performers on carrying out this practice.

Implications and recommendations were also included.

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CHAPTER I

THE PROBLEM AND ITS SETTING

I. INTRODUCTION

One of the major areas of program emphasis of the Tennessee Agricultural Extension Service is its Food and Nutrition Education Program (EFNEP) which began in 1968. The program was initiated in ten pilot counties with ten more counties added the following year (10:2)* and eventually spreading to 41 of the 95 Tennessee counties.

II. IMPORTANCE OF THE STUDY

The use of program assistants adds a dimension to Extension designed to multiply the efforts of the Extension Agents with unique possibilities for bringing about learning (18:102). Extension personnel in Tennessee are interested in the effective performance of program assistants and, thus, are interested in identifying peculiar characteristics which might be associated with such effectiveness.

This study was designed to help examine certain characteristics of program assistants and to identify any that can be linked to program assistant performance.

Few studies of this type could be found. Obviously, if characteristics relating to high and low performance can be identified, this information

*Numbers in parentheses refer to alphabetically listed references in this Bibliography; those after the colon refer to page numbers.

should be helpful to responsible Extension personnel as they interview applicants, make recommendations for program assistant employment, and plan, conduct and evaluate training programs as program assistant performance.

III. PURPOSE OF THE STUDY

The specific purposes of this study were:

1. To determine the relationship between high and low performance levels and obtainable personal information of Tennessee Program Assistants.
2. To determine the relationship between performance levels and job-related information of Tennessee Program Assistants.
3. To determine the relationship between performance levels and attitudes toward job of Tennessee Program Assistants.
4. To determine the relationship between performance levels and attitudes toward in-service training received by Tennessee Program Assistants.
5. To determine the relationship between performance levels and use of approved program assistant practices by Tennessee Program Assistants.
6. To determine the relationship between performance levels and the self-confidence of Tennessee Program Assistants regarding the skill needed to do an adequate job.

IV. DEFINITION OF TERMS

The following are definitions of some terms which should make the study more fully understood.

Extension's Food and Nutrition Education Program, or EFNEP, refers to a program of the Federal and State Cooperative Extension Services designed to help improve the life of low-income families through upgrading of their dietary adequacy and nutritional knowledge.

Program assistants, program aides or paraprofessionals refer to paid employees of the Cooperative Extension Service who teach nutrition and nutrition related information and practices to low-income families. They are, for the most part, not professional employees.

Homemaker refers to the person responsible for planning, preparing and serving the family's food.

Working visits refers to visits made by program assistants with the homemaker to teach and show nutrition information and practices.

Small group meetings refers to the same performance as in working visits but suggests the presence of two or more homemakers instead of one.

Special Programs in Foods for Youth, or SPIFFY, refers to a youth program in nutrition designed to meet the needs of youth, ages 5 to 19, from low-income families.

Food recall refers to a record of the homemakers food intake over a 24-hour period including all meals, beverages and snacks. This is taken at the time of enrollment in EFNEP and every six months thereafter.

EFNEP Agents are professional home economists employed by the Cooperative Extension Service and are in charge of the EFNEP program at the county level. They are responsible for assisting in selecting the program assistants and for training them and supervising their work (5.2-3).

Orientation training refers to the program assistant's preservice training or that which they received before going into the field.

In-service training is that regular and on-going training which the program assistant receives while she is on the job.

Home Demonstration Clubs or (H.D.C.) refers to organized homemakers clubs of the Tennessee Cooperative Extension Service designed to extend the University of Tennessee's latest research and technical knowledge in Home Economics to homemakers through trained Home Economist.

V. LIMITATIONS OF THE STUDY

The population of this study included all program assistants in 36 Tennessee counties who completed a data collecting questionnaire. Six of the 41 counties with EFNEP were eliminated; one had discontinued the EFNEP program and five had been involved in a previous preliminary study of this nature.

The study was limited to one dependent variable and 153 independent variables. The dependent variable was the performance level of program assistants. The 153 independent variables were grouped under the following headings: personal information, job-related information, attitudes toward the job, attitudes toward in-service training received,

use of approved program assistant practices and confidence in self regarding skill needed to do an adequate job.

VI. METHODS OF PROCEDURE

The Population and Sample

The population and sample of this study included all EFNEP program assistants in 36 of 41 Tennessee Counties having EFNEP who completed a data collection questionnaire. Six counties had been studied earlier; the author's home county was included in both studies. These 36 counties were distributed fairly evenly across the state. Two hundred three program assistants qualified for inclusion by returning completed questionnaires. EFNEP Agents could not obtain questionnaire information from 31 program assistants and five were deleted from the study due to incompleteness.

The Data

A questionnaire developed by Evangeline Freeland Davis (5:146-153), for use in a six county pilot study with only minor changes, was used to collect the data (see Appendix A).

The data were collected with the cooperation and assistance of Mrs. Mildred Clark, Assistant Dean of the Tennessee Agricultural Extension Service, EFNEP agents in each of the 36 counties and other Extension personnel, with the assurance that the identities of individual participants would be confidential.

The questionnaires were sent to the EFNEP agents in each county with instructions for having program assistants complete them. These

were completed and returned to the state office where individual program assistant's performance ratings were attached and all identification removed. The performance rating was that received by the program assistant as a part of Extension's management by objectives (M.B.O.) system (See Appendix B.) These ratings are done annually by the program assistant's county extension leader in consultation with their supervising EFNEP agent and reviewed by appropriate District and State Personnel. The rating scale ranked performance from one to five with one being lowest performance and five being highest. The questionnaires were separated into low performing program assistants (those ranking from one through three) and high performing program assistants (those ranking four or five).

Data from the questionnaires were coded, recorded and punched. Most computations were made at the University of Tennessee Computing Center. Some computations were necessarily done by hand.

Pearson product moment correlation coefficient, chi-square and t-test analyses were used as appropriate. The 1 and 5 percent levels of confidence were selected for significance in the study and it was decided to report those at the 10 percent level also as approaching significance.

CHAPTER II

RELATED LITERATURE

The U.S. diet is generally good, however, nutritional deficiencies do exist within segments of the population and are more prevalent among families with low incomes. Government programs to provide food assistance to needy families and to help families acquire the knowledge, skills, and motivation required to improve their food consumption practices reflect concern for this problem (6:1).

The Expanded Food and Nutrition Education Program, later to be known as Extension's Food and Nutrition Education Program (EFNEP) was authorized in November 1968 and launched nationally in early 1969. It was an outcome of executive and legislative concern for improving nutrition of low income people through education. The Cooperative Extension Service was charged with implementing the program (18:94).

Food and nutrition education has always been a major activity of the Extension program, but EFNEP represents a major change in magnitude, orientation and approach from previous efforts. These changes include a broadened scope of food and nutrition education with special focus on hard-to-reach families in poverty, many of which are minority groups living in urban areas. Another change is the Extension Service's use of paid nonprofessionals to extend the efforts of professional home economists in helping these families improve their food knowledge and food consumption practices (6:1).

The main recipient of the EFNEP aide's work is the family homemaker, although other members of the family, particularly the children, often benefit (6.1).

In an interview with homemakers, Levin (14:13) found that the mother's food concepts were the major influence on the food habits of the family. In the majority of American homes the mothers made the major food decisions, thus, concentration on nutritional education with her alone would probably be most beneficial.

Lamb (11:20) indicated that food influence on the young child focus at the point when attitudes and habits are formed and nutrient needs are most crucial.

Feaster (6.15) in his analysis of the U.S. EFNEP efforts indicated that most aides were selected largely because of their ability to communicate with low income families.

Silverman (17:44-45) indicated that helping service-ability, or relationship-ability, was one of the most critical qualities to look for in the subprofessional. That is, how well the person does at opening and maintaining a relationship. This ability is one that can be learned and developed.

Qualifications for becoming a program assistant according to Boyce (2:39) should be simple and flexible but the person selected should have enough intelligence to make effective use of training and supervision, show leadership qualities and show some interest in working with others, particularly in the development of youth.

In Santopolo's study (16:4) of 40 aides in Kentucky, some of the aides indicated that gaining the client's confidence and establishing credibility were equally as important as preparation in the field, i.e., detailed planning, technical knowledge and/or experience.

In a pilot study of program assistants in six counties in Tennessee, Davis (5:124-128) found that they needed some help, but were doing a good job of "getting along" with homemakers as well as having developed other abilities associated with this. High performing program assistants in her study had a little more confidence in themselves than low performers.

In the U.S. about 70 percent of the program assistants lived in the same neighborhood as the families they served, according to Feaster (6:15). Davis found in her pilot study in Tennessee that low performing program assistants, on the average, lived about 9.8 miles from their families and high performing program assistants were about 7.6 miles away from most of theirs on the average (5:94).

About one-half of the aides in the U.S. had completed high school and 16 percent had one or more years of college (6:15). In the Tennessee pilot study, the estimated median educational level for low performers was 9.8 years with high performers completing an estimated 11.6 grades (5:77).

The U.S. aides' average age was 40 years (6:15); while the estimated average in Tennessee counties studies earlier was 50 years for low performers and 46.1 years for high performers (5:75).

In the U.S., aides had about seven years of previous work experience, although 12 percent had no previous experience. Davis (5:89) found the estimated average years of work experience for low performers was 12.3 with the high performing program assistants averaging 9.4 years.

Feaster (6:15) found that the average number of families per aide in the U.S. was 28, with about 16 percent of the aides working with more than 60 families, and an equal percent working with less than 20 families. Davis' (5:98) Tennessee pilot study showed the average number of families worked with in 1974 per low performing program assistant was 46 with high performers working with 52.

Davis (5:78-97) also found that 83 percent of the low performing Tennessee pilot study program assistants were married compared to 78 percent of high performers. Those studied had 108 children averaging 20.7 years of age. Fifty percent of the low performers reported the husband's wages as the primary income versus 66 percent of the high performers. Sixty-four percent of all interviewers received their primary income biweekly. Low performers had an estimated median income of \$7,500; while it was \$9,000 for high performers. A much larger percent of high performing program assistants (83 percent) owned their home than low performers (50 percent). Program assistants' place of residency was fairly well scattered between farm, nonfarm, and urban with more high performers living in urbanized areas and less living on farms than low performers. The average tenure as program assistant was 2.5 years for low performers and 3.3 years for high performers. There was very little difference in the number of families graduated from the program for low and high performers.

Green, Wang and Ephross (7:28) concluded in their study that the third year of continuing home visits with the same homemaker had been of minimal, if any, value beyond the achievements with the homemaker in the first two years.

In the Tennessee pilot study (5:97-116), high performing program assistants averaged 70 visits per month compared to only 54 for low performers with both groups working an average of 23 hours per week. Eighty-three percent of the high performers, compared to 61 percent of the low performers had received nutrition training prior to the EFNEP job and orientation training was about the same for both groups.

When asked to rate their job according to how well they liked various criteria, both groups rated them above average with low performers rating them slightly higher.

Both groups of program assistants rated in-service training received from EFNEP agents above average on the criteria.

Santopolo (16:7) recommended the training be conducted on a one-to-one or very small group basis which will initially be more time consuming but prove more profitable because the well trained program assistant will demand less personal attention from the supervisor. He recommended the major training approach should consist of the integration of problem solving experiences concerned with how to teach nutritional education and role simulation activities dealing with human relation skill development.

Green, Wang and Ephross (7:29) proposed that greater emphasis be given to the training of aides in techniques that reward the homemaker

for initiative and reinforce acts that represent control rather than dependence.

In Tennessee (5:120), the pilot study program assistants rated themselves above average on use of approved practices, e.g., organization, planning, attitude, starting where the homemaker is, etc.

Kentucky aides (16:4) indicated a belief that individual personal contact as contrasted to group contact was critical to the effectiveness of EFNEP.

Verma (19:95,103) indicated that group meetings and home visits used to influence the decisions of persons in target audiences had been effective in EFNEP and should continue to be used, supported by other methods that could reach more people.

Kentucky aides (16:4) also indicated that follow-up and use of material directed to the needs of the specific audience were significant in bringing about effective changes desired.

CHAPTER III

FINDINGS OF THE STUDY

As a basis for analyzing the characteristics of EFNEP program assistants, data regarding personal information, job information, attitudes toward the job, attitudes toward training received, use of approved job practices and self confidence regarding skills needed to do an adequate job were obtained from program assistants. This information was obtained from 203 EFNEP program assistants in Tennessee.

Program assistants were rated by their county supervising agents on nine characteristics relating to their job performance. These ratings were assigned point values and each program assistant received an overall average rating. Using this average job performance rating, the program assistants were separated into groups of low performers (those rating a two or three on a five point scale) and high performers (those rating a four or five on a five point scale) as evaluated by their supervising agents.

I. RELATIONSHIP BETWEEN LEVEL OF PERFORMANCE OF EFNEP PROGRAM ASSISTANTS AND SELECTED PERSONAL CHARACTERISTICS

The statistical test used in the analysis of data in the first nine tables was chi-square with the correlation test being used in the next five tables.

Marital Status

Table I presents data regarding the marital status of program assistants and compares high and low performance respondents. Eighty-three percent of all program assistants were married at the time of this study, while an additional 10 percent were widowed.

The chi-square coefficient ($\chi^2 = 11.1573$, $p < .10$) indicates that marital status is related to performance level of program assistants though not significantly. A higher proportion of high performing program assistants were married than was true for low performers.

Children

Data in Table II indicate whether or not program assistants had children and compare high and low performance respondents. Ninety-one percent of all the program assistants reported that they did have children.

The chi-square coefficient indicates that there was no significant relationship between performance level and whether or not program assistants had children. The two groups were very similar.

Primary Source of Income

Data in Table III have to do with primary source of income reported by program assistants. Almost equal percents reported the EFNEP paycheck (21 percent) and farm (20 percent) as primary sources; while 27 percent reported other miscellaneous sources and 19 percent did not respond to the question. Six percent mentioned retirement as their main source.

TABLE I
MARITAL STATUS OF HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM
ASSISTANTS IN TENNESSEE AND TOTALS IN PERCENTS^c

Marital Status	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	1	0	1
Married	83	86	78
Widowed	10	10	11
Divorced	3	4	3
Single	2	0	5
Husband lives away from home	1	0	3
Total	100	100	100

$$^c\chi^2 = 11.1573, \text{ df} = 5, p = .08$$

TABLE II
 WHETHER OR NOT PROGRAM ASSISTANTS HAD CHILDREN
 FOR HIGH AND LOW PERFORMANCE RATED EFNEP
 PROGRAM ASSISTANTS IN TENNESSEE
 AND TOTALS IN PERCENTS^d

Whether or Not Program Assistant Had Children	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
Had Children	91	93	89
Had No Children	9	7	11
Total	100	100	100

$$^d \chi^2 = .3825, \text{ df} = 1, \text{ p} = .536$$

TABLE III
PRIMARY SOURCES OF INCOME OF HIGH AND LOW PERFORMANCE
RATED EFNEP PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS^d

Source of Income	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	19	18	21
EFNEP	21	17	26
Farm	20	22	17
Retirement	6	6	6
Professional	3	4	1
Construction	2	2	4
Disability	1	2	1
Investments	1	0	1
Other	27	29	23
Total	100	100	100

$$^d \chi^2 = 6.8219, \text{ df} = 8, p = .556$$

When high and low performance program assistants were compared, as the chi-square coefficient indicates, there was no significant relationship between primary source of income and performance level, though a higher percent of the low performing group (26 percent) than the high performing group (17 percent) depended on EFNEP paycheck.

Primary Income Recipient

Data presented in Table IV show the primary family income recipient for all respondents and high and low performance program assistants. Sixty-nine percent of the program assistants reported their husband as the primary income recipient with another 23 percent reporting self as the primary income recipient.

Chi-square analysis indicated that primary family income recipient was not related significantly to performance level.

Time of Receipt of Primary Income

Table V presents data regarding the time of receipt of the primary income for all program assistants and compares high and low performance program assistants. Thirty-five percent did not respond to this question; while 25 percent reported that their primary source of income was received biweekly.

Chi-square analysis indicates that when high and low performance program assistants were compared there was no significant relationship between time of receipt of primary income and performance level.

TABLE IV
PRIMARY INCOME RECIPIENT IN FAMILIES OF HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
IN TENNESSEE AND TOTALS IN PERCENTS^d

Primary Income Recipient	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	3	3	2
Husband	69	73	65
Program Assistant	23	21	26
About Equal	4	2	6
Other	1	1	1
Total	100	100	100

$$^d \chi^2 = 2.8137, \text{ df} = 4, \text{ p} = .590$$

TABLE V
TIME OF RECEIPT OF PRIMARY INCOME OF HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
IN TENNESSEE AND TOTALS IN PERCENTS^d

Time of Receipt	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
	-----Percent-----		
No Response	35	32	39
Biweekly	25	24	28
Seasonally	16	18	13
Weekly	12	13	10
Monthly	12	13	10
Total	100	100	100

$$^d\chi^2 = 2.4382, \text{ df} = 4, \text{ p} = .656$$

Total Family Income

Table VI gives data concerning the total family income of all program assistants and compares the high and low performing respondents. Eighteen percent of the program assistants did not respond to this question. Thirty-seven percent of the program assistants reported a total family income of between \$5,000 and \$10,000; while an additional 23 percent reported a total family income of less than \$5,000.

The highly significant chi-square value ($\chi^2 = 17.7921$, $p < .01$) indicates that total family income was related significantly to performance level. Thus, higher performance program assistants tended also to have a very significantly higher total family income than lower performers. The estimated medians were for all, \$7,467; for high performers, \$8,333; and for low performers, \$6,111.

Home Ownership

Data shown in Table VII concern home ownership and compare program assistants of high and low performance ratings. Seventy-eight percent of the respondents to this question owned their own home with 11 percent renting.

When comparing high and low performing program assistants, the chi-square value ($\chi^2 = 7.4259$, $p < .10$) indicate that home ownership might be slightly though not significantly related to performance level. A larger percent of high performing program assistants owned their own homes than was true for low performers.

TABLE VI
TOTAL FAMILY INCOME OF HIGH AND LOW PERFORMANCE
RATED EFNEP PROGRAM ASSISTANTS IN
TENNESSEE AND TOTALS IN PERCENTS^a

Income	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Percent-----			
No Response	18	21	13
Less than \$5,000	23	13	37
\$5,000 to \$10,000	37	40	33
\$10,000 to \$15,000	15	16	13
\$15,000 to \$20,000	5	7	4
\$20,000 and over	2	3	0
Total	100	100	100

Estimated Median for Those Reporting (N=166)	\$7467	(N=95) \$8333	(N=71) \$6111

$$^a \chi^2 = 17.7921, \text{ df} = 5, p = .003$$

TABLE VII
HOME OWNERSHIP OF HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS^c

Home Ownership	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	1	0	2
Own	78	84	70
Rent	11	8	16
Other	10	8	12
Total	100	100	100

$$^c \chi^2 = 7.4259, \text{ df} = 3, p = .060$$

Place of Residency

Data in Table VIII show places of residency and high and low performance rated program assistants are compared. Forty-one percent of Tennessee program assistants lived on farms while another 33 percent lived in urbanized areas.

As indicated by the chi-square value ($\chi^2 = 3.3248$, $\underline{p} > .10$), there was no significant relationship between place of residency and performance level of program assistants.

Organizational Affiliation

Table IX shows organizational affiliation of program assistants and compares the high and low performance rated program assistants. Forty-eight percent reported that they were affiliated with one organization and the average number of organizations they were affiliated with was 1.2. Twenty-nine percent of all program assistants reported affiliation with a church group; while 26 percent were affiliated with an Extension group.

When high and low performance program assistants were compared, it was found that the groups differed significantly in only one organization category, namely school groups ($\chi^2 = 6.1203$, $\underline{p} < .05$) thus indicating that affiliation with school organizations (P.T.A., P.T.O., etc.) is related to performance level. A larger percent of high performance program assistants were affiliated with school groups than low performers. On the average, high performers who reported, were affiliated with 1.3, while their low counterparts averaged 1.0.

TABLE VIII
PLACE OF RESIDENCY OF HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE
AND TOTAL IN PERCENTS^d

Place of Residency	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	1	0	1
Farm	41	43	38
Urban	33	34	32
Rural Nonfarm	21	18	25
Subdivision	4	5	4
Total	100	100	100

$$^d\chi^2 = 3.3248, \text{ df} = 4, \text{ p} = .505$$

TABLE IX

ORGANIZATIONAL AFFILIATIONS OF HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE AND TOTALS
IN PERCENTS AND AVERAGE NUMBERS

Organization	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
Church Groups	29	29	29
Extension Groups	26	29	22
School Groups ^b	10	14	5
Civic Groups	8	10	6
Other Groups	23	23	23
Sub Total*	58	62	51
None	34	29	42
No Response	8	9	7
Total	100	100	100
Average Number of Organizations for those Reporting			
	(N=117) 1.2	(N=75) 1.3	(N=42) 1.0

*Percents do not necessarily add up to the total since some program assistants reported affiliation with more than one organization.

$$^b \chi^2 = 6.1203, \text{ df} = 2, \text{ p} = .047$$

Age

Table X presents data regarding the ages of program assistants and compared program assistants of high and low performance. Thirty-two percent of all program assistants were between 45 and 54 years old; while 31 percent reported being between the ages of 55 and 64 years.

The correlation coefficient ($\underline{r} = .1092$, $\underline{p} < .10$) tends to indicate that age might positively be related to performance level though not significantly. So, thus, high performing program assistants tended to be older than the low performers.

Grades Completed in School

Data in Table XI show grades completed by program assistants and compare high and low performance respondents. Seventy-one percent of all program assistants had completed from 9 to 12 grades in school, while an additional 22 percent had completed from 13 to 16 grades.

The correlation coefficient ($\underline{r} = .1271$, $\underline{p} < .05$) indicates that grade completed in school is significantly related to performance level. High performance program assistants tended to have completed more grades in school than had low performers.

Numbers of Children

Table XII presents data regarding the number of children of program assistants studied and compares families of high and low performance respondents. Forty-five percent of all program assistants had one or two children, while an additional 39 percent reported from three to five, and 5 percent had from six to eight. Eleven percent had none or did not respond.

TABLE X
AGE IN YEARS OF HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS^c

Age in Years	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
20-24	1	0	1
25-34	10	8	12
35-44	24	21	28
45-54	32	33	31
55-64	31	34	28
65 and over	2	4	0
Total	100	100	100

$c_r = .1092, p = .060$

TABLE XI
 GRADE COMPLETED IN SCHOOL BY HIGH AND LOW PERFORMANCE RATED
 EFNEP PROGRAM ASSISTANTS IN TENNESSEE
 AND TOTALS IN PERCENTS^b

Grades Completed in School	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
0-8	7	7	7
9-12	71	65	81
13-16	22	28	12
Total	100	100	100

^b
 $\underline{r} = .1271, \underline{p} = .035$

TABLE XII
 NUMBERS OF CHILDREN OF HIGH AND LOW PERFORMANCE
 RATED EFNEP PROGRAM ASSISTANTS IN TENNESSEE
 AND TOTALS IN PERCENTS^b

Numbers of Children	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
0 and No Response*	11	9	13
1-2	45	51	37
3-5	29	35	44
6-8	5	5	6
Total	100	100	100

*Four respondents had children but did not tell how many.

^b $\underline{r} = -.1464, p = .019$

The correlation coefficient ($\underline{r} = -.1464$, $\underline{p} < .05$) indicates that numbers of children was significantly and negatively correlated with performance level. Low performing program assistants tended to have more children than high performers.

Numbers of Children in School

Table XIII shows data regarding children's school attendance. One hundred, eighty-five program assistants reported having children. The 181 providing number information had 517 children for an average of 2.85 per program assistant and an average of 2.55 when the 22 not having children were included.

When the number of children of low and high performance program assistants were compared the correlation coefficient indicated that they were very significantly associated for numbers of high school children ($\underline{r} = -.1692$, $\underline{p} < .01$); while significance also was approached for numbers of college age children ($\underline{r} = -.0914$, $\underline{p} < .10$). Both correlation coefficients mentioned above were negative. Thus, low performing program assistants definitely tended to have more children of high school age than high performers; and had a slight tendency also to have more college age children.

Number of Family Members at Home

Table XIV presents data regarding the number of family members at home for total respondents and compares program assistants of high and low performance ratings. Forty-five percent of all program assistants had three or four family members at home; while an additional 24 percent reported two family members at home.

TABLE XIII

NUMBERS OF CHILDREN OF EFNEP PROGRAM ASSISTANTS IN TENNESSEE
REGARDING SCHOOL AND TOTALS IN PERCENTS AND AVERAGES

School Level of Program Assistant's Children	Total Having Children		No. of Children Reported	Average No. for Those Reporting	Average No. for All Program Assistants
	No.	%*			
Preschool	14	8	19	1.36	.09
Grade School	69	33	104	1.51	.51
High School ^a	68	32	99	1.45	.49
College ^c	42	23	50	1.19	.25
Adult Education	11	6	14	1.27	.07
Other	10	5	12	1.20	.06
Older Children	NA**	NA	219	NA	1.08
Total Having Children***	181	100	517	2.85	2.55

*Numbers and percents do not necessarily add to totals since some program assistants had children in more than one category.

**Not available.

***Four additional program assistants reported having children but did not specify how many or their ages.

^aWhen the number of children of high and low performance program assistants were compared $r = -.1692$, $p = .008$.

^c $r = -.0914$, $p = .097$

TABLE XIV

NUMBER OF FAMILY MEMBERS AT HOME OF HIGH AND LOW PERFORMANCE
 RATED EFNEP PROGRAM ASSISTANTS IN TENNESSEE
 AND TOTALS IN PERCENTS^c

Number of Family Members at Home	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
1	12	11	15
2	24	32	13
3-4	45	43	49
5 and over	19	14	23
Total	100	100	100

^c_r = -.1024, p = .073

The correlation coefficient ($r = -.1024$, $p < .10$), again negative, indicates that number of family members at home might tend slightly but not significantly to be related to performance level. Low performance program assistants tended slightly to have more family members at home than high performers.

II. RELATIONSHIP BETWEEN LEVEL OF PERFORMANCE OF EFNEP PROGRAM ASSISTANTS AND SELECTED JOB INFORMATION

Statistic test used in analyzing data in the next 14 tables was chi-square with the correlation test being used for analysis of the last eight tables of this section.

Numbers of Years Previous Work Experience

Table XV shows data concerning previous work experience of program assistants and compares high and low performers. Sixty-one percent of the program assistants reported having six or more years work experience before becoming a program assistant. Six percent reported having no previous work experience.

Chi-square analysis ($\chi^2 = 10.2132$, $p < .05$) indicate that previous work experience is related significantly to performance level. A large percent of high performance program assistants have from three to five years previous work experience than did low performers, however, the difference found in this analysis may also be due to the no response difference.

Previous Jobs

Data presented in Table XVI concerns previous jobs held by program assistants and compares high and low performers. Twenty-six percent had

TABLE XV

NUMBER OF YEARS PREVIOUS WORK EXPERIENCE OF HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS IN
TENNESSEE AND TOTALS IN PERCENTS^b

Previous Work Experience	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	6	3	11
1-2	8	7	9
3-5	19	21	17
6 or more	61	60	62
No Previous Work Experience	6	9	7
Total	100	100	100

$$^b \chi^2 = 10.2132, \text{ df} = 4, \text{ p} = .037$$

TABLE XVI

PREVIOUS JOBS HELD BY HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE AND
TOTALS IN PERCENTS AND AVERAGES

Job Held or Work Performed	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
Factory	26	24	29
Teaching	24	26	21
Sales	20	20	20
Food Related ^b	12	9	17
Secretarial	10	12	9
Other Professional	4	6	2
Odd Jobs at Home	1	2	1
Other	26	24	29
Sub Total*	84	84	84
None	8	11	5
No Response	8	5	11
Total	100	100	100
Average Number of Previous Jobs Held for those Reporting			
	(N=171) 1.5	(N=102) 1.4	(N=69) 1.6

*Percents do not necessarily add up to totals since some program assistants reported more than one previous job.

$$^b \chi^2 = 6.1165, \text{ df} = 2, p = .047$$

done factory work, and 24 percent had done some teaching. The program assistants who had previous work experience had held an average of 1.5 jobs.

When high and low performance program assistants were compared the chi-square coefficient differed significantly in only one job category, namely food related jobs ($\chi^2 = 6.1165$, $p < .05$). These food related jobs included such things as dietitian, cook and cafeteria manager, lunch room manager and caterer. This would tend to indicate that food related jobs are related to performance level. Significantly fewer high performing program assistants held food related jobs prior to becoming program assistants than was true for low performers.

Where Program Assistant Lived in Relation to Assigned Families and Numbers in Each Area

Table XVII contains data showing distance program assistants lived from their families and the numbers of families they had in each area. They worked with 4,872 families that lived more than 10 miles from the program assistant's home, 3,700 families living five to 10 miles away and another 3,502 families within one to five miles from their home.

In comparing the high and low performing program assistants, the chi-square value indicates that there was no significant relationship between the program assistants' performance level and the distance they lived from their families.

Numbers of Families Graduated

Table XVIII shows the total numbers and average number of families graduated from the program comparing high and low performers. One

TABLE XVII

WHERE HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
LIVED IN RELATION TO THEIR FAMILIES AND TOTALS AND
NUMBERS OF FAMILIES IN EACH AREA *^d

Distance from Families	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Families-----			
No Response	15	6	9
1-5 Miles	3,502	1,882	1,620
5-10 Miles	3,700	2,359	1,341
More than 10 Miles	4,872	3,166	1,706
Total	12,074	7,407	4,667

*All but one program assistant had families in all areas. One high performer did not have families 1-5 miles from her home.

$$^d\chi^2 = 1.8265, \text{ df} = 2, p = .4012$$

TABLE XVIII

NUMBERS AND AVERAGE NUMBERS OF FAMILIES GRADUATED BY HIGH
AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
IN TENNESSEE AND TOTALS IN NUMBERS^d

Number of Families Graduated	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Number-----	
1-10	50	28	22
11-25	48	28	20
26-40	21	13	8
41-60	15	10	5
61 and over	20	12	8
Sub Total	154	91	63
None	49	30	19
Total	203	121	82
Total Number Graduated	4,420	2,685	1,753
Average Number Graduated by Program Assistants Who Graduated Families	(N=154) 29	(N=91) 30	(N=63) 28
Average Number Graduated by All Program Assistants	(N=203) 22	(N=121) 22	(N=82) 21

$$^d \chi^2 = .4330, \text{ df} = 4, p = .980$$

hundred fifty-four program assistants had graduated 4,380 families for an average of 29 families per program assistant who graduated families. When the 49 program assistants who had not graduated families were included the average number of families graduated per program assistant was 22.

When high and low performance rated program assistants were compared, it was found that the number of families graduated was not significantly related to performance level.

Number of Visits Made Monthly

Reference to Table XIX shows the numbers of visits made monthly over a year by program assistants. Forty-seven percent of the program assistants had visited from 31 to 60 families, while 32 percent had visited from 61 to 90 families.

When high and low performing program assistants were compared it was found that performance level was not significantly related to number of visits made monthly.

Nutrition Training Received before Becoming a Program Assistant

Data presented in Table XX shows nutrition training received before becoming a program assistant. Eighty-two percent of the program assistants did have some nutrition training before becoming program assistants.

When comparing the high and low performers, it seems that there was no significant relationship between nutrition training received before becoming a program assistant and the performance level of the program assistants.

TABLE XIX
VISITS MADE EACH MONTH BY HIGH AND LOW PERFORMANCE
RATED EFNEP PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS AND AVERAGES^d

Number of Visits Made	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Percents-----			
No Response	4	3	6
1-30	2	4	1
31-60	47	49	43
61-90	32	33	32
91 and over	15	13	18
Total	100	100	100

Average for those Reporting	61 Visits	64 Visits	57 Visits

$$^d \chi^2 = 1.6997, \underline{df} = 4, \underline{p} = .637$$

TABLE XX
 NUTRITION TRAINING RECEIVED BEFORE BECOMING A PROGRAM
 ASSISTANT BY HIGH AND LOW PERFORMANCE RATED EFNEP
 PROGRAM ASSISTANTS IN TENNESSEE
 AND TOTALS IN PERCENTS^d

Nutrition Training Received	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	1	0	1
Yes	82	84	79
No	17	16	20
Total	100	100	100

$$^d\chi^2 = 1.8265, \text{ df} = 2, \text{ p} = .402$$

Where Prior Nutrition Training Was Received

Data in Table XXI concerns where nutrition training was received prior to becoming a program assistant. Seventy-four percent of the program assistants received training in High School Home Economics with 24 percent getting training in the 4-H Club, 13 percent in college.

When comparing high and low performing program assistants, it was discovered that the two differed significantly in two training categories, namely (1) Adult Education ($\chi^2 = 8.8129$, $p < .05$); and (2) College ($\chi^2 = 8.9835$, $p < .05$); while they differed very significantly on other ($\chi^2 = 9.6981$, $p < .01$), thus indicating that these training categories are related to performance level. Significance was approached on High School ($\chi^2 = 5.3927$, $p < .10$). Types of training program assistants listed as "other" included 13 H.D.C.; two other Extension training, five training and experience from lunch room management, cooking and related tasks; two avid readers; one each from community agencies, nurses aid training, dietary assistant training, training as nutrition aid and training received from mothers.

All chi-square values were positive thus indicating that high performing program assistants tended to have had significantly more training prior to becoming program assistants in college, adult education and other fields (as spelled out above).

Orientation Training

Data in Table XXII regards length of orientation training received by program assistants. Forty-seven percent of the program assistants received two weeks of training; while another 24 percent received three weeks of training. Smaller percents indicated larger amounts.

TABLE XXI

WHERE PRIOR NUTRITION TRAINING WAS RECEIVED BY HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS IN
TENNESSEE AND TOTALS IN PERCENTS

Where Training Was Received	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Percent-----			
No Prior Training or No Response	18	16	21
4-H Club	24	26	21
High School Home Economics ^c	74	79	67
Adult Education ^b	12	7	18
College ^b	13	17	7
Other ^a	12	17	5
Total*	100	100	100

*Percents do not add to totals since some program assistants received training in more than one place.

$$^a\chi^2 = 9.6981, \text{ df} = 2, p = .008$$

$$^b\chi^2 = 8.9835, \text{ df} = 2, p < .030$$

$$^c\chi^2 = 5.3927, \text{ df} = 2, p = .068$$

TABLE XXII

LENGTH OF ORIENTATION TRAINING RECEIVED BY HIGH AND LOW
 PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
 IN TENNESSEE AND TOTALS IN PERCENTS^b

Weeks of Training	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Percent-----			
No Response	4	4	4
2	47	49	45
3	24	30	15
4	12	8	17
5	1	0	2
6	9	7	11
8	1	2	1
12	2	0	5
Total	100	100	100

$$^b \chi^2 = 17.7024, \text{ df} = 7, p = .013$$

The chi-square analysis and value ($\chi^2 = 17.7024$, $p < .05$) indicated that the length of training was significantly related to performance level, thus high performing program assistants apparently tended to have fewer weeks of training.

Topics of Orientation Training

Table XXIII shows data on the topics included in orientation training. Ninety-seven percent of the program assistants received training on what to teach families, 96 percent on how to work with families and 88 percent on families with which to work.

The chi-square analysis indicated that there was no significant relationship between the topics included in orientation training and the performance level of program assistants.

In-Service Training

Table XXIV gives summary data concerning in-service training for program assistants. Sixty-six percent of the program assistants received in-service training weekly with another 32 percent receiving it two times a month.

When high and low performers were compared, the chi-square analysis ($\chi^2 = 8.2914$, $p < .05$) indicated that frequency of training was significantly related to performance level. High performing program assistants tended to have more frequent in-service trainings.

In looking at topics included, major emphasis was placed on nutrition topics and reporting with both groups receiving basically the same type of in-service training.

TABLE XXIII

TOPICS INCLUDED IN ORIENTATION TRAINING RECEIVED BY HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS IN
TENNESSEE AND TOTALS IN PERCENTS

Topic Included	Total* (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	2	2	4
How to Work with Families ^d	96	97	95
What to Teach Families ^d	97	98	95
Families with Which to Work ^d	88	88	88
Other	37	38	34

*Percents do not add up to 100 since most program assistants received training in more than one topic.

$$^d\chi^2 = .9040, \underline{df} = 2, \underline{p} < .10$$

TABLE XXIV

SUMMARY OF SUBJECT MATTER IN-SERVICE TRAINING RECEIVED BY HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS

Subject Matter	Total	Performance Level	
		High	Low
In-Service Training	(N=203)	(N=121)	(N=82)
-----Percent-----			
Frequency: ^b			
No Response	1	2	1
Weekly	66	73	55
2 Times Month	32	25	43
3 Times Month	1	0	1
Subject Matter Included:*			
No Response	5	2	4
Nutrition	96	98	93
Reporting	94	94	93
Food Preparation	16	19	12
Gardening	6	7	4
Sharing Ideas	6	7	4
Food Preservation	3	4	2
Health	3	3	4
Other	33	34	32

*Percents do not add up to 100 since most mentioned two or more.

$$^b\chi^2 = 8.2914, \text{ df} = 3, \text{ p} = .040$$

When high and low performers were compared, no significant relationship was found between the topics included in in-service training and the performance level.

Training by State Specialist

Data in Table XXV concerned training by state specialists. One hundred ninety-nine program assistants stated that they did receive training from state specialists. Sixty-six percent had received training on nutrition subject matter; 65 percent on planning, reporting and record keeping; and 28 percent on other topics including food preparation, buying, preservation, labeling, meat evaluation and several specified "in all areas."

Both high and low performers reported having received training from an average of three different specialists; however, 16 high performers and eight low performers did not specify how many different specialists provided training for them.

In comparing high and low performers it was found that they differed significantly only in "other" training ($\chi^2 = 13.9574$, $p < .01$), thus training given by specialists in "other" things was significantly related to performance level. Significance was approached on nutrition subject matter ($p < .10$). High performers tended to have more training in the "other" areas and low performers tended to have more training in nutrition subject matter.

Number of Times Training Was Received from State Specialists

Table XXVI presents data regarding the number of times program assistants received training from the state specialist staff.

TABLE XXV

TRAINING PROVIDED BY STATE SPECIALIST STAFF FOR HIGH AND LOW
PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
IN TENNESSEE AND TOTALS IN PERCENTS

Nature of Training	Total* (N=203)	Performance Level\	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	2	1	4
Nutrition Subject Matter ^c	66	60	74
Planning, Reporting and Record Keeping	65	65	66
Gardening	13	11	17
Communications	8	9	6
SPIFFY	8	8	7
Family Life	5	5	5
Equipment and Management	5	5	5
Other ^a	28	37	3

*Percents do not add to totals since some reported more than one.

$$^a\chi^2 = 13.9574, \text{ df} = 2, p = .001$$

$$^c\chi^2 = 5.3872, \text{ df} = 2, p = .068$$

TABLE XXVI

NUMBER OF TIMES TRAINING WAS RECEIVED FROM STATE SPECIALIST STAFF
BY HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
IN TENNESSEE AND TOTALS IN PERCENTS^a

Times Training Was Received	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
No Response	5	3	11
None	2	1	4
1-4	24	18	32
5-9	34	37	29
10-15	21	28	11
16-20	13	12	13
21 and over	1	1	0
Total	100	100	100

$$^a \chi^2 = 18.1126, \text{ df} = 5, p = .003$$

Thirty-four percent of the program assistants had received training from five to nine times, 24 percent from one to four times and 21 percent from 10 to 15 times.

When the high and low performers were compared, it was found that the number of times program assistants received training from the state specialist staff was related to their performance level ($p < .01$), thus, high performing program assistants tended to have had more training from the state specialist staff.

Areas in Which Additional Training Is Needed

Data in Table XXVII shows areas in which program assistants felt they needed additional help. Of the 203 program assistants, 88 percent felt they needed additional help in Nutrition subject matter, 16 percent said they needed help in all areas and 13 percent said they needed help but did not specify in what area.

In comparing high and low performers as to area in which they felt they needed additional training, it was found that their differences approached significance in only two categories, namely (1) management and budgeting ($\chi^2 = 5.1001$, $p < .10$), and (2) yes, program assistant needed more training but she did not specify in what area ($\chi^2 = 5.7392$, $p < .10$). This would indicate that high performers felt they needed more help in management and budgeting and low performers felt they needed more help but did not specify in the areas.

TABLE XXVII

AREAS IN WHICH PROGRAM ASSISTANTS FELT THEY NEEDED ADDITIONAL
HELP BY HIGH AND LOW PERFORMANCE RATED EFNEP
PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS

Area	Total* (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Percent-----			
No Response	5	6	4
Need No Training	12	12	5
Nutrition, Subject Matter	17	17	16
All Areas	16	17	16
Management, Budgeting ^c	6	9	2
Planning, Reporting and Record Keeping	5	6	4
Working with Groups	4	4	4
Food Buying	4	5	2
Visuals	3	3	2
Need Training but Nothing Specified ^c	13	9	18
Other	33	35	29

*Percents do not add to totals since some mentioned more than one or none.

$$^c\chi^2 = 5.1001, \text{ df} = 2, \text{ p} < .078$$

Nutrition Information Program Assistants Gather on Their Own

Data in Table XXVIII gives sources of nutrition information gathered by program assistants on their own. All program assistants except two low performers did report gathering nutrition information on their own. Fifty-two percent of the program assistants gathered nutrition from magazines, 47 percent from newspapers, 24 percent from books, and 22 percent from T.V. and/or radio.

When high and low performers were compared it was found that they differed significantly in only one category, namely newspapers ($\chi^2 = 7.4138$, $p < .05$) thus indicating that reading nutrition information in newspapers was significantly related to performance level. A larger percent of high performers tended to gather nutrition information from newspapers than was true for low performers.

Number of Years as Program Assistant

Data presented in Table XXIX show length of time program assistants had been employed in present position. Forty-five percent had been working five or more years, 36 percent had been working three to four years and 18 percent had worked two or less years. Three program assistants did not respond to this question.

When numbers of years employed as program assistant and scores of high and low performance program assistants were compared, the correlation coefficient indicated that there was no significant relationship.

TABLE XXVIII

SOURCES OF NUTRITION INFORMATION GATHERED BY PROGRAM ASSISTANTS
ON THEIR OWN BY HIGH AND LOW PERFORMANCE RATED EFNEP
PROGRAM ASSISTANTS IN TENNESSEE
AND TOTALS IN PERCENTS

Source of Information	Total* (N=203)	Performance Level	
		High (N=121)	Low (N=82)
		-----Percent-----	
Magazines	52	52	52
Newspapers ^b	47	55	35
Books	24	22	28
TV and/or Radio	22	22	22
USDA and Extension Information	11	8	16
Try New Foods and Recipes	10	11	10
Newsletters, Tidbits	6	17	6
Yes, But Nothing Specified	7	6	10
Other	30	31	28

*Percents add up to more than totals since most mentioned more than one source.

$$^b\chi^2 = 7.4138, \text{ df} = 2, p = .025$$

TABLE XXIX

NUMBER OF YEARS EMPLOYED AS PROGRAM ASSISTANT FOR EFNEP
PROGRAM ASSISTANTS IN TENNESSEE* ACCORDING
TO NUMBERS AND PERCENTS^d

Number of Years	Total (N=203)	
	No.	%
No Response	3	1
2 or Less	36	18
3 to 4	73	36
5 to 6	89	44
More than 6	2	1
Total	203	100

*Data comparing high and low program assistants were not available from computer printouts.

^dWhen numbers of years employed as program assistant and scores of high and low performance program assistants were compared, $r = .0419$, $p = .276$.

Number of Agents Providing Training

Data in Table XXX have to do with the number of different agents providing training for program assistants. Twenty-five percent of the program assistants reported having had three agents provide training for them, 23 percent had had four agents provide their training and 18 percent had only one agent provide training. Nine percent reported having had five or more. Eight percent of the program assistants did not respond to this question.

When numbers of agents providing training and scores of high and low performance program assistants were compared, the correlation coefficient indicated that there was no significant relationship.

Number of Families Worked With in One Month

As seen in Table XXXI, program assistants reported having worked with 11,733 families during one month for an average of 58 families per program assistant.

In comparing high and low performers, the correlation coefficient ($r = .0132$, $p < .10$) indicated that there was no significant relationship between job performance and the number of families program assistants worked with.

Total Number of Families Ever Worked With

Table XXXII presents data regarding the total number of families ever worked with by the program assistants. They reported having worked with 21,835 for an average number of 108 per program assistant.

TABLE XXX
 DIFFERENT AGENTS PROVIDING TRAINING FOR EFNEP PROGRAM
 ASSISTANTS IN TENNESSEE* ACCORDING TO
 NUMBERS AND PERCENTS^d

Number of Agents	Total (N=203)	
	No.	%
No Response	17	8
1	38	18
2	34	17
3	50	25
4	47	23
5 or More	18	9
Total	203	100

*Data comparing high and low program assistants were not available from computer printouts.

^dWhen numbers of agents providing training and scores of high and low performance program assistants were compared, $r = .0451$, $p = .261$.

TABLE XXXI
 NUMBERS AND AVERAGE NUMBERS OF FAMILIES WORKED WITH
 IN ONE MONTH BY HIGH AND LOW PERFORMANCE
 RATED EFNEP PROGRAM ASSISTANTS IN
 TENNESSEE AND TOTALS*

Number of Families	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Families-----			
Total Number of Families Worked With ^d	11,733	7,080	5,653
Average Number of Families Worked With	53	59	57

*Correlation coefficient was run between the numbers of families worked with and performance scores.

$$^d r = .0132, p = .426$$

TABLE XXXII
 NUMBERS AND AVERAGE NUMBERS OF FAMILIES WORKED WITH SINCE
 BECOMING A PROGRAM ASSISTANT BY HIGH AND LOW
 PERFORMANCE RATED EFNEP PROGRAM
 ASSISTANTS IN TENNESSEE AND TOTALS*

Number of Families	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Families-----			
Total Number of Families Worked With ^d	21,835	11,014	10,821
Average Number of Families Worked With	108	91	132

*Correlation coefficient was run between the numbers of families worked with and performance scores.

$$^d r = .0072, p = .460$$

In comparing high and low performers the correlation coefficient indicated that there was no significant relationship between the performance level of the program assistants and the number of families worked with since becoming program assistants ($r = .0072$, $p < .10$).

Number of Families Worked With in Previous Years

The numbers of families program assistants worked with between February 1974 and February 1975 (one year's time) is shown in Table XXXIII. They worked with 15,529 families or an average of 76 families per program assistant.

When comparing high and low performing program assistants, the correlation coefficient indicated that the number of families worked with during that year was not significantly related to the performance level.

Number of Visits Made in Previous Years

As shown in Table XXXIV, program assistants made 149,003 visits between February 1974 and February 1975 (one year's time) for an average of 734 visits per program assistant per year or an average of 61 visits per month per program assistant during that year. When high and low performing program assistants were compared the correlation coefficient indicated that the number of visits made over a year was not significantly related to performance level, though the former averaged more visits per month (64) than the latter (57).

TABLE XXXIII.

NUMBERS AND AVERAGE NUMBERS OF PROGRAM FAMILIES WORKED WITH
DURING PREVIOUS YEAR BY HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE AND TOTALS*

Number of Families	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Families-----			
Total Number of Families ^d	15,529	8,894	6,635
Average Number of Families	76	74	81

*Correlation coefficient was run between the numbers of families worked with and performance scores.

$$^d r = .0150, p = .416$$

TABLE XXXIV
 NUMBERS AND AVERAGE NUMBERS OF VISITS MADE DURING PREVIOUS
 YEAR AND PER MONTH BY HIGH AND LOW PERFORMANCE
 RATED EFNEP PROGRAM ASSISTANTS IN
 TENNESSEE AND TOTALS*

Number of Visits	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Visits-----			
Total Number of Visits Made ^d	149,003	92,828	56,175
Average Number of Visits Made Per Year	734	767	685
Average Number of Visits Made Per Month for the Year	61	64	57

*Correlation coefficient was run between the numbers of visits made and performance scores.

$$^d \underline{r} = .0024, \underline{p} = .487$$

Number of Visits to Nonprogram Families Per Year

Table XXXV shows the number of visits made to nonprogram families during one year. Program assistants made a total of 13,972 visits for an average of 69 per program assistant for the year and an average of six per program assistant per month.

When comparing the high and low performing program assistants, it was found that number of visits made to nonprogram families was not significantly related to performance level, though the former did average a few more visits per year (74) than the latter (61).

Number of Hours Worked Each Week

Table XXXVI presents data regarding the number of hours worked each week by program assistants. All program assistants worked a total of 5,412 hours for an average of 27 per week.

When comparing high and low performers, the correlation coefficient indicated that the number of hours worked each week was not significantly related to performance level.

III. RELATIONSHIP BETWEEN LEVEL OF PERFORMANCE OF EFNEP PROGRAM ASSISTANTS AND ATTITUDES TOWARD THE JOB

Data in the following table were analyzed by the t tests. Program Assistants had ranked their feelings regarding their job on the seven point scale ranging from one (below average) to seven (above average).

TABLE XXXV

NUMBER AND AVERAGE NUMBERS OF VISITS MADE TO NONPROGRAM FAMILIES
DURING PREVIOUS YEAR BY HIGH AND LOW PERFORMANCE RATED
EFNEP PROGRAM ASSISTANTS IN TENNESSEE AND TOTALS*

Number of Visits Made	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Visits-----			
Total Number of Visits Made ^d	13,972	8,957	5,015
Average Number of Visits Made Per Year	69	74	61
Average Number of Visits Made Per Month for the Year	6	6	5

*Correlation coefficient was run between the numbers of visits made and performance scores.

$$^d r = .0083, p = .453$$

TABLE XXXVI
 NUMBERS AND AVERAGE NUMBERS OF HOURS WORKED EACH WEEK BY HIGH
 AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
 IN TENNESSEE AND TOTALS*

Hours Worked Each Week	Total (N=203)	Performance Level	
		High (N=121)	Low (N=82)
-----Numbers of Hours-----			
Total Hours Worked Each Week ^d	5,412	3,180	2,232
Average Hours Worked Each Week	27	26	27

*Correlation coefficient was run between the numbers of hours and performance scores.

$$^d \underline{r} = -.0186, \underline{p} = .396$$

Rating of Feelings Regarding How Well (Generally)
Speaking) Program Assistants Liked Their Jobs

Data in Table XXXVII presents averages where program assistants rated their feelings regarding how well, generally speaking, they liked their jobs.

Ratings regarding Indicator No. 1, Caring about people with whom they work, averaged 6.93. High performing program assistants averaged rating it 6.91 with low performers average rating it 6.96.

Average ratings on Indicator No. 2, A Belief in EFNEP, averaged 6.77 with high performers averaging a rating of 6.79 and low performers averaging a rating of 6.73.

On Indicator No. 3, Friendliness and skill of co-workers, all program assistants rated it an average of 6.65 with high performers rating it an average of 6.60 and low performers rating it an average of 6.72.

Ratings regarding Indicator No. 4, Having freedom to work out own teaching methods, averaged 6.62 for all assistants. High performers averaged rating it 6.63, while low performers averaged rating it 6.61.

Ratings regarding Indicator No. 5, People needing the information, averaged 6.58 with high performers rating it an average of 6.64 and low performers rating it an average of 6.48.

On Indicator No. 6, Availability of printed publications with which to teach, the average rating of all program assistants was 6.37 with high performers rating it an average of 6.36 and low performers rating it an average of 6.39.

TABLE XXXVII

COMPARISON OF AVERAGE RATINGS OF HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
AND TOTALS REGARDING HOW WELL (GENERALLY SPEAKING) THEY LIKED THEIR JOBS

Indication of How Well They Liked Their Job	Total (N=203)	Performance Level		t Value 2-Tail Probability
		High (N=121)	Low (N=82)	
-----Average Rating*-----				
1. I care about the people with whom I work.	6.93	6.91	6.96	0.240
2. I believe in EFNEP.	6.77	6.79	6.73	0.511
3. My co-workers are friendly and skilled.	6.65	6.60	6.72	0.366
4. I have freedom in working out my own method of doing my work.	6.62	6.63	6.61	0.899
5. These people need the information which I take them.	6.58	6.65	6.48	0.220
6. I have adequate printed publications available with which to teach.	6.37	6.36	6.39	0.828
7. I feel I can usually answer questions I get on nutrition, food buying and preparation	6.31	6.30	6.32	0.886
8. I can explain EFNEP to others.	6.26	6.18	6.39	0.167
9. I feel able to teach the subject matter of EFNEP.	6.21	6.23	6.17	0.659
10. These people like for me to come to their homes.	6.05	6.16	5.90	0.094 ^c

TABLE XXXVII (continued)

Indication of How Well They Liked Their Job	Total (N=203)	Performance Level		t Value 2-Tail Probability
		High (N=121)	Low (N=82)	
-----Average Rating*-----				
11. I have adequate nutrition knowledge to be an effective teacher.	5.98	5.98	5.99	0.980
12. I am satisfied with the salary I receive for my work.	4.38	4.46	4.27	0.516
Total average rating on 12 items.	6.26	6.27	6.24	0.719

*In the rating system used: 1.00 to 3.49 = Below Average (job not liked); 3.50 to 4.49 = Average (job neither liked nor disliked); and 4.50 to 7.00 = Above Average (job liked very much).

$$c_t = -1.68, p = 0.094$$

Ratings regarding Indicator No. 7, Ability to answer questions on nutrition, food buying and preparation, averaged 6.31 for all program assistants while high performers averaged rating it 6.30 and low performers averaged 6.32.

On Indicator No. 8, Ability to explain EFNEP to others, program assistants rated it an average of 6.26 with high performers averaging 6.18 and low performers averaging 6.39.

Ratings regarding Indicator No. 9, Ability to teach subject matter of EFNEP, averaged 6.21. High performers averaged 6.23 while low performers averaged 6.17.

Ratings regarding Indicator No. 10, People liking for program assistants to come to their home, averaged 6.05. Program assistants' ratings in the high performance group averaged 6.16; while low performers' ratings averaged 5.90.

Ratings regarding Indicator No. 11, Adequacy of nutritional knowledge to be an effective teacher, averaged 5.98. Ratings of high performing program assistants averaged 5.98 with a 5.99 average rating for low performers.

Ratings regarding Indicator No. 12, Satisfaction of salary for work done, averaged 4.38 with high performers marking an average rating of 4.46 and low performers an average of 4.29.

Total average ratings for all 12 items for all program assistants averaged 6.26. High performing program assistants' total rating averaged 6.27 and low performance program assistants total ratings averaged 6.24.

When high and low performance rated program assistants were compared using the t test it was found that the former rated Indicator No. 10 high though only approaching significance ($t = -1.68$, $p < .10$) than the latter. Thus, high performing program assistants tended to feel the families liked for them to come to their homes better than did low performers.

IV. RELATIONSHIP BETWEEN LEVEL OF PERFORMANCE OF EFNEP PROGRAM ASSISTANTS AND ATTITUDES TOWARD IN-SERVICE TRAINING RECEIVED

Analysis of data in the following table was made by the t tests.

Program Assistants expressed their feelings regarding the adequacy of in-service training on a seven-point scale ranging from one (below average) to seven (above average). Data in Table XXXVIII are related to this information.

Program Assistants' Feelings Regarding Adequacy of In-Service Training Received from EFNEP Agents

Ratings regarding Indicator No. 1, Lessons taught being helpful to program assistants in their work, averaged 6.70. The high performance program assistants average rating was 6.69 and those in the low performance group averaged 6.72.

Ratings regarding Indicator No. 2, Suggestion made by EFNEP agents being helpful to program assistants in their work, averaged 6.68. High performing program assistants' and low performers both averaged 6.68.

TABLE XXXVIII

COMPARISON OF AVERAGE RATINGS OF HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS
AND TOTALS REGARDING ADEQUACY OF IN-SERVICE TRAINING RECEIVED FROM EFNEP AGENTS

Adequacy of Agent Training Received	Total (N=203)	Performance Level		t Value 2-Tail Probability
		High (N=121)	Low (N=82)	
-----Average Rating*-----				
1. Lessons taught are helpful to me in my work.	6.70	6.69	6.72	0.830
2. Suggestions she makes are helpful to me in my job.	6.68	6.68	6.68	0.963
3. Teaching ways are used that cause me to think of and try new things.	6.64	6.62	6.67	0.664
4. Teaching ways are used that make me think and plan ahead.	6.55	6.51	6.60	0.563
5. Subject matter is taught in interesting ways.	6.53	6.51	6.57	0.628
6. New information and materials are presented each time, avoiding excessive repetition.	6.38	6.41	6.33	0.593
7. Materials or lessons are presented with the aid of good visuals.	6.32	6.31	6.35	0.807
Total score on all 7 items.	6.54	6.53	6.55	0.865

*In the rating system used. 1.00 to 3.49 = Below Average (training not considered adequate); 3.50 to 4.49 = Average (training considered neither adequate nor inadequate); and 4.50 to 7.00 = Above Average (training considered adequate).

Ratings regarding Indicator No. 3, Teaching ways being used that encourage thinking and trying new things, averaged 6.64. High performing program assistants averaged 6.62 and low performers a slightly higher 6.67.

Ratings regarding Indicator No. 4, Teaching ways being used that encourage thinking and planning ahead, averaged 6.55. High performing program assistants averaged 6.51 and low performers averaged a slightly higher 6.60.

Ratings regarding Indicator No. 5, Subject matter being taught in interesting ways, averaged 6.53. High performing program assistants ratings averaged 6.51 and low performance program assistants averaged 6.57.

Ratings regarding Indicator No. 6, Presentation of new material each time, avoiding excessive repetition, averaged 6.38. High rated program assistants averaged 6.41 and low performance program assistants averaged 6.33.

Ratings regarding Indicator No. 7, Materials or lessons presented with the aid of good visuals, averaged 6.32 with high performance program assistants' ratings averaging 6.31 and low performers 6.35.

Total ratings on all items averaged 6.54 with high performance program assistants' ratings averaging 6.53 and low performance program assistants averaging 6.55.

When high and low performance rated EFNEP program assistants were compared, no significant differences were noted on any of the indicators regarding the adequacy of in-service training received from EFNEP Agents.

Surprisingly, lower performers had equal or higher ratings than others on all but Indicator No. 6.

V. RELATIONSHIP BETWEEN LEVEL OF PERFORMANCE OF EFNEP
PROGRAM ASSISTANTS AND USE OF APPROVED
PROGRAM ASSISTANT PRACTICES

Data in the following table were analyzed by the t tests.

Program assistants had reported their feelings on a scale ranging from one (below average) to seven (above average).

Program Assistants' Self-Ratings Regarding the
Use of Approved Program Assistant Practices

Data in Table XXXIX consist of program assistants' self-rating regarding the use of 14 approved program assistant practices.

Ratings regarding Practice No. 1, Keeping accurate time and mileage records, averaged 6.80. High performance program assistants ratings averaged 6.82 and low performers' ratings averaged 6.76 for this practice.

Ratings regarding Practice No. 2, Asking for help in their work when they need it, averaged 6.78. High performing program assistants' ratings averaged 6.78 and low performers' ratings averaged 6.77.

Ratings regarding Practice No. 3, Assistants cooperate with fellow staff members and promote teamwork, averaged 6.74. High performance program assistants' ratings averaged 6.72 and low performers' ratings averaged 6.78.

Ratings regarding Practice No. 4, Program assistants obtaining a food recall every six months, averaged 6.72. Ratings for high performers averaged 6.64 and for low performers 6.84.

TABLE XXXIX

COMPARISON OF HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS AND TOTALS
ON AVERAGE SELF RATING REGARDING USE OF APPROVED PROGRAM ASSISTANT PRACTICES

Approved Practice	Total (N=203)	Performance Level		t Value $\frac{2}{2}$ -Tail Probability
		High (N=121)	Low (N=82)	
-----Average Rating*-----				
1. I keep accurate time and mileage records.	6.80	6.82	6.76	0.520
2. I ask for help when I need it in my work.	6.78	6.78	6.77	0.948
3. I cooperate with fellow staff members and promote teamwork.	6.74	6.72	6.78	0.594
4. I obtain food recalls from homemakers every six months.	6.72	6.64	6.84	0.046 ^b
5. I organize my materials and supplies before I make a home visit.	6.53	6.54	6.52	0.926
6. I plan the major ideas I will discuss before I visit a family.	6.53	6.61	6.40	0.082 ^c
7. I try to learn the homemaker's interest and start the learning experience at her point of interest.	6.45	6.51	6.37	0.239
8. I am enthusiastic about my job.	6.39	6.57	6.13	0.015 ^b
9. I give priority to subjects of greatest need when working with a homemaker.	6.36	6.42	6.27	0.298
10. I organize my teaching materials before I go to conduct a group meeting.	6.18	6.12	6.26	0.620

TABLE XXXIX (continued)

Approved Practice	Total (N=203)	Performance Level		t Value $\frac{\bar{2}\text{-Tail}}{\text{Probability}}$
		High (N=121)	Low (N=82)	
-----Average Rating*-----				
11. I keep my home visit logs up to date, completing them after each home visit.	6.18	6.17	6.20	0.594
12. I plan the main ideas I will teach before I have a group meeting.	6.00	6.00	6.01	0.967
13. I try to promote the youth program.	5.90	5.95	5.83	0.651
14. I plan the next home visit with the homemaker before I leave her home.	5.26	5.17	5.40	0.256
Total score on all 14 items.	6.34	6.35	6.33	0.785

*In the rating system used. 1 to 3.49 = Below Average (the practice is seldom, if ever, used); 3.50 to 4.49 = Average (the practice is used about half the time); and 4.50 to 7.00 = Above Average (the practice is usually or almost always used).

$$b_t = 2.01, p < 0.046$$

$$c_t = -1.75, p = 0.082$$

Ratings regarding Practice No. 5, Program assistants organizing materials and supplies before making a home visit, averaged 6.53. High performing program assistants averaged 6.54 and low performers averaged 6.52.

Ratings regarding Practice No. 6, Program assistants planning the major ideas she will discuss before visiting the family, averaged 6.53. High performing program assistants averaged a strong 6.61, and low rated program assistants averaged a significantly weaker 6.40.

Ratings regarding Practice No. 7, Program assistants learning of the homemaker's interest and starting the learning experience at her point of interest, averaged 6.45. High performers' ratings averaged 6.51 with 6.37 for low performers.

Ratings regarding Practice No. 8, Enthusiasm about EFNEP work, averaged 6.39. High performance program assistants' ratings averaged a high 6.57 and low performance' program assistants' ratings averaged only 6.13.

Ratings regarding Practice No. 9, Giving priority to subjects of greatest need when working with a homemaker, averaged 6.36. High performing program assistants averaged 6.42 and low performers averaged 6.27.

Ratings regarding Practice No. 10, Organizing teaching material before going to conduct a group meeting, averaged 6.18. High performing program assistants' ratings averaged 6.12 and low performers' ratings averaged 6.26.

Ratings regarding Practice No. 11, Keeping logs of home visits up to date, averaged 6.18. Ratings of high performers averaged 6.17 and those of low performers averaged 6.20.

Ratings regarding Practice No. 12, Planning main ideas to teach before having a group meeting, averaged 6.00. High performers' ratings averaged 6.00 and low performers' ratings averaged 6.01.

Ratings regarding Practice No. 13, Promoting the youth program averaged 5.90. High performers' ratings averaged 5.95 while low performers' ratings averaged 5.83.

Ratings regarding Practice No. 14, Planning the next home visit with the homemaker before leaving the home, averaged 5.26. High performers' ratings averaged 5.17 and ratings of low performers averaged 5.40.

Total ratings for all 14 items regarding use of approved program assistant practices averaged a solid 6.34. High performance program assistants' ratings on all items averaged 6.35, while low performance program assistants' ratings on all items averaged a slightly lower 6.33.

When high and low performance program assistants were statistically compared, it was found that they differed significantly on only two practices, namely (1) Obtaining food recalls from homemakers every six months ($t = 2.01$, $p < .05$); and (2) enthusiastic about the job ($t = -2.46$, $p < .05$). Significance was approached in Practice 6. Thus, high performing program assistants tended to be more enthusiastic about their job and plan before visiting more than low performers, whereas low performers tended to do a better job on obtaining food recalls every six months.

VI. RELATIONSHIP BETWEEN LEVEL OF PERFORMANCE OF EFNEP
PROGRAM ASSISTANTS AND CONFIDENCE IN SELF
REGARDING AMOUNT OF HELP NEEDED TO DO
A GOOD JOB

Analysis of data in the following table was made by the t test.

Program assistants rated their self confidence on these items on a five point rating scale ranging from zero (needs no help) to five (needs much help).

Amounts of Help Program Assistants Felt They
Needed To Do a Good (Professional) Job

Data in Table XL summarizes the feelings of program assistants regarding their need for additional training and help as it relates to specific competencies or abilities required to do an effective job.

Least additional help was needed on helping program assistants in developing Ability No. 1, Ability to "get along" with homemakers regardless of their situation rated 1.40. High performers' ratings averaged 1.37 and low performers averaged 1.45 though the difference was not significant.

Ratings regarding Ability No. 2, Ability to take suggestions, averaging 1.44, also was an area needing little attention according to program assistants. Little difference again was noted between high (1.36) and low (1.56), the former again feeling slightly more competent in terms of ability.

Ability No. 3, Ability to improvise when materials, ingredients and equipment are limited, 1.69, apparently needs little attention. High performers averaged 1.73 while low performers averaged 1.63.

TABLE XL

COMPARISON OF HIGH AND LOW PERFORMANCE RATED EFNEP PROGRAM ASSISTANTS AND TOTALS
ON AVERAGE SELF RATING REGARDING THE AMOUNT OF HELP THEY FELT
THEY NEEDED TO DEVELOP ABILITIES TO DO A GOOD JOB

Ability on Which Help Is Needed	Total (N=203)	Performance Level		t Value 2-Tail Probability
		High (N=121)	Low (N=82)	
--Average Help Needed Rating*--				
1. Ability to "get along" well with homemakers regardless of their situation.	1.40	1.37	1.45	0.722
2. Ability to take suggestions.	1.44	1.36	1.56	0.366
3. Ability to improvise when materials, ingredients and equipment are limited.	1.69	1.73	1.63	0.658
4. Ability to adapt subject matter to the group being taught.	1.98	1.95	2.02	0.701
5. Ability to recognize where people are and to begin lessons at that point.	2.07	2.01	2.16	0.441
6. Ability to maintain my enthusiasm and interest when progress is slow.	2.16	2.12	2.21	0.657
7. Ability to teach individuals.	2.21	2.21	2.20	0.912

TABLE XL (continued)

Ability on Which Help Is Needed	Total (N=203)	Performance Level		t Value 2-Tail Probability
		High (N=121)	Low (N=82)	
--Average Help Needed Rating*--				
8. Ability to teach groups.	2.41	2.30	2.59	0.124
9. Ability to develop new and interesting ways to present subject matter.	2.42	2.36	2.51	0.361
Total score on all 9 items.	1.97	1.93	2.04	0.482

*In the rating system used: 0.00 to 2.00, need little or no help; 2.01 to 4.00, need some help; and 4.01 to 5.00, need much help.

Ratings regarding Ability No. 4, Ability to adapt subject matter to the group being taught, averaged 1.98. The average for high performing program assistants was 1.95 and 2.02 for low performers.

Ratings regarding Ability No. 5, Ability to recognize where people are and to begin lessons at that point, averaged 2.07. High performers' ratings averaged 2.01, while low performers averaged 2.16.

Ratings regarding Ability No. 6, Ability to maintain enthusiasm and interest when progress is slow, averaged 2.16. Average for high performers was 2.12 while low performers averaged 2.21.

Ratings regarding Ability No. 7, Ability to teach individuals, averaged 2.21. High performing program assistants averaged 2.21 and low performers averaged 2.20.

Ratings regarding Ability No. 8, Ability to teach groups, averaged 2.41. High performers averaged 2.30 and low performers averaged 2.59.

Ratings regarding Ability No. 9, Ability to develop new and interesting ways to present subject matter, averaged 2.42. High performers' ratings averaged 2.30, while low performers averaged 2.57.

Total ratings on all nine Ability items averaged 1.97. High performance rated program assistants' ratings on all items averaged 1.93, while low performance rated program assistants averaged 2.04.

When high and low performing program assistants were compared no significant differences are noted on the amount of help they felt they needed to do a good job, though the former felt they needed less help on seven of ten items and the total.

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

I. PURPOSE

The purpose of this study was to determine some important characteristics of program assistants in Tennessee and to compare these characteristics according to high and low performance rated program assistants.

Specific Objectives

The specific objectives of the study were to determine the relationship between performance levels and:

1. Selected personal characteristics.
2. Job-related information.
3. Attitudes toward the job.
4. Attitudes toward the in-service training they had received.
5. Use of approved program assistant practices.
6. Confidence in self regarding skill needed to do an adequate job.

II. METHODS OF PROCEDURE

The Population and Sample

The population and sample of this study included all EFNEP program assistants in 36 of 41 Tennessee Counties having EFNEP who completed a data collection questionnaire. Six counties had been studied earlier; the author's home county was included in both studies. These 36 counties were distributed fairly evenly across the state. Two hundred three

program assistants qualified for inclusion by returning completed questionnaires. EFNEP Agents could not obtain questionnaire information from 31 program assistants and five were deleted from the study due to incompleteness.

The Data

A questionnaire developed by Evangeline Freeland David (5:146-153), for use in a six county pilot study with only minor changes, was used to collect the data.

The data were collected with the cooperation and assistance of Mrs. Mildred Clark, Assistant Dean of the Tennessee Agricultural Extension Service, EFNEP agents in each of the 36 counties and other Extension personnel, with the assurance that the identities of individual participants would be confidential.

The questionnaires were sent to the EFNEP agents in each county with instructions for having program assistants complete them. These were completed and returned to the state office where individual program assistant's performance ratings were attached and all identification removed. The performance rating was that received by the program assistant as a part of Extension's management by objective (M.B.O.) system. These ratings are done annually by the program assistant's County Extension Leader in consultation with their supervising EFNEP agent and reviewed by appropriate District and State Personnel. The rating scale ranked performance from one to five with one being lowest performance and five being highest. The questionnaires were separated into low performing program assistants (those ranking from one through

three) and high performing program assistants (those ranking four or five).

Data from the questionnaires were coded, recorded and punched. Most computations were made at the University of Tennessee Computing Center. Some computations were necessarily done by hand.

Pearson product moment correlation coefficient, chi-square and t-test analyses were used as appropriate. The 1 and 5 percent levels of confidence were selected for significance in the study and it was decided to report those at the 10 percent level also as approaching significance.

III. MAJOR FINDINGS

Relationship between Level of Performance and Personal Characteristics

1. Level of performance was very significantly related to total family income. High performing program assistants tended to have a higher total family income (median \$8,333) than low performers (median \$6,111).
2. Level of performance was significantly related to participation in school groups. Higher performing program assistants tended to participate more in school groups (14 percent) than low performers (5 percent). Examples of school groups included P.T.A. and P.T.O.
3. Level of performance was significantly related to grade completed in school. High performance program assistants tended to have completed more years in school (average 12.1 years) than low performers (average 11.7 years).

4. Level of performance was inversely related to the number of children program assistants had. Low performing program assistants tended to have more children (average 3.3) than higher performers (average 2.6).

5. Level of performance was inversely related to the number of children in high school. Low performing program assistants tended to have more children in high school (average .67) than high performers (average .37).

6. Level of performance in relation to age, marital status, number of children in college and home ownership approached, but did not attain, significance, all positively.

7. Level of performance was not significantly related to whether or not they had children; number of children in preschool, grade school, adult education or other; source of primary income, place of residency; or affiliation with church groups, Extension groups, civic groups or other groups.

Relationship between Level of Performance and Job-Related Information

1. Level of performance was significantly related to number of years of previous work experience. High performance program assistants tended to have had more years previous work experience (average 10.6) than low performers (average 8.2).

2. Level of performance was inversely related to previous food related jobs. A larger percent of low performing program assistants had had food related jobs (17 percent) than higher performers (11 percent).

3. Level of performance was significantly related to previous nutrition training received in college. A higher percent of high performing assistants (17 percent) had received nutrition training in college than was true for the low performers (7 percent).

4. Level of performance was inversely related to previous nutrition training received through adult education. A larger percent of low performing program assistants (18 percent) had received nutrition training through adult education than high performers (7 percent).

5. Level of performance was very significantly related to previous nutrition training received from other sources (H.D.C.; other Extension training; training and experience from lunch room management, cooking and other related fields; reading; community agencies; nurses' aide training; dietary assistant training, training as nutrition aide and training received from mother). A higher percent of high performing assistants (17 percent) had received training from these other sources than low performers (5 percent).

6. Level of performance was inversely related to length of orientation training. Low performing program assistants tended to have had more weeks of orientation training (average 3.6 weeks) than high performers (average 2.8 weeks).

7. Level of performance was significantly related to the frequency of in-service training. High performing program assistants tended to receive in-service training more frequently (73 percent weekly) than low performers (55 percent weekly).

8. Level of performance was very significantly related to training given by state specialists in other areas (i.e., preparation, preservation, buying, storing, labeling, meat alternates and teaching methods). A higher percent of high performing program assistants (37 percent) tended to have had training in these other areas than low performers (3 percent).

9. Level of performance was very significantly related to the number of times training was received from state specialist staff. High performing program assistants tended to have received training more times from the state specialist staff (average 8.6 times) than low performers (average 6.4 times).

10. Level of performance was significantly related to nutrition information gathered by program assistants on their own from newspapers. A higher percent of high performing program assistants (55 percent) gathered nutrition information from newspapers on their own than low performers (35 percent).

11. The relation of performance level and prior nutrition training received in high school home economics; training provided by state specialist staff on nutrition subject matter; training they felt they needed, especially in management and budgeting approached, but did not attain, significance.

12. Level of performance was not significantly related to:

(a) Previous jobs held in factories, teaching, sales, secretarial fields, other professional jobs, odd jobs or others.

(b) Where program assistants lived in relation to their families.

(c) Number of families worked with in one month.

(d) Number of families worked with since becoming a program assistant.

(e) Number of families graduated.

(f) Number of families worked with in one year.

(g) Number of visits made in one year.

(h) Number of visits made to nonprogram families.

(i) Number of visits made each month.

(j) Number of hours worked each week.

(k) Nutrition training received before becoming a program assistant.

(l) Nutrition training received in 4-H Club.

(m) Topics included in in-service training.

(n) Topics included in orientation training.

(o) Training provided by state specialist on report and record keeping, gardening, communications, SPIFFY, family life, and equipment and management.

(p) Areas in which program assistants felt they needed additional help including nutrition subject matter, planning, reporting, record keeping, working with groups, food buying, visuals and others.

Relationship between Level of Performance
and Attitudes toward Jobs

1. Level of performance in relation to program assistants attitude toward how well the people liked them to come to their home approached but did not attain significance.

2. Level of performance was not significantly related to their attitudes toward:

- (a) The people with whom they work.
- (b) EFNEP.
- (c) The people's need of the information.
- (d) Their co-workers' friendliness and skill.
- (e) Their freedom in working out their own methods of doing things.
- (f) The adequacy of printed publications available for use in their work.
- (g) The salary they receive for their work.
- (h) Their ability to explain EFNEP to others.
- (i) Their ability to answer questions concerning nutrition, food buying and preparation.
- (j) Their ability to teach EFNEP subject matter.
- (k) Their adequacy of nutrition knowledge to be an effective teacher.

Relationship between Level of Performance
and Attitudes toward In-Service Training

Level of performance was not significantly related to program assistant's attitudes toward:

1. Information and material presented.
2. Methods by which lessons were presented.
3. Helpfulness of lessons to their work.
4. The way subject matter was taught.
5. The way things were taught to make them think, plan ahead, and try new things.
6. Suggestions made concerning their work.

Relationship between Level of Performance and
Use of Approved Program Assistant Practices

1. Level of performance was significantly related to program assistants' enthusiasm about their job. High performers rated themselves higher (average 6.57) on enthusiasm than low performers (average 6.13).
2. Level of performance was inversely related to the use of the approved practice concerning obtaining food recalls. Low performers rated themselves 6.84 average compared to a 6.64 average rating for high performers on carrying out this practice.
3. Performance level in relation to the planning of major ideas to discuss before visiting a family approached, but did not attain, significance. High performers tended to carry out this practice more frequently (average 6.61) than low performers (average 6.40).
4. Level of performance was not significantly related to the use of practices concerning:
 - (a) Keeping accurate time and mileage records.
 - (b) Keeping logs up to date.
 - (c) Learning the homemaker's interest and starting the learning experience at her point of interest.

- (d) Giving priority to subjects of greatest need.
- (e) Cooperating with fellow staff members and promoting team work.
- (f) Asking for help when needed.
- (g) Organizing materials and supplies before making home visits.
- (h) Planning next visit with homemaker before leaving the house.
- (i) Planning main ideas to teach before having a group meeting.
- (j) Organizing teaching materials before going to conduct a group meeting.

Relationship between Level of Performance and
Amount of Help Program Assistants Felt They
Needed To Do a Good Job

Level of performance was not significantly related to the self ratings regarding ability to:

1. Take suggestions.
2. Maintaining enthusiasm and interest when progress was slow.
3. Teach individuals.
4. Teach groups.
5. Develop new and interesting ways to present subject matter.
6. Recognize where people are and begin lessons at that point.
7. Improvise when materials, ingredients and equipment are limited.
8. Adapt subject matter to the group being taught.

IV. IMPLICATIONS

A review of findings from this study of characteristics of high and low performing EFNEP program assistants implies that data should be useful in the identification, recruitment, employment, training and evaluation of effective program assistants.

If it is desired to increase the future performance ratings of program assistants in Tennessee, the findings of this study perhaps surprisingly, imply consideration should be given to program assistants having the following characteristics:

1. Education beyond high school
2. Married
3. Few children (2 or less)
4. A family income of \$8,500 or more, including EFNEP pay
5. Affiliation with school groups, e.g. P.T.A., P.T.O.
6. Several years of previous work experience (10 or more)
7. Previous nutrition training in either college, adult education work or other places, e.g., H.D.C. or other Extension training, or training and experience from lunch room management and/or cooking, etc.

It should be remembered that the dependent variable used in this study was performance ratings based on a form including items not necessarily representing those consistent with the effective performance of program assistants (example, personality, versatility.)

V. RECOMMENDATIONS

Again the careful reader will want to remember that the burden of this study rests on the M.B.O. performance ratings given program assistants by their immediate and other supervisors. It is clear that when program assistants are employed, additional criteria already tested and proven should be applied e.g., program assistants should be representative of the low income community and be able to communicate with them.

After employment, if it is desired to maintain high performance from Tennessee program assistants, consideration should be given to the following:

1. Providing orientation training, not to exceed three weeks.
2. Provide weekly in-service training meetings.
3. Arranging frequent training from State Specialist (two or more times a year) on a variety of subjects.
4. Encouraging program assistants to read nutrition information on their own e.g., reliable and appropriate newsarticles.
5. Encouraging a good attitude toward the job.
6. Encouraging the use of approved program assistant practices, especially the demonstration of enthusiasm toward the job.

VI. RECOMMENDATIONS FOR FURTHER STUDY

1. A study should be made to identify and document approaches, materials and methodology used by high performing program assistants.

2. A study should be made to compare characteristics of more effective and less effective volunteer leaders in SPIFFY.

3. Studies should be made of high and low performing EFNEP agents to identify approaches, materials and methodology used to determine their effect on program assistants' performance.

4. A study should be made to characterize successful program assistants who tend to remain on the job for extended periods of time.

5. Data from the present study should be further analyzed using other dependent variables not tested, for example the number of program assistant visits to families and number of families graduated by program assistants might be used along with other items indicative of success in EFNEP.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

1

QUESTIONNAIRE FOR TENNESSEE EFNEP PROGRAM ASSISTANTS

INTRODUCTION: This survey is being made to obtain information to use in planning training programs for EFNEP Program Assistants. The answers you give will be treated confidentially. They will be added to those given by others selected for the study. Thanks in advance for your help.

I. Personal information

A. In which age group are you?

☐ 20-24 ☐ 35-44 ☐ 55-64
☐ 25-34 ☐ 45-54 ☐ 65 or above

B. How many grades did you complete in school? _____

C. What is your marital status?

☐ Married ☐ Divorced
☐ Widowed ☐ Husband lives away from home
☐ Single

D. Do you have any children? ☐ Yes; ☐ No. If yes, what are their ages? _____, _____, _____, _____.

E. How many family members are currently: (Please write in number in each category that applies)

☐ Preschool ☐ In college
☐ In grade school ☐ In adult education courses
☐ In high school ☐ In other school (please state) _____

F. How many family members are currently living at home? _____

G. What are the sources of family income? _____

H. What percent of income comes from each source? _____

I. Who earns the largest amount of income? _____

J. Is your income received primarily

☐ Weekly ☐ Monthly
☐ Biweekly ☐ Seasonally

- K. In recent years, which of the following is nearest to your total family income? (Optional)

<u> </u> Less than \$5,000	<u> </u> \$10,000-\$15,000
<u> </u> \$5,000-\$10,000	<u> </u> \$15,000-\$20,000
	<u> </u> Over \$20,000

- L. Do you own or rent your home? Rent; Own; Other.

- M. Where is your home located?

<u> </u> Farm	<u> </u> Urban
<u> </u> Rural nonfarm	<u> </u> Subdivision

- N. To which race do you belong?

<u> </u> Caucasian	<u> </u> Oriental
<u> </u> Negro	<u> </u> American Indian
	<u> </u> Other

- O. Are you a member of any organizations? Yes; No
If yes, which ones? _____

II. Job Information

- A. How many years of work experience did you have outside the home before becoming a program assistant?
- B. If you worked prior to your present employment, what did you do? _____
- C. How long have you worked as a program assistant? Years, Months
- D. Since you started work as a Program Assistant, how many EFNEP Agents (supervising home economists) have helped provide training for you?
Explain.
- E. In relation to where you live, where do your assigned families (those with whom you now work) live? (Answer by writing in the number of families for each distance in miles)
- a. 1-5 miles
(Number of Families)
- b. 5-10 miles
(Number of Families)

- c. More than 10 miles
(Number of Families)
- d. Total
(Total of a, b and c should be total families currently enrolled)
- F. How many total families have you worked with since becoming a program assistant (Do not include nonprogram families even though you may have contacted them)?

 Total Worked With Since Starting
(Number of Families)
- G. How many total program families did you work with during the twelve month period ending February 1, 1975?

 Total Worked With in Previous 12 Months
(Number of Families)
- H. With how many total families did you work with last year?
- I. With how many total families are you currently working?
- J. On the average, how many visits do you make each month?
- K. How many total visits did you make last year?
(No. visits)
- a. How many of these were to nonprogram families?
(No. visits)
- L. On the average, how many hours do you work each week?
- M. a. Did you have any nutrition training before become a program assistant? Yes; No
- b. If so, what kind(s) did you have?
- N. If you had nutrition training, where did you receive this training?
- | | |
|--|-------------------------------|
| <u> </u> 4-H | <u> </u> Adult Education |
| <u> </u> Vocational Home | <u> </u> College |
| <u> </u> Economics in high school | <u> </u> Did not receive |

O. How much nutrition training have you had since becoming a program assistant? (Complete below.)

1. Orientation as a new program assistant
 - a. length of time: _____ weeks
 - b. topics included:

	yes	no
1. how to work with families	_____	_____
2. what to teach families	_____	_____
3. which families with which to work	_____	_____
4. other (specify) _____	_____	_____
2. In-service
 - a. training received:

_____ weekly	_____ 2 times a month
_____ 3 times a month	_____ once a month
 - b. topics included:

	yes	no
1. nutrition lessons	_____	_____
2. filling out reports	_____	_____
3. other (specify) _____	_____	_____
3. Since you became a Program Assistant, have you ever received training from a member of the State specialist staff (EFNEP)? _____ Yes; _____ No.
 - a. If Yes above, who provided the training:
 - b. If Yes above, what type training (e.g., record-keeping, subject matter) did you receive?
 - c. If Yes above, how many times have you received such training? _____
4. Do you feel that you need any additional training?

_____ Yes; _____ No.

If yes, in what areas? _____
5. a. Do you read about nutrition or do other work on your own? _____ Yes; _____ No.
 - b. If so, give examples _____

III. How do you feel about your job?

Please rank the following items from low (1) to high (7) regarding your feelings about your job.

A. I believe in EFNEP.

Low	1	2	3	4	5	6	7	High
-----	---	---	---	---	---	---	---	------

- B. I care about the people with whom I work.
Low 1 2 3 4 5 6 7 High
- C. These people need the information which I take them.
Low 1 2 3 4 5 6 7 High
- D. These people like for me to come to their homes.
Low 1 2 3 4 5 6 7 High
- E. I feel I can usually answer questions I get on nutrition, food buying and preparation.
Low 1 2 3 4 5 6 7 High
- F. I can explain EFNEP to others.
Low 1 2 3 4 5 6 7 High
- G. I have adequate nutritional knowledge to be an effective teacher.
Low 1 2 3 4 5 6 7 High
- H. I have adequate printed publications available with which to teach.
Low 1 2 3 4 5 6 7 High

IV. How do you feel about the in-service training received from your EFNEP Agent?

Please rank the following items from low (1) to high (7) regarding your feelings about the in-service training received from your EFNEP Agent.

- A. New information and materials are presented each time, avoiding excessive repetition.
Low 1 2 3 4 5 6 7 High
- B. Materials or lessons are presented with the aid of good visuals.
Low 1 2 3 4 5 6 7 High
- C. Lessons taught are helpful to me in my work.
Low 1 2 3 4 5 6 7 High
- D. Teaching ways are used that make me think and plan ahead.
Low 1 2 3 4 5 6 7 High
- E. Teaching ways are used that cause me to think of and try new things.
Low 1 2 3 4 5 6 7 High

F. Subject matter is taught in interesting ways.
 Low 1 2 3 4 5 6 7 High

G. Suggestions she makes are helpful to me in my work.
 Low 1 2 3 4 5 6 7 High

V. How do you feel about other aspects of your job?

Please rank the following items from low (1) to high (7) regarding your feelings about other aspects of your job.

A. I feel able to teach the subject matter of EFNEP.
 Low 1 2 3 4 5 6 7 High

B. My co-workers are friendly and skilled.
 Low 1 2 3 4 5 6 7 High

C. I have freedom in working out my own method of doing my work.
 Low 1 2 3 4 5 6 7 High

D. I am satisfied with the salary I receive for my work.
 Low 1 2 3 4 5 6 7 High

E. Of what benefit has the program been to you personally?

F. What changes have you made in your own homemaking practices as a result of your EFNEP training and work?

VI. How often do you use the following approved Program Assistant practices?

Please rank your use of the following practices from never (1) to always (7).

A. I give priority to subjects of greatest need when working with a homemaker.
 Never 1 2 3 4 5 6 7 Always

B. I try to learn of the homemaker's interest and start the learning experience at her point of interest.
 Never 1 2 3 4 5 6 7 Always

- C. I plan the major ideas I will discuss before I visit a family.
 Never 1 2 3 4 5 6 7 Always
- D. I organize my materials and supplies before I make a home visit.
 Never 1 2 3 4 5 6 7 Always
- E. I plan the next home visit with the homemaker before I leave her home.
 Never 1 2 3 4 5 6 7 Always
- F. I plan the main ideas I will teach before I have a group meeting.
 Never 1 2 3 4 5 6 7 Always
- G. I organize my teaching materials before I go to conduct a group meeting.
 Never 1 2 3 4 5 6 7 Always
- H. I keep accurate time and mileage records.
 Never 1 2 3 4 5 6 7 Always
- I. I keep my home visit logs up to date, completing them after each home visit.
 Never 1 2 3 4 5 6 7 Always
- J. I obtain food recalls from homemakers every six months.
 Never 1 2 3 4 5 6 7 Always
- K. I cooperate with fellow staff members and promote teamwork.
 Never 1 2 3 4 5 6 7 Always
- L. I ask for help when I need it in my work.
 Never 1 2 3 4 5 6 7 Always
- M. I try to promote the youth program.
 Never 1 2 3 4 5 6 7 Always
- N. I am enthusiastic about my job.
 Never 1 2 3 4 5 6 7 Always

VII. When you became a program assistant, you were asked to complete a form like this one telling how you felt about your skills in helping homemakers. Please read over this list again and circle the number showing how much help you now feel you need in order to do a good job.

A. Ability to teach individuals.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

B. Ability to teach groups.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

C. Ability to recognize where people are and to begin lessons at that point.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

D. Ability to "get along" well with homemakers regardless of their situation.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

E. Ability to take suggestions.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

F. Ability to maintain my enthusiasm and interest when progress is slow.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

G. Ability to develop new and interesting ways to present subject matter.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

H. Ability to adapt subject matter to the group being taught.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

 Need much help

- I. Ability to improvise when materials, ingredients and equipment are limited.

Need little or no help

0	1	2	3	4	5
---	---	---	---	---	---

Need much
help

- VIII. Other comments about your work you want to share.

I

APPENDIX B

INSTITUTE OF AGRICULTURE, UNIVERSITY OF TENNESSEE
SUPPORTING PERSONNEL RATING FORM

Name _____ Title _____

Department _____ Years of Service _____

	Excellent	Good	Satisfactory	Fair	Unsatisfactory
1. ATTITUDE—Reacts favorably toward work assignment, working conditions, fellow employees, supervisor, the organization; displays interest in job					
2. COOPERATIVENESS—Works effectively with others, responsive to suggestions; receptive to new ideas and innovations; accepts new responsibilities or special assignments readily					
3. PERSONALITY—Controls own impulses, emotions, and desires; respects and considers co-workers and others					
4. PUNCTUALITY—Arrives on time for work; is prompt; follows work schedule					
5. DEPENDABILITY—Is reliable, loyal, and conscientious, has commitment to organization					
6. JUDGMENT—Thinks intelligently, makes logical decisions, solves problems, knows when to consult higher authority					
7. INITIATIVE—Displays creativity, motivation, imagination, enthusiasm, proceeds with assignment(s) without prompting					
8. VERSATILITY—Adapts to change, assumes duties of others when necessary, adjusts to new procedures					
9. QUALITY OF WORK—Exhibits high standards; work is accurate and neat					
10. QUANTITY OF WORK—Completes assigned task on or ahead of schedule; makes effective use of time					

I have read and discussed this rating with my supervisor.

(Signature Employee) (Date)

(Signature Supervisor) (Title) (Date)

GUIDELINES FOR COMPLETING RATING FORM

- I. Keep in mind that the purpose is to rate the individual in his/her present job assignment.
- II. Be objective. Do not allow your rating to be influenced by personal consideration. Guard against allowing recent events or isolated cases to unduly influence rating.
- III. In rating individuals it is necessary to have standards of behavior and performance against which the person is rated but above all avoid stereotyping. In rating the personal characteristics—attitude, cooperativeness, personality, dependability, judgment, and initiative—the base for comparison should be those standards of personal conduct and behavior which are accepted for supporting personnel. In rating the job performance characteristics—punctuality, versatility, quality of work, and quantity of work—the base of reference should be those standards of performance in his/her job.

The 10 characteristics should be scored using the following scale:

Excellent
Good
Satisfactory
Fair
Unsatisfactory

IV. Summary of Rating:

Compute an average score for the 10 characteristics. Using the following values; Excellent 5, Good 4, Satisfactory 3, Fair 2, Unsatisfactory 1.

EXCELLENT—Average score 4.5 or above—This individual possesses exceptional competence with outstanding personal qualities, skill, and performance.

GOOD—Average score between 3.6-4.4—Overall performance goes beyond acceptable standards.

SATISFACTORY—Average score between 2.5-3.5—Overall performance meets acceptable standards.

FAIR—Average score between 1.6-2.4—Overall performance is marginal or less than level desired. Not promotable so long as problem(s) prevail. A formal plan for improvement is required. If progress is not made in reasonable time, the person should be reassigned or replaced.

UNSATISFACTORY—Average score 1.5 or below—Overall performance clearly indicates failure to meet minimum standards. Requires reexamination of job assignment and/or formal plan of action for considerable improvement. Continued lack of progress indicates the individual should be replaced.

Based on the average score the person's overall rating is

VITA

Brenda P. Kucharski was born in Greene County, Tennessee, on March 14, 1943, the daughter of Mr. and Mrs. Earl Parman. She attended public schools in that county and graduated from St. James High School. She attended East Tennessee State University, completing the requirements for a Bachelor of Science degree in home economics education in June of 1965.

Upon graduation she was employed by the University of Tennessee Agricultural Extension Service in Bledsoe County with responsibility to youth audiences. In 1966 she was reassigned to work with adult audiences and in December 1969 she assumed responsibilities for EFNEP in Bledsoe County.

In January 1972, she entered graduate school at the University of Tennessee to earn a degree in agricultural extension education.

She is married to Richard E. Kucharski, a native of Flint, Michigan.