ATTITUDES OF A.F.D.C. MOTHERS
A COMPARATIVE STUDY OF THE ATTITUDES OF A.F.D.C. MOTHERS
TOWARD THE USE OF COMMUNITY RESOURCES

by

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A thesis
submitted in partial
fulfillment of the requirements for the degree of
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CHAPTER I

INTRODUCTION

Theoretical Formulation

There is increased emphasis being placed on the use of social services in the community and the concept of meeting the varied needs of people through fuller use of the various agency services available. If this is to be accomplished, it would seem appropriate to look at those patterns of influence which tend to develop attitudes conducive to a more extensive use of those agency services. It would also seem appropriate to approach this task through research into familial relationships with helping services. The intent would be to ascertain the influence this relationship has on the family's overall attitude and ultimate tendency to increase its receptiveness to other community helping agencies. In evaluating a community program that is family-centered, it is necessary to recognize the fact that many family problems are such that the families do not know which, if any, social service agency could or would help if asked.

For the purpose of this study, influence may be defined as "that which induces a change in the organism
different from that which is predictable." Both immediate and long range characteristics of influence will be considered; this calls for an examination of indirect intervention on the part of the agency, and the family's latent response to this source of influence.

This would then mean that the depth or speed of influence may vary among families depending on the intensity of interaction, the structure of the family unit, and the varying capacities of the individuals within the unit. The end result being a comparison of attitudes of two groups of families: those who have been exposed to a community helping resource for only a brief period of time, and those who have been exposed for a more extended length of time.

Francis Piven has indicated that the influence of individuals is inspired by organizations and it is through these organizations that individual resources are coordinated into coherent patterns of effective influence. Interpersonal influence stemming from specialized services typically involves some social distance between the helper and the person seeking a helping resource. Thus, the operation of any given social service agency may give a clue as to the degree of influence generated by that agency.

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The matter of social distance between the family and its agency source of influence is necessarily a significant factor since influence is often more easily generated between groups of similar orientation. Talcott Parsons' theory on human behavior indicates that the structure of personality is derived from social systems and culture through socialization, thus supporting in theory the idea that attitudes are influences through the family's socialization process within a helping agency structure.¹

In determining an individual's social attitude as that which is a consistent response with regard to a set of social objects, Campbell illustrates the element of predictability of response.² That is, the content of an attitude is determined by the responses which constitute this attitude. The set of behaviors comprising an attitude has been labeled an attitude universe.³ Although it is to be understood that this study will not be concerned with Guttman's mathematical analysis for composing perfect scales, the term serves to identify that from which the


study samples were taken. Variables in the universe will be indicated through varying responses to specific situations.

A significant recognition is the fact that one's attitude toward something is not only a result of previous experience, but also a determinant of particular responses to present and future environments. Social work is a community service, serving society in its totality as well as the individuals of whom it is composed. There is a possibility that a parent who refuses, or comes unwillingly to an agency because of a preconceived negative attitude toward that agency or social service agencies in general, might in time come to the point of seeking help for himself if he finds a positive experience with another agency.

Since the underlying concern in this study is the concept of attitude change, consideration will be given to the fact that attitude change will precipitate a changed selection of environments. It is because of this reciprocal element present in studying attitude and environment that the focus of this study is justified in considering the concept of family receptiveness to certain environmental factors, such as community social service resources.

**Purpose of the Study**

The primary purpose of this research is to determine

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whether a difference exists regarding parental attitudes and tendencies toward the use of other community social service resources after such persons have been involved in one agency service which called for on-going interpersonal relationships with agency staff. More specifically, the purpose of this study is to determine whether a relationship exists between attendance in the Reed K. Clegg Adult School, Fresno, California, and a positive attitude by those in attendance toward the use of other community social service resources.

A comparison will be made of A.F.D.C. mothers recently enrolled and those enrolled for over two months to determine whether a difference in attitude toward social service resources exists. Since the community values the Reed K. Clegg Adult School as a vital community program, it is believed that research done with this particular service activity would adequately serve in evaluating the respondent's attitudes toward other helping services. It was also believed that investigation of these data would contribute further to the growing body of social work knowledge concerning client participation and subsequent influence of attitudes in relation to the use of community social service resources.

**Statement of the Problem**

The central hypothesis of this research study is that there will be a significant difference in attitudes toward the use of community social services when 70 A.F.D.C.
mothers are dichotomized by those mothers recently enrolled and those who have been enrolled for over two months. The null hypothesis is that there will be no significant difference in attitudes toward the use of community social services when 70 A.F.D.C. mothers are dichotomized by those mothers recently enrolled in the Reed K. Clegg Adult School and those who have been enrolled for over two months. The statistical hypothesis is that there will be a proportionately greater degree of positive attitudes toward the use of community social services of A.F.D.C. mothers who have been enrolled in the Reed K. Clegg Adult School over two months when all enrollees are dichotomized by those mothers who have been recently enrolled and those who have been enrolled for over two months.

If the data, when analyzed, sustain the null hypothesis and no significant differences in attitudes between the two groups are found beyond that attributable to chance, a number of explanations may be suggested. The results may indicate that no relationship exists between those A.F.D.C. mothers recently enrolled and those enrolled for over two months. The factor of positive attitudes may be relatively unaffected by utilization of this Department of Public Welfare resource, and enrollment in the Reed K. Clegg Adult School may not provide the experience necessary to internalize an attitude pattern that can be adequately measured by this study. It may also be possible that the
instruments used in this study may not have been adequate to measure assumed differences and might have been misinterpreted or not completely understood by the respondents. Another factor to consider is the time differential separating the two groups being studied. This element may not have had the significance it was expected to have, leaving only superficial difference or no difference in attitudes between the two groups studied.

If the statistical hypothesis is rejected, it may again indicate inadequate structure of instruments used, or it may indicate that the respondents who have been recently enrolled may have initially had a more positive relationship experience with the agency than did the group which has been enrolled for a longer period of time. It may also indicate that the time differentiation between the two groups was not a significant factor. Perhaps an inverse relationship may indicate that methods of teaching, counselling and referring that worked with middle-class oriented clients do not work with these A.F.D.C. mothers; hence they either withdraw from the service or remain with a less than favorable attitude toward the service. An additional reason may be the failure of the agency to genuinely accept and respect the A.F.D.C. mothers, thus not fully appreciating the mothers' needs and past experiences.

If however, the null hypothesis is rejected and significant differences in attitudes between the two groups are found, and if there are more positive attitudes on the
part of those who have been enrolled for a longer period of time, indications would point to the fact that involvement in one agency service may favorably influence the attitudes of persons toward the use of other similar helping services. The immediate implications to the researcher would thus be that community helping services can have more impact on society if more people could at first become exposed to them through actual participation in a given social service agency. On the other hand, this relationship may be influenced by the baseline characteristics such as social and personal attributes of the A.F.D.C. mothers who have been enrolled for over two months when dichotomized with those A.F.D.C. mothers enrolled for two months or less.

In addition to testing the null hypothesis, this study was designed to answer the following basic questions: (1) To what extent does the psychological, sociological, and social work literature relate to the reflections of parental attitudes toward the use of community social service resources? (2) What information do the Public Welfare Department and other public agencies offer in relation to parental attitudes and the use of community social service resources? (3) What are the basic characteristics of the sample study, and to what extent do these baseline characteristics differentiate 28 A.F.D.C. mothers who have been recently enrolled in the Reed K. Clegg Adult School from 36 A.F.D.C. mothers who have been enrolled over a period of two months in the Reed K. Clegg Adult School?
Are there any significant differences in attitudes as measured by 16 questionnaire items when these responses are dichotomized by those A.F.D.C. mothers recently enrolled and those A.F.D.C. mothers who have been enrolled for over a period of two months?

Method and Procedure

Two major problems were encountered in selecting the sample for this study. The first problem was in deciding upon the educational level of respondents capable of satisfactorily answering the questionnaire. It was decided that those A.F.D.C. mothers enrolled in the tenth grade and above would be selected for the study. The appropriate time differential was the second problem to be considered. It was decided that since the fall semester had already been in progress for two months at the beginning of this research project, this period would serve as the criterion for differentiating the two groups. Consequently, those enrolled for over two months were necessarily enrolled in the previous school term.

This study group was selected from a population of 70 A.F.D.C. mothers who were presently enrolled in the Fresno County Department of Public Welfare's adult education program in November, 1966. The researcher personally delivered the questionnaires to the A.F.D.C. mothers in

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1See Appendix B,
their class groups and remained for the completion of the forms in order to be available to answer any questions pertaining to filling out the questionnaires.

For the dichotomy, a determination was made on the attitudes of A.F.D.C. mothers recently enrolled in the adult school, and A.F.D.C. mothers who have been enrolled for over two months in the school. The schedule responses to the 16 items were divided into Strongly Agree, Agree, and Disagree. The samples were then cross-tabulated by eight demographic items. A second schedule comprised of 16 items related to attitudes toward the use of community social service resources was utilized in gathering data for use in testing the hypothesis. The unit of analysis was the client's attitudes toward community social service resources dichotomized by clients who have been recently enrolled and those who have been enrolled over a period of two months at the Reed K. Clegg Adult School. After the responses were collected, a description of the study sample was made, followed by totaling the score of the 16 questionnaire items to determine the degree of influence interpreted by the A.F.D.C. mothers. Frequency and summary tables were used in the data distribution. Recapitulation tables were also utilized when appropriate.

The data were analyzed to determine the extent to which 24 items, (16 community resource responses and eight demographic items) significantly differentiated A.F.D.C. who have been recently enrolled in the Reed K. Clegg Adult
Flow Chart

Population

Terminal Sample

Dichotomized Sample

N=70

N=64

N=64

70 A.F.D.C. mothers enrolled on 8-19-66

64 A.F.D.C. mothers responded to questionnaires

28 A.F.D.C. mothers recently enrolled

36 A.F.D.C. mothers enrolled over 2 months

SHRINKAGE of six cases due to:

1 - uncooperative
5 - inappropriate responses
School when compared with A.F.D.C. mothers who have been enrolled in the school for over a period of two months. Once the responses to the 24 items were collected and distributed in tables, these data were analyzed by percentage, proportions and ratios as applicable. The chi square test for significance of the difference, was applied to determine whether or not results were significant beyond that which may be attributed to chance. The formula for chi square is designated as: \( \chi^2 \leq \left( \frac{E - O}{E} \right)^2 \).

The above material has been presented to indicate the direction, purpose, procedures, and methods used in analyzing and interpreting the findings in this research project. In the following chapter, the background of the project is presented, including a review of previous pertinent research and a description of the agency setting. A description of the study sample, showing the personal and social baseline characteristics will be presented in the final section of Chapter II. Data from the dichotomized sample are presented and interpreted in Chapter III. The findings and implications of this study are discussed in Chapter IV.

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CHAPTER II

BACKGROUND OF THE STUDY

Previous Research

There is an increasing demand to turn to the research process on new outcomes and long term goals to appreciate fully the advantages of community resources in relation to individual and family functioning. Community services and public welfare agencies are beginning to take more active roles in improving the family structure. Through improved interagency cooperation and cooperation with other professions, further efforts will be made in grappling with family attitudes and family orientation toward making better use of the various social services. The marginal family, facing a chronic threat of crises, is usually unprepared to adapt to its problems and is likely to be inarticulate about family needs. Services such as public assistance, health measures, housing, jobs and education may all be needed but can only be offered if agencies function as interrelated resources, each offering some form of human experience in ongoing preventive treatment.

In discussing community family services, Charlotte Babcock has indicated that, if social service resources are truly oriented toward seeking positive attitudes from the
needy and are thus geared to prevention, they must extend themselves further to help parents and children alleviate crisis-producing problems before these phenomena become internalized.\(^1\) A basic social work value is the belief in the ability for persons to change and to adapt to changing situations. Therefore, such should also be true for the social service agencies if they are to provide the help necessary in furthering social and emotional equilibrium.

Because of a shortage of personnel in most service oriented agencies, there is a need to be more alert to those families who are more vulnerable to social breakdown. Consequently, it is imperative that more attention be given to research into family and institutional characteristics which uncover potential disorganization and, conversely, those which seem to strengthen the family social structure.

The community agencies face the problem of keeping in balance a highly specialized and complex interdependent network of different people who are no longer self-productive but take part in only one small aspect of economic production. If preventive measures can reach families at the appropriate stage, such efforts should have a greater chance of significantly influencing, redirecting, and channeling the family's pattern of functioning. In fact, clients themselves can be encouraged toward positive social

action within the range of possibilities open to them. This action points up the importance of close cooperation among the different agencies interested in the client. Too often, specialized agencies working in their individual capacities have tended to be oblivious to the client as a total person and of the help one agency can give the other. If this area can be improved upon, predictably one of the outcomes will be a more positive orientation on the part of the family toward the utilization of appropriate social service resources.

The Department of Public Health and Welfare in San Mateo County has conducted a project designed to stimulate the community to give more leadership in organizing services that would support self help efforts. This has been a follow-up activity developing out of the information gained by Community Research Associates, in a study conducted in 1950 to determine the incidences of dysfunctional behavior in the community. The study indicated that improvement in services for residents would result if existing community agencies were better coordinated and an example of the need for coordination was indicated in that many A.F.D.C. families were known to more than one agency.


As a result of this survey, the Social Service Division of the San Mateo County Department of Public Health and Welfare has gained a considerable amount of experience in the development of techniques for coordinating and improving interagency activities. Among other significant developments that have taken place as a result of the project was the organization of a school-adjustment committee within the school district to help students with special problems. This committee is composed of school representatives, social workers, probation officers and persons from other interested agencies. As a result, aroused citizens have begun to show greater interest in improving their community and developing additional community services.

A study concerning family functioning and the use of social service resources is presently being conducted by the Family Life Improvement Project of Rutgers Graduate School of Social Work. This program was established as a means of studying prevention through an experimental-control design by providing social work services to a representative sample of young urban families.¹ The unit of analysis is the social functioning of the family. A sample of 500 families was randomly divided into a control group and a treatment group. The treatment group is to receive various social services as needed. The control

¹ The Family Life Improvement Project is supported by Grant #190 from the Welfare Administration, United States Department of Health, Education and Welfare.
group is to be interviewed but will not be given any services. The working hypothesis is that the treatment group will indicate that early professional intervention is instrumental in reducing family malfunctioning and disorganization over a five year period. One of the concepts of this study which is particularly relevant to this study is that an empirical analysis of family functioning can provide information leading to a program of professional social service resources at an interventive level. At this point in the incompleated study, a significant observation can be made through accumulating data. There is a widespread ignorance and resulting nonuse of social service resources. Most families in crisis tend to enlist the aid of friends, relatives, doctors or clergymen. Although these persons can indeed be helpful, the person in need may be receiving help with a limited focus. Because community resources are indeed scarce or in many areas, underdeveloped, the nonuse or misunderstanding of these services will be a main area of concern with which the Family Life Improvement Project will deal at the conclusion of their study.\(^1\)

From a study of the literature concerning theories and the measurement of attitude, a method which is considered reliable is one which takes into account the possible inhibitions and distortions of the individual.

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There are two general forms of the concept of attitude reflected in research today. One concept, referred to as the probability conception, may be conceived of as a determination of response probabilities with little reference to underlying variables.¹ The other concept referred to as a "latent process," must be considered a more tentative type of attitude, and is by definition, more unobservable. Green has defined an attitude as a mental and neural state of readiness with a direct influence upon an individual's response to his environment.²

The concept of attitude is still in a crude state of formulation, yet its concepts have produced some useful and significant results in research. Examples of the ambiguity of the term is indicated by John Dewey who considers attitude and habit as synonymous terms, since, as he points out, habit is an acquired predisposition to a way of response and that attitude is also a special case of predisposition.³ Guttman has identified the principle of persons taking positions of opinion or attitude on a scale or continuum as the "prejudice principle."⁴ Individuals

²Ibid. p. 335.
⁴Louis Dotson, "An Empirical Study of Attitude-Component Theory," Public Opinion Quarterly, XXVI,
taking an extreme negative position are considered as being strongly prejudiced against that about which attitudes are being measured. However, when respondents are filling out a questionnaire, they may not necessarily indicate a prejudice against a given content, but a prejudice toward an unidentified concept, having a more general or less confined character.

There is no present research that relates directly to the relationship between participation of A.F.D.C. mothers in the Reed K. Clegg Adult School and their attitudes toward the use of community social service resources. Therefore, the need for research in this particular area is indicated.

**Description of the Agency Setting**

The Fresno County Department of Public Welfare operates under regulations of the Social Security Act of 1935 as administered by the United States Department of Health, Education and Welfare. The Welfare Department is the delegated agent of the county Board of Supervisors designed to carry out the administration of the provisions of the California Welfare and Institutions Code. The purpose of this agency is stated in Section 10000 of the Code which provides for the protection, care, and assistance to the people of the state and to promote welfare and happiness by providing public assistance to those designed
by the state as being needy.¹

The Welfare Department is operated under a system known as state-county administration. The state sets the guidelines and regulations to be followed, and the day to day welfare operations are carried out by the local county Welfare Department. The aged, blind, disabled, and families with needy children are given financial assistance, medical care, and social services with an increased emphasis on rehabilitation of the client. This agency carries on a program of licensing boarding homes, institutions, and other places that care for elderly persons and children outside their own homes. The Welfare Department is also a licensed adoption agency which has the responsibility of finding adoptive parents for children whose natural parents cannot provide a home for them.

Under the public assistance titles of the Social Security Act, grants in aid on a matching basis were made to states adopting plans for certain categorical aids. Under the children's service titles, lump sum grants were made to crippled children, maternal and child health and child welfare services in rural areas and areas of special need.² With respect to the Welfare Department, the Social Security Act is a device whereby the federal government

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through its wider taxing powers and financial resources, could redistribute income among the states for the purpose of relieving want.

The Fresno County Welfare Department is an expression of government at the local level of society's concern for people in need. In Fresno County as in many other communities, the Welfare Department is responsible for one of the largest single fiscal operations in local government.¹

The Reed K. Clegg Adult School is an accelerated day elementary and high school program conducted by the Welfare Department and staffed by administration and teachers from the Fresno City Adult Education Department. This program was initiated in January 1964 out of a concern that many A.F.D.C. recipients lacked training and basic education necessary for employment.

Student dropout has been a major problem in the school and as a result, the school is accepting students who are not welfare recipients in order to meet average daily attendance requirements. This also can be a means through which "dependency" may be prevented and thus can be considered an additional preventive function. Pupils are accepted for enrollment at any time during the school year, and following an achievement test, they are placed in

appropriate grades. There are approximately 570 pupils attending the Reed K. Clegg school. Classes are held five half days per week with elementary classes on Tuesday and Thursday and high school classes on Monday, Wednesday, and Friday. At the completion of the necessary curriculum, appropriate diplomas are awarded according to adult education requirements. Appropriate grooming and dress are stressed by the school and are a part of the additional goal of developing new attitudes and understanding of socially accepted behavior. It was from the above program that information for the description of the study sample has been taken.

Description of the Study Sample

The information gathered on eight social and personal characteristics of the two groups, those enrolled over two months and those recently enrolled, were: age, ethnic group, marital status, number of children, work experience, vocational plans, length of residence in the community, and education. These data, appearing in Table 1, when dichotomized by length of time enrolled in school, reveal no significant differentiation between the two groups. Nevertheless, some meaningful findings in this phase of the interpretation will be recognized in the following analysis.

A reference to Table 1 indicates that over one-half or 56.2 percent of the total sample fell into the age category of between 30-50. A total of 25 respondents or
39.0 percent, fell into category of under 30 years of age. The number of respondents who were over the age of 50 was minimal with only three persons represented in that category. More specifically, there were almost two-thirds (0.611) of those enrolled over two months who were between the ages of 30-50, while exactly one-half (0.500) of those recently enrolled were in this age group.

In reviewing ethnic group characteristics, it can be seen that thirteen of the enrollees (0.341) of those enrolled over two months were classified as Mexican-American, while eight (0.297) of those recently enrolled were in this ethnic group. Those enrolled over two months have over three times as many Negro respondents as those recently enrolled, and it can be seen that twelve respondents (0.334) of those enrolled over two months were Anglo as compared to fifteen (0.555) of those recently enrolled. Of the total sample, there was a higher percentage of Anglo (42.2 percent) than there were Mexican-American or Negro respondents.

An observation of marital status indicates a total sample of seventeen or slightly over 25 percent of the enrollees as presently married. The separated-divorced category maintained the highest total percentage of enrollees with thirty-seven or 57.8 percent falling into this category. Only a minor number of all enrollees maintained the never married or widowed status. This category was included in the table because of a slight
TABLE 1. — Sixty-Four A.F.D.C. Mothers by Length of School Enrollment and Responses to Eight Baseline Characteristics

<table>
<thead>
<tr>
<th>Baseline Characteristics</th>
<th>Over two months</th>
<th>Less than two months</th>
<th>Total</th>
<th>Chi Square</th>
<th>d.f.</th>
<th>Probability Value</th>
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<td></td>
<td>N=36 Proportion</td>
<td>N=28 Proportion</td>
<td>Number N=64</td>
<td>Per Cent</td>
<td></td>
<td></td>
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<td>Age</td>
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<td></td>
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<tr>
<td>Under 30</td>
<td>12 .334</td>
<td>13 .465</td>
<td>25</td>
<td>39.0</td>
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<td>30-50</td>
<td>22 .611</td>
<td>14 .500</td>
<td>36</td>
<td>56.2</td>
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<tr>
<td>Over 50</td>
<td>2 .055</td>
<td>1 .035</td>
<td>3</td>
<td>4.6</td>
<td>1.169</td>
<td>2 .70&gt;P&gt; .50</td>
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<td>Mexican-American</td>
<td>13 .341</td>
<td>8 .297</td>
<td>21</td>
<td>32.8</td>
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<tr>
<td>Negro</td>
<td>11 .325</td>
<td>4 .148</td>
<td>16</td>
<td>25.0</td>
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<td>Anglo</td>
<td>12 .334</td>
<td>15 .555</td>
<td>27</td>
<td>42.2</td>
<td>4.060</td>
<td>2 .20&gt;P&gt; .10</td>
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<td>Never married</td>
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<td>2 .071</td>
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<td>Widow</td>
<td>1 .028</td>
<td>4 .143</td>
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<td>7.8</td>
<td>3.196</td>
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<td>1-3</td>
<td>18 .500</td>
<td>14 .500</td>
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<td>50.0</td>
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<td>1.814</td>
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<td>8</td>
<td>.286</td>
<td>24</td>
<td>37.5</td>
</tr>
<tr>
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<td>------</td>
<td>---</td>
<td>------</td>
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<tr>
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<td>.194</td>
<td>9</td>
<td>.322</td>
<td>16</td>
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<td>3</td>
<td>.107</td>
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<td>11.0</td>
</tr>
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<td>.286</td>
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<td>.186</td>
<td>13</td>
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<tr>
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<td>.037</td>
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</tr>
<tr>
<td>Further training</td>
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<td>.729</td>
<td>21</td>
<td>.777</td>
<td>48</td>
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<table>
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<th>8</th>
<th>.286</th>
<th>24</th>
<th>37.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>4</td>
<td>.111</td>
<td>1</td>
<td>.036</td>
<td>5</td>
<td>7.8</td>
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<tr>
<td>3-5 years</td>
<td>1</td>
<td>.027</td>
<td>3</td>
<td>.107</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>31</td>
<td>.862</td>
<td>24</td>
<td>.857</td>
<td>55</td>
<td>85.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
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<th>8</th>
<th>.286</th>
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<th>37.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th and under</td>
<td>1</td>
<td>.027</td>
<td>0</td>
<td>.000</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>7-9th</td>
<td>18</td>
<td>.500</td>
<td>9</td>
<td>.322</td>
<td>27</td>
<td>42.1</td>
</tr>
<tr>
<td>10-12th</td>
<td>17</td>
<td>.473</td>
<td>19</td>
<td>.678</td>
<td>36</td>
<td>56.2</td>
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</table>

aSource: Reed K. Clegg Adult School, Fresno County Department of Public Welfare.
possibility of a significant trend in questionnaire responses from these persons.

In comparing the number of children of the two groups of A.F.D.C. mothers in the Reed K. Clegg Adult School, it is immediately observed that exactly 50 percent of the total sample have one to three children as compared to eighteen or twenty-eight; one percent of those enrollees having over five children. This observation can be particularly meaningful when it is compared with the common stereotype that mothers propagate children in order to "thrive" on public assistance. It is seen that a higher proportion of those enrolled over two months (.333) have over five children when compared with those recently enrolled (.214).

Turning to the work experience category, it is seen that there was a higher total percentage of enrollees (37.5 percent) who have had domestic work experience than have had the other types of work, with proportionately almost twice as many (.444) enrolled over two months as compared to those recently enrolled (.286). Those respondents having farm labor experience were in the next highest total percentage level with 25 percent. This finding is rather surprising since it was assumed that most of the work experience would be farm labor as indicative of the high agricultural element present in Fresno County. Under the category of "other" as stated in the questionnaire, respondents listed such experience as: office clerk, nurse aid, and packing house employee. One respondent wrote: "If
I listed all my work experience, there wouldn't be room on this page." A total of 26.5 percent of the respondents fell into the category of "other" in reference to work experience.

In reviewing the item of vocational plans, it was found that 75 percent of all respondents planned on further educational training. It is noted that a relatively high number of these lower economic class persons seem to be responding favorably to the so-called middle-class value of education. This finding may in part be indicative of the influence these groups of A.F.D.C. mothers are receiving from their experiences at the Reed K. Clegg Adult School. It is also seen that there was a slightly higher proportion (.777) of those recently enrolled that planned for further training as compared to those who have been enrolled over two months (.729). A further observation is that there was only a minor total percentage (.04 percent) of those respondents who declared no particular future plans at the time of the study. There is a great deal of feeling about the lower class having little potential for change. Frank Riessman points out the impact of limited education for this socio-economic group. ¹ An encouraging aspect of this study is the apparent positive element in lower class life which shows these people willing and capable of positive change.

if only they can be given more confidence in their capacity for improvement.

When looking at the length of community residence by the respondents, it can be seen that a rather small total percentage (.07 and .06 percent respectively) lived in the community less than five years. As Table 1 indicates, slightly over 85 percent of the enrollees have lived in Fresno County over five years. This finding tends to point to an element of stability apparently existing as contrasted with the commonly held conception of high horizontal mobility with reference to many welfare recipients.¹ Proportionately, slightly more of those enrolled over two months have lived in the community over five years (.862) when compared to those respondents who have been recently enrolled (.857).

Educationally, the highest total percentage of respondents (56.2 percent) were in the 10th-12th grade level of study. Respondents in the 7th-9th grade category had a somewhat less total percentage (42.1 percent) with only respondents of the total sample falling in the educational level of 6th grade or under. Finally, it is noted that a higher proportion of those respondents enrolled over two months are in the 7th-9th grade category (.500) as compared to those who were recently enrolled (.322).

The original population of 70 mothers enrolled in the Reed K. Clegg Adult School was reduced to a total of

64 respondents. One enrollee stated on her questionnaire form that she did not wish to be involved in the study. Five others gave inappropriate responses, such as incorrect or incomplete answers to the questionnaires. Both groups had an equal amount of time to complete the forms. Those respondents making up the dichotomy of length of time enrolled were represented in three different school classes which provided the cross section. A pure random sampling of all respondents would have been a highly impractical task under the conditions in which the study was made since the entire population was somewhat limited in number.

In this chapter, related findings which have a direct or indirect bearing on this research have been examined and a description of the agency setting has been given. A description of the study sample has been presented in tabular form, followed by an elaboration of pertinent findings and relationships to previous research. Chapter III will contain findings of the schedule responses which will be analyzed and described accordingly.

\(^1\text{Flow Chart, Chapter I, p. 11}\)
CHAPTER III

ANALYSIS OF THE DATA

An analysis of the data collected on sixty-four items on attitude is presented in Chapter III. Four of the sixteen items on attitude are presented in Table 2. These data were analyzed to determine whether a significant difference existed between those thirty-six A.F.D.C. mothers enrolled over two months and those A.F.D.C. mothers enrolled less than two months. One of these items significantly differentiated those enrolled over two months from those recently enrolled based on the chi square and accompanying probability value in that instance. The null hypothesis on this one item can be rejected at the .05 level of significance. The other three items in Table 2 were not found to be significant at the .05 level; however, since they were in the .10 level of significance, it was decided that they be included and discussed as one table since these items do indicate a trend. The remaining twelve items did not significantly differentiate those enrolled over two months from those recently enrolled at the Reed K. Clegg Adult School.

Item one in Table 1 indicates that the null hypothesis can be rejected at the .05 level of significance. The
implication is that it is highly improbable that the significant difference between the two groups answering the first question was attributed to chance. There is a slightly higher degree of positive attitudes on the part of those who have been enrolled for a longer period of time. Only two or a little over 5 percent of those enrolled for over two months responded to the Agree statement as compared to eight or over 28.5 percent of those enrolled for less than two months. Also, there was only one response to the Strongly Agree statement made by those enrolled over two months as compared to two responses to that statement made by those enrolled less than two months. Looking at the total sample, it can be seen that only a relatively small percentage of the respondents (4.6 percent) strongly agree that social service resources are of value for racial minority groups only. A higher percentage (15.6 percent) of the enrollees responded to the Agree statement on item one as compared to three-fourths or 79.6 percent of the enrollees who disagreed with questionnaire item one. Generally, the findings in Table 1 indicate that most of the respondents do not believe that social service resources are for racial minority groups only; however, there was a proportionately higher percentage of those enrolled less than two months who tended to agree with item one than with those enrolled over two months.

In reviewing item two, it can be seen that over 90 percent of all respondents agreed or strongly agreed
that the use of a social service resource can increase one's self respect in the community. This indicates a rather favorable attitude by most of the A.F.D.C. mothers toward the use of community resources as it relates to a person's self respect. It should be noted nevertheless, that over 9 percent of the respondents in the total sample disagreed with item two, and that the majority of those disagreeing were enrolled over two months. Perhaps the aspect of self respect was not as immediate in their minds as that of simple improving their knowledge.

Item six is similar in structure to item one in that differences in class levels are suggested. The distinction made by the respondents is not quite so high as that in item one, however, it is observable that a meaningful proportion of those recently enrolled (.178) responded to the Strongly Agree statement. As in item one, this response tends to indicate that the first impression of those five persons recently enrolled in the school are that perhaps social agencies are thought to be primarily for minority groups. A presumption inherent in this study is that such attitudes may change after the person becomes more familiar with the program. However, it is seen that over one-fourth (.277) of those respondents enrolled over two months agreed that social service resources are of no value to upper, educated classes. This response is no doubt partly due to their incomplete knowledge of the types of social services available. Looking at the total sample, it can be seen
<table>
<thead>
<tr>
<th>Statements of Attitude Items</th>
<th>Over two months</th>
<th>Less than two months</th>
<th>Total</th>
<th>Chi Square</th>
<th>d.f.</th>
<th>Probability Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=36 Proportion</td>
<td>N=28 Proportion</td>
<td>N=64</td>
<td>Per Cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I believe social service resources have value for racial minority groups only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1 .027</td>
<td>2 .071</td>
<td>3</td>
<td>4.6</td>
<td>2</td>
<td>.05&gt;P&gt;0.02</td>
</tr>
<tr>
<td>Agree</td>
<td>2 .055</td>
<td>8 .285</td>
<td>10</td>
<td>15.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>33 .916</td>
<td>18 .642</td>
<td>51</td>
<td>79.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I believe the use of a social service resource can increase one's self-respect in the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9 .250</td>
<td>12 .428</td>
<td>21</td>
<td>32.8</td>
<td>2</td>
<td>.20&gt;P&gt;0.10</td>
</tr>
<tr>
<td>Agree</td>
<td>22 .611</td>
<td>15 .535</td>
<td>37</td>
<td>57.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>5 .138</td>
<td>1 .035</td>
<td>6</td>
<td>9.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. I believe social service resources are a good influence on lower and uneducated classes, but has no value for the upper, educated classes.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.027</td>
<td>2.77</td>
<td>6.94</td>
</tr>
<tr>
<td>SD</td>
<td>5.178</td>
<td>5.178</td>
<td>6.42</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>T</td>
<td>9.3</td>
<td>23.4</td>
<td>67.1</td>
</tr>
</tbody>
</table>

8. I believe social services are necessary but I would seldom use them.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>0.000</td>
<td>4.16</td>
<td>5.83</td>
</tr>
<tr>
<td>SD</td>
<td>2.071</td>
<td>5.35</td>
<td>3.92</td>
</tr>
<tr>
<td>N</td>
<td>2</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>T</td>
<td>3.1</td>
<td>46.8</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Source: Reed K. Clegg Adult School, Fresno County Department of Public Welfare.
disagreed with the thought suggested in item six. That is to say, over two-thirds of the total sample respondents believe that social service resources have no particular value for the upper, educated classes and function mainly for the lower and uneducated classes.

When observing the total percentages of the samples for item eight, it is evident that both groups are fairly evenly divided on the subject. It is seen that 46.8 percent of the total sample agree that they would seldom use a social service resource, and exactly 50 percent of the total sample indicated that they would use a social service resource. This finding shows a certain degree of ambivalence, but it also might indicate that it is easier or more comfortable to think of someone else using such a resource than it is for oneself to be in this type of need. More specifically, it can be seen that a higher proportion (.583) of those enrolled over two months disagree with item eight as compared with those who have recently been enrolled (.392).

In Table 3 are found the responses to items three through five, and items seven, nine, and ten. The total sample responses to item three indicate that over 90 percent of the enrollees believe social service resources help the individual to attain a better way of living. It should still be seen that five respondents or 7.8 percent of the total sample indicate disagreement with
item three. These latter results may indicate that those enrollees have had an unfortunate or unsuccessful experience with a certain social service resource and may tend to carry a negative feeling toward all types of social services. As might be expected, there was a higher proportion of those enrollees over two months (.638) who responded to the Agree statement than of those who were recently enrolled (.464).

In item four it is found that while over 70 percent of the respondents disagree that attitudes of social service workers are distasteful, there is a meaningful number of enrollees or exactly 25 percent of the total sample, who believe that they do find a undesirable "giving attitude" on the part of social service workers. Three persons of the total sample strongly hold to this belief. When evaluating the findings in item four, it is noted that there may be feelings of envy and hostility of the poor toward the agency and toward those with whom he must share his present state of affairs.¹ Many times, well-meaning professionals may consciously or unconsciously tend to portray an attitude of superiority over those they are helping, which in itself, may be seen as an aspect of the giving attitude which many persons receiving help would find degrading.

In item five, it is found that of the total sample, over 90 per cent of the respondents indicated they would

like to know more about the use of social service resources. It is also seen that both groups are fairly evenly distributed on this subject. The 9.3 percent of those disagreeing with item five may indicate an attitude similar to that expressed for item four, or perhaps they see themselves as not expecting to be in need of seeking further help. Under the Strongly Agree statement, it is noted that there was a higher proportion (.392) of those recently enrolled as compared to those enrolled over two months (.250).

Over 85 percent of the respondents in item seven indicate that the use of social service resources will not do anyone any harm. Again there is a group, representing slightly over 10 percent of the total sample, who express a negative response to this questionnaire item.

Item nine is similar in content to item eight and indicates again that there is no meaningful difference in the attitudes of the two groups. The majority (92.1 percent) of the total sample disagreed with the items, implying that there is indeed a high interest expressed toward the use of community social services.

On the tenth item it is seen that both groups are rather evenly divided on the matter as to whether or not social services were doing more harm than good. The study revealed that five of the total sample (7.8 percent) indicated their strong belief that social services are doing far more harm than good. It could be tentatively
suggested at this point that perhaps people have had or have heard about experiences with a social service resource in which the people were not able to meet their needs or were treated in such a way that they no longer desired help from that agency. In general however, over 80 percent of the total enrollees responded in disagreement with the attitude expressed in item ten.

Items eleven through sixteen are found in Table 4. As was previously stated by the Family Life Improvement Project, many families in need tend to seek help and advice from a close friend or relative. The total sample of A.F.D.C. mothers in this study, however, indicate that only a few (6.1 percent) of the enrollees responded to the Strongly Agree and Agree statements on item eleven which states, "I have made use of a social service resource because a friend or relative does." However, this finding does not ascertain precisely who was influential in referring them to a resource, nor does it imply exactly which resource was considered in answering the question. It must be tentatively concluded then that the 93.7 percent of the total enrollees responding to the Disagree statement referred themselves to a given resource or perhaps were referred by their case worker or another interested agency.

\[1\]See Chapter II, p. 16.
<table>
<thead>
<tr>
<th>Statements of Attitude Items</th>
<th>Over two months</th>
<th>Less than two months</th>
<th>Chi Square</th>
<th>d.f.</th>
<th>Probability Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=36 Proportion</td>
<td>N=28 Proportion</td>
<td>N=64</td>
<td>Per Cent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Social service resources helps the individual attain a better way of living</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>13</td>
<td>23</td>
<td>35.9</td>
<td>2.406</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>13</td>
<td>36</td>
<td>56.2</td>
<td>4.686</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>7.8</td>
<td>1.631</td>
</tr>
<tr>
<td>4. The giving attitude of social service workers is quite distasteful to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4.6</td>
<td>1.631</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>5</td>
<td>16</td>
<td>25.0</td>
<td>4.686</td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>22</td>
<td>45</td>
<td>70.3</td>
<td>2.406</td>
</tr>
</tbody>
</table>
5. I would like to know more about the use of social service resources

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>9 250</td>
<td>11 392</td>
<td>20 31.1</td>
</tr>
<tr>
<td>Agree</td>
<td>23 638</td>
<td>15 535</td>
<td>38 59.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4 111</td>
<td>2 071</td>
<td>6 9.3</td>
</tr>
</tbody>
</table>

6. I don't believe the use of social service resources will do anyone any harm

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8 222</td>
<td>9 321</td>
<td>17 26.5</td>
</tr>
<tr>
<td>Agree</td>
<td>24 666</td>
<td>15 535</td>
<td>39 60.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>4 111</td>
<td>4 142</td>
<td>8 12.5</td>
</tr>
</tbody>
</table>

9. Social service resources may be good and useful to other people, but they do not interest me

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1 027</td>
<td>1 035</td>
<td>2 3.1</td>
</tr>
<tr>
<td>Agree</td>
<td>1 027</td>
<td>2 071</td>
<td>3 4.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>34 944</td>
<td>25 892</td>
<td>59 92.1</td>
</tr>
</tbody>
</table>

10. I believe social service resources are doing far more harm than good

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2 555</td>
<td>3 107</td>
<td>5 7.8</td>
</tr>
<tr>
<td>Agree</td>
<td>4 111</td>
<td>3 107</td>
<td>7 10.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>30 833</td>
<td>22 785</td>
<td>52 81.25</td>
</tr>
</tbody>
</table>

Source: Reed K. Clegg Adult School, Fresno County Department of Public Welfare.
In reviewing item twelve it is noted that slightly over 50 percent of the total sample disagreed with a generalized statement that some social service agencies were useful and others were not. Although no indication can be made as to which social service agencies might be considered useless by almost 40 percent of the respondents, it is observed that the two groups were almost split on this issue.

The findings in item thirteen show that almost one-half (45.2 percent) of the total sample believe that social service agencies are confined by politics; however, the two groups are again divided fairly evenly on the matter. The observations made on this particular item are more or less consistent with the expectations made in the study in that it points up the element of hostility and distrust the poor tend to harbor toward many middle class social agencies. Of the enrollees who responded to the Disagree statement on this item, there was a slightly higher proportion (.571) of those who were enrolled less than two months (.527). The Agree statement also indicates that those enrolled over two months (.361) tended to feel more strongly that politics interfered with the function of social service agencies when compared to those enrolled less than two months (.321). The apparent interpretation for these findings is that possibly the more familiar the

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1 Towle, op. cit., p. 27.
enrollees have become with the agency, the more it becomes apparent to them that perhaps an aura of politics does pervade its structure, but in a way that they don't quite understand; this fact thus produces the negative image. Edith Varon discusses the aspect of the client's attitude toward a social service agency in terms of perception. She states that those who perceive primarily in terms of what was immediately present had only vague ideas about social service resources. Much of their evaluation was in terms of the workers and staff personnel with whom they had contact. The tendency of those representing the poverty level is to view all social agencies as being run by the "government" and are generally perceived as meeting material needs.¹

An analysis of item fourteen indicates that exactly one-half of the total respondents indicated that they disagree with the theme that social service resources are created mostly for those who cannot help themselves. Of the remaining total responses, 42.1 percent stated their agreement, with five respondents (7.8 percent) strongly agreeing on this issue. When comparing the two groups of enrollees on this item, it is seen that they are rather evenly represented. The inflection in this item might indicate a negative connotation on the part of the social

service agencies to the person filling out the questionnaire depending on the respondent's own perception of the concept of receiving help. It can be tentatively concluded at this point that those responding to the Disagree statement have perhaps had a more positive experience or have known others who have had a successful experience with a social service resource. Certainly those having a positive experience at the Reed K. Clegg Adult School might read the item in terms of receiving help in order that they can in turn help themselves, which is the essence of any social service agency.

Item fifteen again suggests a possible negative character frequently harbored of social service agencies by the lower class. It is seen however, that forty-eight or 75 percent of the total sample disagreed that such services take unfair advantage of people. It is nevertheless meaningful that 25 percent of all the respondents expressed their feeling that social service resources do take unfair advantage of people. Interestingly, there was a higher proportion (.821) of those who have been enrolled less than two months who disagreed with item fifteen than of those who have been enrolled over two months (.694). Concomitantly, there was a higher proportion (.277) of those enrolled over two months who responded to the Agree statement than those enrolled less than two months (.142), which leads to the suggestion that those who were more familiar with the school program tended to be more critical
in their evaluation of other social service agencies.

In reviewing item sixteen also found on Table 4, it is seen that the majority of the respondents apparently have a favorable enough attitude toward social service resources that they would recommend their use to a friend. Still about 15 percent of the total sample state that they would not recommend a social service resource to a friend. More specifically, it is observed that those who have been enrolled less than two months have a higher proportion of responses to the **Strongly Agree** statement than of the sample who has been enrolled over two months. Those responding to the **Agree** statement however, were more strongly represented by the sample who have been enrolled over two months (0.638) when compared to those enrolled less than two months (0.571), thus helping to support the major portion of the enrollees who respond favorably to item sixteen.

In conclusion, Table 2 illustrates that only one of the items; I believe social service resources have value for racial minority groups only, significantly differentiate the two groups, thus rejecting the null hypothesis on item one. The remaining data in Tables 2 and 3 sustain the null hypothesis indicating that the element of chance was too great in measuring the difference of attitude between the two groups. In general, there was a predominately favorable attitude toward the use of community social service resources by the respondents.
### TABLE 4. Sixty-four A.F.D.C. Mothers by Class Enrollment Status and by Responses to Sixteen Statements of Attitude Items

<table>
<thead>
<tr>
<th>Statements of Attitude Items</th>
<th>Over two months</th>
<th>Less than two months</th>
<th>Total</th>
<th>Chi Square</th>
<th>d.f.</th>
<th>Probability Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=36 Proportion</td>
<td>N=28 Proportion</td>
<td>N=64</td>
<td>Per Cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I have made use of a social service resource because a friend or relative does</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>1</td>
<td>.055</td>
<td>.035</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>1</td>
<td>.000</td>
<td>.035</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
<td>26</td>
<td>.944</td>
<td>.928</td>
<td>60</td>
<td>93.7</td>
</tr>
<tr>
<td>12. Some social service resource agencies are all right and others are of no use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>3</td>
<td>.083</td>
<td>.107</td>
<td>6</td>
<td>9.3</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>12</td>
<td>.361</td>
<td>.428</td>
<td>25</td>
<td>39.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>13</td>
<td>.555</td>
<td>.464</td>
<td>33</td>
<td>51.5</td>
</tr>
</tbody>
</table>
13. I believe social service workers are bound hand and foot by local politics and cannot practice the service of helping people

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 .111</td>
<td>13 .361</td>
<td>19 .527</td>
</tr>
<tr>
<td>3 .107</td>
<td>9 .321</td>
<td>16 .571</td>
</tr>
<tr>
<td>7 10.9</td>
<td>22 34.3</td>
<td>35 54.6</td>
</tr>
<tr>
<td>.129</td>
<td>.957</td>
<td>.361</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. I believe social service resources are created mostly on the basis that people cannot help themselves

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 .055</td>
<td>17 .472</td>
<td>17 .472</td>
</tr>
<tr>
<td>3 .107</td>
<td>10 .357</td>
<td>15 .535</td>
</tr>
<tr>
<td>5 7.8</td>
<td>27 42.1</td>
<td>32 50.0</td>
</tr>
<tr>
<td>1.157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 .70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. I think social service resources take unfair advantage of people

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 .027</td>
<td>10 .277</td>
<td>25 .694</td>
</tr>
<tr>
<td>1 .035</td>
<td>4 .142</td>
<td>23 .821</td>
</tr>
<tr>
<td>2 3.1</td>
<td>14 21.8</td>
<td>48 75.0</td>
</tr>
<tr>
<td>1.681</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 .50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. I would feel free to recommend a social service resource to a friend

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 .166</td>
<td>23 .638</td>
<td>7 .194</td>
</tr>
<tr>
<td>9 .321</td>
<td>16 .571</td>
<td>3 .107</td>
</tr>
<tr>
<td>15 23.4</td>
<td>39 60.9</td>
<td>10 15.6</td>
</tr>
<tr>
<td>2.495</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 .30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Reed K. Clegg Adult School, Fresno County Department of Public Welfare.*
When the sample is dichotomized by the length of time enrolled in the Reed K. Clegg Adult School, both groups frequently have rather evenly divided responses to the questionnaire. However, since only one item significantly differentiated the two groups beyond that attributed to chance, the null hypothesis as formulated for this study must be accepted. The indication is then, that the difference between A.F.D.C. mothers recently enrolled and those who have been enrolled over two months, did not prove to be of particularly high significance in comparing attitudes toward the use of community social service resources.

In an attempt to determine whether baseline characteristics had an effect on the response to certain questionnaire items, two items and one basic characteristic category was selected for further evaluation. The two questionnaire items selected were: item one; "I believe social service resources have value for racial minority groups only," and item thirteen; "I believe social service workers are bound hand and foot by local politics and cannot practice the service of helping people." The basic characteristic category selected was that of ethnic group. These particular items were selected arbitrarily from the questionnaire forms because of a possible meaningful relationship existing after cross-tabulating these data. In Table 5, it is seen that the sixty-four A.F.D.C. mothers were separated into the three ethnic groups of Mexican-American, Anglo, and Negro, and "Other," as seen on the
questionnaire, and they were cross tabulated by Agree and Disagree responses to questionnaire item one. In analyzing the data in Table 5, it is seen that the ethnic group having the highest proportion of responses to the statement agreeing that social service resources have value for racial minority groups only, were the Mexican-American group (.615). Only a small proportion of the Anglos (.230) agreed that social service resources are for racial minority groups only. It is observed that almost all of the Negro respondents disagreed with the statement in item thirteen. This finding is not surprising since presumably, most Negroes would not see themselves as the only racial minority group in need of social services. It was surprising however, to see that the Mexican-American group had a stronger tendency than the Anglos to think of social service resources as being for racial minority groups only. The immediate question would be whether the Mexican-American respondents see themselves as an ethnic minority group in need of services or whether they see such services as being mostly for the Negro group. Since the null hypothesis on the above findings can be rejected at the .05 level of significance, it is highly improbably that the significant difference between those responding to the Agree and Disagree statements was attributed to chance.
TABLE 5 -- Sixty-four A.F.D.C. Mothers by Questionnaire Response and Basic Characteristics

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Agree</th>
<th>Disagree</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=13</td>
<td>N=51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican-American</td>
<td>8</td>
<td>12</td>
<td>20</td>
<td>31.2</td>
</tr>
<tr>
<td>Anglo</td>
<td>3</td>
<td>22</td>
<td>25</td>
<td>39.0</td>
</tr>
<tr>
<td>Negro</td>
<td>1</td>
<td>15</td>
<td>16</td>
<td>25.0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>51</td>
<td>64</td>
<td>99.8</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 8.125 \text{ for 3 d.f., } .05 > P > .02 \]

Source: Reed K. Clegg Adult School, Fresno County Department of Public Welfare.

The data in Table 6 are related to responses given by the various ethnic groups to questionnaire item thirteen, namely: "I believe social service resources are bound hand and foot by local politics and cannot practice the service of helping people." In analyzing these data, it is seen that members of the Mexican-American ethnic group are evenly divided in their responses to item thirteen. There is a higher number of Anglos who disagree than agree that social service agencies are bound helplessly by politics. A slightly higher number of Negroes also tended to disagree rather than to agree with the statement identified as item thirteen. Generally, the Mexican-American group again tended to have a proportionately higher degree of negative attitudes as measured by item thirteen, when
compared to the other two ethnic groups.

TABLE 6 -- Sixty-four A.F.D.C. Mothers by Questionnaire Response and Basic Characteristics

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Agree N=29</th>
<th>Agree Proportion</th>
<th>Disagree N=35</th>
<th>Disagree Proportion</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican-American</td>
<td>10</td>
<td>.344</td>
<td>10</td>
<td>.285</td>
<td>20</td>
<td>31.2</td>
</tr>
<tr>
<td>Anglo</td>
<td>10</td>
<td>.344</td>
<td>15</td>
<td>.428</td>
<td>25</td>
<td>39.0</td>
</tr>
<tr>
<td>Negro</td>
<td>7</td>
<td>.241</td>
<td>9</td>
<td>.257</td>
<td>16</td>
<td>25.0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>.068</td>
<td>1</td>
<td>.028</td>
<td>3</td>
<td>4.6</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.029 \text{ for } 3 \text{ d.f.}, \quad .80 > P > .70 \]

\(^a\)Source: Reed K. Clegg Adult School, Fresno County Department of Public Welfare.

An analysis of the data collected on sixty-four items on attitude has been presented above. Of the sixteen questionnaire items, one item significantly differentiated those enrolled over two months from those recently enrolled. In Chapter IV a summary of the research study, the general findings, the limitations of the study, and the implications for further research are presented.
CHAPTER IV

FINDINGS AND INTERPRETATIONS

The predominating theory in this study was that the attitude which a person develops toward a social service agency is determined or influenced by his length of exposure and familiarity to one or a number of related social service agencies. That is, a person who has a preconceived negative or ambivalent attitude toward the use of a social service resource might in time be more encouraged to seek appropriate help, depending on some interim experience he finds with a given agency. For the purposes of this study, the Reed K. Clegg Adult School served as the social service agency which provided the necessary focal point from which client attitudes toward its program and other social service agencies were based. Although a definition and illustration of social service resources was given to the respondents for this research, an assumption must be made that many of the enrollees probably used the Reed K. Clegg Adult School and the Welfare Department as their main frame of reference when responding to the questionnaire.

The purpose of this study, then, was to determine whether a significant relationship existed between attendance
at the Reed K. Clegg Adult School in Fresno, California, and a positive attitude toward the use of other social service resources within the community. It was believed that empirical research measuring attitudes towards community helping services would contribute to the field of social work because of the increasing interest in enabling social services to meet the needs of people.

The study sample, selected from the Reed K. Clegg Adult School at the Department of Public Welfare, was composed of two groups comprised of persons enrolled in the education program at the time the study began in November, 1966. The enrollees of the first group were those who had been enrolled in the school for a period of two months or longer. The second group was composed of those who have been enrolled for a period of two months or less, or in other words, were enrolled in the school for the first time as of the Fall semester, 1966. The enrollees were matched by baseline characteristics, describing age, ethnic group, marriage status, number of children, work experience, vocational plans, and horizontal mobility. The unit of analysis was the client's attitude toward the use of community social service resources.

The data gathered on the eight baseline characteristics do not significantly differentiate the two groups. In general, a predominance of the respondents were in the 30-50 age range, Anglo, were separated or divorced, and
had from one to three children. Most of the respondents had domestic employment experience, aspired for further educational training, and had lived in the community over five years.

The general hypothesis formulated for this research was that there would be a proportionately greater degree of positive attitudes toward the use of community social service resources of A.F.D.C. mothers who have been enrolled in the Reed K. Clegg Adult School over two months when they were dichotomized by those mothers who have been recently enrolled.

In reviewing professional literature as it relates to this study, it was found that there is a considerable formulation of current material on the availability and effectiveness of social service agencies. It is generally postulated in the literature that community attention must be given to providing services to fit the needs of the individual with a major emphasis on flexibility. Too often social services are designed for the middle class consumption when many of the greatest needs are found among the lower social and economic groups. Community services have been inadequate in the task of providing comprehensive social and economic intervention. There is need for more understanding of the task-oriented, immediate-problem-solving philosophy of the poor, and consequently, a more defined form of community social services if the poor are to be expected to respond in a positive and accepting
directly to parental attitudes toward the use of social service agencies reveals that indigenous poor often respond to an agency worker and then generalize their positive or negative attitudes toward that agency or social service agencies in general. Information from public welfare departments and other agencies is limited in terms of empirical research and will be increased only in ratio to the degree of professionally trained personnel coming into these agencies. Schools of social work are attempting to make a contribution in this area, which will thus stimulate further efforts on a wider scale as graduates move into the professional world.

Generally, the difference in positive attitudes maintained by the two groups toward the use of community social service resources when measured by sixteen questionnaire items, are too slight to indicate a definite trend in either direction. Therefore, the conclusion must be reached that length of attendance in the Reed K. Clegg Adult School does not in and of itself significantly change the attitudes of A.F.D.C. mothers toward the use of community social service resources. The strongest indication of more positive attitudes held by those enrolled over two months was illustrated in item 1 on Table 2. In this example, those enrolled over two months maintained a higher proportion of positive responses than those enrolled less than two months by their Disagree response to the statement: "I believe social service resources have value for
racial minority groups only." The null hypothesis was rejected below the .05 level of significance on this item.

In an attempt to determine whether baseline characteristics had an effect on the responses to certain questionnaire items, it was found that ethnic group was the most meaningful variable when cross-tabulated with two particular questionnaire items. There were two items in the questionnaire which were considered to be essential for further evaluation and cross-tabulation with ethnic groups. These items were: item one, "I believe social service resources have value for racial minority groups only," and item thirteen, "I believe social service workers are bound hand and foot by local politics and cannot practice the service of helping people." It was found that the Mexican-American group had the largest proportion of Agree responses to the two questions implying unfavorable attitudes toward the use of social services.

One limitation of the total study was the time factor which was used to separate the two groups in comparing their attitudes toward the use of community social services. In other words, it might have been more effective to take a sample at the beginning of the Fall semester of all those A.F.D.C. mothers enrolled for the first time, then measure a proposed change in attitudes of the same sample after a period of two or three months. Another limitation was the breakdown of age as found in the
questionnaire. Perhaps some further meaning in the study could have been found if the age range had been broken down into smaller units. The other recognized limitation in the study was the relatively small size of the total study sample which was dictated by the total enrollment of the school itself, the ability of the mothers to answer the questionnaire, and by frequent student dropout.

An implication for further study would be to modify the sixteen questionnaire items slightly and to measure attitudes specifically toward the use of the Reed K. Clegg Adult School itself, or the Welfare Department as the single social resource to be considered. Another area for study would be to determine the difference in attitudes toward the use of social service resources between A.F.D.C. recipients and non A.F.D.C. recipients who are enrolled in the Reed K. Clegg Adult School.

In summary, there is of course, no single attitude; each is subject to variations and can be represented on a continuum. One might conclude from this study that attitudes toward social service agencies vary from pessimistic—expecting bad things to happen—to optimistic—expecting good things to happen. The former persons probably had more bad experiences and thus had more pessimistic expectations. Finally, the readiness of any given social service agency will seem to rest on its ability to perceive the needs of socially and economically dependent individuals, to give diagnostic and treatment services, and to allow
for intensive as well as long-term service where the need is indicated. The 1962 Social Security Amendments have helped to some extent to place greater emphasis upon services to individuals and families as part of the national trend to relate need with appropriate services. An additional question then is, how to reach the populations that have not yet been reached. It may be possible that persons who are attracted to these programs are persons who are better equipped or motivated and that regardless of these services, would still be most likely to improve themselves. In other words, who are these indigenous people who are representative of the poor? Are they persons who would not respond to the current service approaches provided by community agencies? If they can be reached, what is the best way of serving them without threatening their self-image and disrupting their relationships in the community? These then, are a few questions posed for further consideration and study, realizing the urgency for continued research as it applies to increasing insight, skill and tools for effectively helping our underprivileged members of society.
BIBLIOGRAPHY
BIBLIOGRAPHY

Books


Articles


Reports

Published Documents

APPENDIX A

Demographic Items

1. Age:
   a. Under 30
   b. 30-50
   c. Over 50

2. Ethnic group:
   a. Mexican-American
   b. Negro
   c. Anglo
   d. Other

3. Number of Children:
   a. 1-2
   b. 3-5
   c. Over 5

4. Type of work experience:
   a. Domestic
   b. Farm labor
   c. Waitress
   d. Other

5. Future vocational plans:
   a. Find work immediately
   b. Find work within one year
   c. Further vocational training

6. Length of residence:
   a. 1-3 years
   b. 3-5 years
   c. Over 5 years

7. Marital status:
   a. Married
   b. Separated/divorced
   c. Never married

8. Previous education before enrolling in Red A. Class
   a. 6th-grade and under
   b. 7th-8th grade
   c. 9th-12th grade

APPENDIX
APPENDIX A

Demographic Items

1. Age:
   a. Under 30 ( )
   b. 30-50 ( )
   c. Over 50 ( )

2. Ethnic group:
   a. Mexican-American ( )
   b. Negro ( )
   c. Anglo ( )
   d. Other ( )

3. Number of Children:
   a. 1-3 ( )
   b. 4-5 ( )
   c. Over 5 ( )

4. Type of work experience:
   a. Domestic ( )
   b. Farm labor ( )
   c. Waitress ( )
   d. Other ( )

5. Future vocational plans:
   a. Find work immediately ( )
   b. Find work within one year ( )
   c. Further vocational training ( )

6. Length of residence
   a. 1-3 years ( )
   b. 3-5 years ( )
   c. Over 5 years ( )

7. Marriage status
   a. Married ( )
   b. Separated/divorced ( )
   c. Never married ( )

8. Previous education before enrolling in Reed K. Clegg Adult School:
   a. 6th grade and under ( )
   b. 7th-9th grade ( )
   c. 10th-12th grade ( )
APPENDIX B

RESEARCH SCHEDULE

I. Social service agencies are agencies that are formed to help improve a person's social life in the community. Examples of these agencies are:

- Family Service Center
- Employment service and job retraining
- Catholic Welfare Service
- Fresno County Welfare Department
- Day Care Service
- North Avenue Community Center

<table>
<thead>
<tr>
<th>Statements of Attitude</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe social service resources have value for racial minority groups only.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>2. I believe that the use of a social service resource can increase one's self respect and usefulness in the community.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>3. Social service resources helps the individual attain a better way of living.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>4. The giving attitude of social service workers is quite distasteful to me.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>5. I would like to know more about the use of social service resources</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>6. I believe social service resources are a good influence on lower and uneducated classes, but they have no value for the upper, educated classes.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>7. I don't believe the use of social service resources will do anyone any harm.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>8. I believe social service resources are necessary but I would seldom use them.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
9. Social service resources may be good and useful to other people, but they do not interest me. ( ) ( ) ( )

10. I believe social service resources are doing far more harm than good. ( ) ( ) ( )

11. I have made use of a social service resource because a friend or relative does. ( ) ( ) ( )

12. Some social service resource agencies are all right and others are of no use. ( ) ( ) ( )

13. I believe social service workers are bound hand and foot by local politics and cannot practice the service of helping people. ( ) ( ) ( )

14. I believe social service resources are created mostly on the basis that people can't help themselves. ( ) ( ) ( )

15. I think social service resources take unfair advantage of people. ( ) ( ) ( )

16. I would feel free to recommend a social service resource to a friend. ( ) ( ) ( )