

Interim Evaluation of the Mississippi State Module
Student Attitudes and Participation In Adult Basic Education

a component of the Appalachian
Adult Basic Education Demonstration Center

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Mississippi State Module
Student Attitudes and Participation in Adult Basic Education

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ADDENDUM II

The Identification and Comparison of Attitude Toward
Education by Adult Basic Education Students.
Teachers and (ABE) Administrators

PROBLEMS:

The Mississippi Module has had one problem in particular which is late funding. This problem seems to have been more acute in the Mississippi Module than in any other state center. The objectives of this project are:

1. To develop a procedure for measuring attitudes toward education by students in Adult Basic Education.
2. To determine attitudes-toward-education by Adult Basic Education teachers, students, and dropouts. Special emphasis will be given to identification of attitude patterns.
3. To develop curriculum content, based upon attitudes and attitude patterns identified, for the training of ABE teachers.

While the contract signed by the Mississippi State University was dated February 1, actual work on the objectives of this Project were not officially started until March 27. Some background work has been done on the development of the semantic differential test that will be used in each of the first two objectives, and a method of using this semantic differential test is

planned also for number three in development of curriculum content. It is important to note at this time, that there has been a limited amount of work completed on Addendum II to the Mississippi Proposal. The following information is based, not on what has been accomplished, but rather what is currently underway and what is planned.

Phase I

The procedures for Phase I are as follows:

- a. Review of relevant research and literature pertaining to identification and determination of attitudes.

Preliminary work has been completed for this procedure.

- b. Selection of procedures or instruments (semantic differential, etc.) to be developed and tested. This activity will possibly include a vocabulary test to determine word changes or revisions needed in instrumentation.

This work is currently underway with the use of the semantic differential test. Various forms are being developed and have been administered to at least one group.

- c. Identification of population sample.

This population sample will be taken from the regular ABE students and comparisons will be made from control groups of students supplied by the State Department of Adult Basic Education.

- d. Selection and training of personnel to administer the instruments. Personnel selected will be familiar with the population sample and ABE programs.

To this date no person has been hired or trained. On March 27, a secretary had been interviewed and it was planned that this person would start very shortly.

- e. Initial revision or development and testing of instrument(s).
These instruments have had very little field testing at this date.
- f. Analysis of data.
- g. Further revision and testing as needed (to be determined by project staff).
- h. Analysis of data.

It is not possible at this time to indicate work in this area, however, Dr. Seaman feels confident that the data will be available and analyzed by the due-dates required in Addendum II, that is, that the first interim report will be completed on May 31, and the final report will be completed by August 15, 1969.

Phase II

Phase II will be devoted to determining existing differences in attitudes toward education by participants in Adult Basic Education. Particular emphasis will be given to identifying differences between (1) administrators and teachers, (2) teachers and students, (3) teachers and dropouts, and (4) students and dropouts.

Phase II will be deferred until completion of Phase I in order that the procedure(s) developed in Phase I may be utilized. It is hoped that the combined information obtained from the two concurrent phases can be utilized in teacher training in Adult Basic Education to help teachers eliminate the disparity which may exist between their own feelings and attitudes and those of their students. Such procedures should strengthen recruitment and retention in Adult Basic Education programs not only in Appalachian regions, but throughout the country as well.

Calendar:

Phase I: February 1, 1969 to August 15, 1969

- (a) Interim report due - May 31, 1969
- (b) Final report due - August 15, 1969

Phase II: September 2, 1969 to May 31, 1970

The results of Phase II will not be completed until Phase I has been completed and tested, however, the information and the planning during Phase I is being carefully coordinated with the implementation of Phase II to provide the most useful type of data and compatibility of data from Phase I to Phase II.

RECOMMENDATIONS:

While the Project has not been underway for very long the following specific recommendations may prove useful in implementing both Phase I and Phase II of this program.

1. In addition to innovative, or new, tests and attitudinal surveys and scales, a standard type of instrument should be used.
2. If possible, the 16PF should be administered to the teachers and administrators involved in the implementation of the Mississippi Module. This would provide information, not only on an individual basis, but could be correlated rather easily with the existing records on the dropout and retention rate for each of the ABE teachers involved with the Mississippi Project.