

MISSISSIPPI STATE MODULE PROPOSAL

ADULT BASIC EDUCATION TEACHER RE-TRAINING STUDY

PROBLEM:

Within the Mississippi Appalachia Region the dropout rate of participants from ABE programs has been fifty per cent. It is speculated that with greater teacher orientation to the sociological differences that exist between adult learners and children will significantly decrease the high dropout rate.

OBJECTIVES:

The major objective of this project is to increase the effectiveness, defined as student holding power, of the ABE teacher through in-service teacher training. The impact of this project shall affect at least six of the seven AABEDC components i.e., excluding Placement and Follow-up.

RATIONALE:

Twenty Mississippi counties are included in the Appalachian region in which eighty per cent of all students dropped out of school before entering college.

Mississippi State University is building a leadership role in the state in regard to ABE expertise.

Current ABE teachers in the area are not specifically trained in adult education. Their prime consideration in job qualification is their willingness to teach after hours.

PROCEDURE:

Mississippi State University personnel shall collect and study "archival" data determining the nature and quality of the existing data surrounding a target population of Teacher (ABE) related to e.g. success in ABE; experience; training, etc. July 1 to September 30, 1968, with an AABEDC Planning Grant. Upon completion of the initial segment, the planning phase, the "areas of difference" that appear to have the greatest relevance to the problem and have the potential to be translated into a unified curriculum of approximately 45 hours duration shall be selected. Teachers shall be selected for the study and a curriculum developed contingent upon the initial step findings. The teachers shall attend 15 classes of three hours each.

EVALUATION:

Impressions of target teachers shall be collected. In addition, comparative information will be collected on a sample of teachers who have not been given the curriculum training. Student impressions shall also be collected.

BUDGET:	TOTAL AABEDC CONTRIBUTION REQUESTED	\$ 27,870.00
	ADMINISTRATION	14,468.00
	INSTRUCTION AND EVALUATION	7,625.00
	TRANSPORTATION SERVICES	3,713.00
	INDIRECT COSTS	2,064.00

State of Mississippi

DEPARTMENT OF EDUCATION
G. H. JOHNSON, SUPERINTENDENT



DIVISION OF INSTRUCTION
A. P. BENNETT, DIRECTOR
P. O. Box 771
JACKSON, MISS. 39205

June 21, 1968

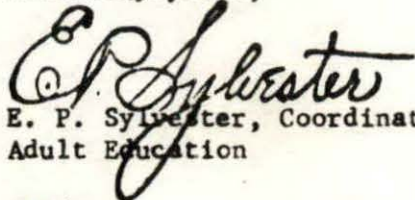
Mr. George W. Eyster, Executive Director
Appalachian Adult Basic Education
Demonstration Center
Morehead State University
Morehead, Kentucky 40351

Dear Mr. Eyster:

In a special meeting held in Jackson, Mississippi on June 21, 1968, the Mississippi State Advisory Committee on Appalachian Adult Basic Education Projects unanimously approved the Mississippi State University Module for an experimental demonstration field unit project.

We are enclosing herewith a copy of the planning phase of this Module in the amount of \$3,717.00 which covers the period July 1, 1968 through September 30, 1968. We respectfully request that funds be made available to Mississippi State University, State College, Mississippi for this phase of the Module.

Sincerely yours,


E. P. Sylvester, Coordinator
Adult Education

EEP/hsw
Encl.

cc: Dr. Francis Rhodes
Mississippi State University

Mr. A. P. Bennett, Director
Division of Instruction

Mr. Larry Otis
Vocational & Technical Education Center
Itawamba Junior College
Tupelo, Mississippi

RECEIVED
JUN 20 1968
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MISSISSIPPI STATE UNIVERSITY
STATE COLLEGE, MISSISSIPPI 39262

EDUCATIONAL RESEARCH

June 14, 1968

Mr. Joe C. Baddley
Supervisor of Adult Basic Education
Box 771
State Office Building
Jackson, Mississippi

Subject: Support of the planning phase of the proposal to establish the Mississippi State University Module for an Experimental Demonstration Field Unit Project


Dear Mr. Baddley:

Attached you will find a copy of the budget for this phase of our total endeavor. This phase will cover the time period from July 1, 1968, through September 30, 1968. This phase will require the following steps:

1. Hiring and providing special training for the graduate assistant and secretary.
2. Determining the nature and quality of the existing data surrounding our target population of teachers.
3. Based in part on the results of Step 2 and our intensive inquiry, we will decide what data will be required in this descriptive phase.
4. Devise our data collection scheme.
5. Collect these data.
6. Key-punch data and analyze data.
7. Interpret these analyses.
8. Prepare a report based on the above work to be presented to Dr. Don F. Seaman to serve as the foundation for the major thrust of the study.

I hope this is in sufficient detail to facilitate the implementation of this phase. If additional information is needed, please call me.

Sincerely yours,


Emmett T. Kohler, Director

CC: Dr. Don F. Seaman
Dr. Francis A. Rhodes
Dr. M. M. Hawkins
Mr. Larry Otis

PLANNING PHASE

MISSISSIPPI STATE UNIVERSITY MODULE
FOR AN EXPERIMENTAL DEMONSTRATION FIELD UNIT PROJECT

Budget July 1, 1968 - September 30, 1968

PERSONNEL

A. Local Planning Supervisor <u>Emmett T. Kohler</u> 1/8 time for 3 months at \$20,000 per annum	\$ 625.00	
B. Secretary <u>(To Be Named)</u> 1/2 time for 3 months at \$3,600 per annum	\$ 450.00	
C. Graduate Assistant 3/4 time for 3 months at \$5,000 per annum	\$1,250.00	
	<hr/>	
TOTAL		\$2,325.00

D. Employee Services and Benefits (The schedule is 4.4% for Social Security, 4.5% Retirement, 0.11% for Workman's Compensation. 9.01% of each total salary is used to compute the following.)		
(1) Local Planning Supervisor; 9.01% of \$625.00	\$ 56.00	
(2) Secretary; 9.01% of \$450.00	\$ 41.00	
(3) Graduate Assistant; 9.01% of \$1,250.00	\$ 113.00	
	<hr/>	
TOTAL		\$ 210.00

2. TRAVEL

A. Private Automobile 800 miles at \$.07 per mile	\$ 56.00	
B. Consultant Travel <u>Dr. Don F. Seaman</u> From Tallahassee, Florida, to Starkville, Mississippi, and return via air 2 trips at	\$ 165.00	
C. Subsistence 2 meals for 3 staff members for 3 trips at \$2.00 per meal	\$ 36.00	
	<hr/>	
TOTAL		\$ 257.00

3. OFFICE SUPPLIES

A. Office Supplies \$ 100.00

B. Communications

(1) Telephone (3 months at \$30.00) \$ 90.00

(2) Postage (3 months at \$20.00) \$ 60.00

TOTAL \$ 250.00

4. DATA PROCESSING EXPENSES

A. Supplies and Key-Punching \$ 200.00

B. Machine time 1 hour at \$200.00/hour \$ 200.00

TOTAL \$ 400.00

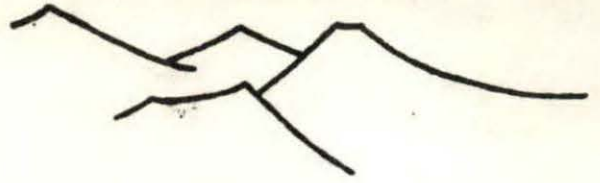
5. INDIRECT COSTS

A. (8% of the sums of totals 1 through 4)
8% of \$3,442.00 \$ 275.00

GRAND TOTAL \$3,717.00

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



June 28, 1968

TELEGRAM

Dr. Francis Rhodes
School of Education
Mississippi State University
State College, Mississippi

Confirmation of June 27 telephone approval by the AABEDC of a planning phase grant to establish the Mississippi State University Experimental Demonstration Field Unit Project. The grant, in the amount of \$3,717.00, is as outlined by Dr. Emmett T. Kohler, June 14, 1968, in a letter request directed to the State of Mississippi, Department of Education, Division of Instruction, Mr. E.P. Sylvester, Coordinator, Adult Education. The planning grant is for the period: July 1, 1968 through September 30, 1968. The amount shown above is the full amount at this time, pursuant to negotiation prior to execution of the formal grant document. Acceptance of this telegram shall constitute notice to proceed. A contract for the planning phase will be negotiated through U.S. Mail.

George W. Eyster
Executive Director
Appalachian Adult Basic Education
Demonstration Center

JUNE 26

Called Betty Donahue and requested reallocation of planning funds for Mississippi State University proposal.

Miss Donahue stated that a second request or proposal has just been discussed in the offices of USOE and wondered about the idea of having two proposals operating in MSU??? She was going to check to see content and possible conflict of interest.

GWB explained the general concept of the MSU proposal and requested that it be implemented in, at least, this first phase of the study. Miss Donahue stated that she would investigate the situation and call in the afternoon of June 26 or June 27.

Called Dr. Rhodes

1. Confirmed excellence of general Planning Budget request.
2. Explained the situation as it had developed following our request for a reallocation of funds at MSU for planning purposes.
3. Told him that we would be calling back as soon as we had heard from Washington.

Rhodes: Stated that the University had been approached by Florida State University to do "teacher training" - He favored this project the AABEDC and wanted it to be continued.

Complained about not having received attention from D.C. on previous project proposals.

APPALACHIAN ADULT BASIC EDUCATION
 DEMONSTRATION CENTER
 Morehead, Kentucky

NOTIFICATION OF GRANT AWARD

STATE MODULE: MISSISSIPPI	GRANT NO. OEG 2-7-005077-5077-4
Name of Agency: Mississippi State University	Proposal No. 4
Name and Address of Authorized Person: Mr. Louis F. Mallory, Comptroller Mississippi State University	Amount \$3,717.00 <hr/> Period of Grant A. From July 1, 1968 B. Through September 30, 1968

Proposal Title
 ADULT BASIC EDUCATION TEACHER RE-TRAINING STUDY (Planning Phase)

Scope of work and/or special conditions: Forms OE 8005 (12/66) Grant

Terms and conditions for research grants and special terms and conditions attached.

Grant Authority P.L. 89-750 Title III, Sec. 309 (b) Appropriation 7570279

Name and address of legal agent providing Adult Basic Education Special Experimental Demonstration Project by authority of its governing body and within scope of its corporate powers.

Emmett T. Kohler
 Dr. Emmett T. Kohler, Bureau of Educational Research Drawer Ey, Mississippi State University
16 October 1968
 (Date)

Approved by the Appalachian Adult Basic Education Demonstration Center
George W. Eyster
 George W. Eyster, Executive Director, AABEDC
October 7, 1968
 (Date)

Approved by the Morehead State University Director of Research and Development
Morris L. Norfleet
 Dr. Morris L. Norfleet, Vice President
 Research and Development
October 7, 1968
 (Date)



An "Assurance of Compliance" with the Civil Rights Act of 1964 (HEW Form 441 filed with the Commissioner on January 21, 1965 (date of accepted letter: February 12, 1965, Register number 34-0250), or is attached to this application and is hereby made applicable to the program for which Federal assistance is requested in this application.

The Grantee agrees to make available to the Appalachian Adult Basic Education Demonstration Center, the following records:

- (A) A periodic request for attendance: Research, Demonstration and Evaluation Design and Progress.
- (B) All Photographs, News Releases, articles, including notice of In-service training and Demonstration activity, developed at the local level.
- (C) One Interim Report - Not Applicable
- (D) One Final Report - September 30, 1968
- (E) Estimated Time and Effort Reports

EXPENDITURES FOR OPERATION		AMOUNT OF AABEDC FUNDS EXPENDED ¹			
Acct. No.	EXPENDITURE ACCOUNTS	SALARIES	CONTRACTED SERVICES	OTHER SERVICES	TOTAL
100	Administration	2,417.00		160.00	2,577.00
200	Instruction		165.00	200.00	365.00
300	Attendance Service				
400	Health Services				
500	Student Transportation Services				
600	Operation of Plant			90.00	90.00
700	Maintenance of Plant			200.00	200.00
800	Fixed Charges			485.00	485.00
900	Food Services				
1000	Student Body				
1100	Community Services				
1200	Capital Outlay				
(Sum of Accounts 100-1200) TOTAL:					\$ 3,717.00

¹ Expenditures include Disbursements plus Unliquidated Obligations as of August 31, 1969 and cannot exceed the approved budget amount.

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
COST OF ADULT BASIC EDUCATION EXPERIMENTAL DEMONSTRATION PROJECT

Project Title: ADULT BASIC EDUCATION TEACHER RE-TRAINING STUDY

Categories	Amount Requested	A.A.B.E.D.C. Use Only Amount Approved	Local Contribution Cash/In-Kind	Identify Agency	Identify Specific Contribution
100 ADMINISTRATION	\$ 2,577.00	2,577.00			
Local Supervision	\$ 625.00	625.00			
Travel	\$ 92.00	92.00			
Clerical	\$ 1,700.00	1,700.00			
Contracted Services	\$				
Staff Office Supplies	\$ 160.00	160.00			
Other Allowable Items	\$				
200 INSTRUCTION	\$ 365.00	365.00			
Instructional Salaries	\$				
Guidance and Counseling	\$				
Travel	\$				
Consultants or Supervisors	\$				
Travel	\$ 165.00	165.00			
Textbooks	\$				
Purchase of Reference Books	\$				
Instructional Supplies (Consumable <small>Data Processing Supplies</small>)	\$ 200.00	200.00			
Other Allowable Items	\$				
300 ATTENDANCE SERVICE - NOT APPLICABLE	\$ N/A	N/A			
400 HEALTH SERVICES - NOT APPLICABLE	\$ N/A	N/A			
500 STUDENT TRANSPORTATION SERVICES	\$ N/A	N/A			
Transportation	\$				

Categories	Amount Requested	A. A. B. E. D. C. Use Only Amount Approved	Local Contributions Cash/In-Kind	Identify Agency	Identify Specific Contributions
600 OPERATION OF PLANT	\$ 90.00	90.00			
Custodial or Janitorial Salaries	\$				
Heat for Buildings	\$				
Utilities (Including Telephone)	\$ 90.00	90.00			
Custodial Supplies	\$				
700 MAINTENANCE	\$ 200.00	200.00			
Equipment (Repair Instructional Equipment)	\$				
Rental of Equipment Data Processing	\$ 200.00	200.00			
Other Maintenance and Repairs	\$				
800 FIXED CHARGES	\$ 485.00	485.00			
Employer Share of Employee Benefits	\$ 210.00	210.00			
Rental of Non-Public Space	\$				
Other Fixed Charges Indirect Costs	\$ 275.00	275.00			
900 FOOD SERVICES - NOT APPLICABLE	\$				
1000 STUDENT BODY - NOT APPLICABLE	\$				
1100 COMMUNITY SERVICES - NOT APPLICABLE	\$				
1200 CAPITAL OUTLAY	\$ N/A	N/A			
Equipment Purchase	\$				
Remodeling (less than \$2000)	\$				
COST OF THIS SPECIAL PROJECT (Series 100 - 1200)	\$ 3,717.00	\$ 3,717.00			

F.C.

Budget

JUL 1 1968

Quotation
Included,

MISSISSIPPI STATE UNIVERSITY RESEARCH/DEMONSTRATION MODULE
ADULT BASIC EDUCATION TEACHER RE-TRAINING STUDY

Need to wait
for new material
from Seaman.

a proposal

Prepared By
Bureau of Educational Research
Drawer EY
Mississippi State University
State College, Mississippi 39762
Emmett T. Kohler, Director

Mississippi State University is in compliance with Title VI of the Civil Rights Act of 1964 dated January 21, 1965.

THE MISSISSIPPI STATE UNIVERSITY
RESEARCH/DEMONSTRATION MODULE

Across the United States, adult basic education (ABE) programs have had reasonable success in recruiting students from the educationally disadvantaged adult population. In addition, it is a matter of record that within the Mississippi Appalachian Region the drop-out rate from these programs has been fifty percent. The reasons for the high drop-out rate are at this point speculative; but we believe that some of the major causes will be found among the educational training experiences and in the social background of our ABE teachers. We also believe that the teacher's orientation to the sociological and psychological differences that exist between adult learners and children will play a role in explaining this high drop-out rate.

With the retention problem in mind, we see the major objective for the Mississippi State University Module is to increase the effectiveness, defined as student holding power, of the ABE teacher through in-service teacher training. This training will be based specifically upon the knowledge of these teacher's needs gained through an intensive analysis of their background, training, and experiences. If we can improve the holding power of our ABE teachers, we will increase the overall achievement level of the target population.

At this point, the foundation of this study rests upon many assumptions. Among these assumptions are:

1. Relevant differences exist between the training experiences of elementary and secondary teachers.
2. Teachers whose backgrounds are indigenous to the region tend to be more effective due to their ability to establish rapport with the educationally disadvantaged population of the region.
3. The assumption that the number of years of experience in teaching

may be a factor. But more specifically, that the number of years of relevant experience is a factor.

4. That teaching experience with adults will have a differential impact on the effectiveness of the teacher; and that specialized training in adult basic education improves the quality of the effectiveness.

RATIONALE FOR THE ESTABLISHMENT OF THE MISSISSIPPI STATE UNIVERSITY MODULE

The rationale has been divided into six parts. These parts are as follows: A geographic, economic, and educational description of the region. These three are followed by a brief orientation to the role of Mississippi State University in the instruction of adults. The final two parts describe the ABE student and teachers.

Twenty Mississippi counties have been added to the Appalachian Region under the revised Appalachian Regional Development Act. The twenty Mississippi counties are:

- | | |
|--------------|----------------|
| 1. Alcorn | 11. Monroe |
| 2. Benton | 12. Noxubee |
| 3. Chickasaw | 13. Oktibbeha |
| 4. Choctaw | 14. Pontotoc |
| 5. Clay | 15. Prentiss |
| 6. Itawamba | 16. Tippah |
| 7. Kemper | 17. Tishomingo |
| 8. Lee | 18. Union |
| 9. Lowndes | 19. Webster |
| 10. Marshall | 20. Winston |

The total area of these counties is equal to 10,300 square miles and within the state, the region is referred to as the "hill counties." The social,

educational, economic, and employment problems of the Appalachian Region are to be found in these twenty counties.

The following projections, based on work of the Research and Development Center for the State of Mississippi, emphasize some of the specific trends in population and income growth of this region to the year 2020.

	Employment Population	Per Capita Income	Population
1960	134,000	\$ 940	406,187
1980	203,000	\$1,948	597,000
2000	350,000	\$3,699	995,000
2020	500,000	\$6,310	1,392,000

The percentage of unemployment in the Appalachian Region in 1965 for the twenty counties ranged from a low of 2.8 percent to a high of 18.7 percent. The average unemployment rate for all twenty counties was 6.2 percent. The average per capita income of the region was \$940 with a range from a low of \$506 to a high of \$1,179. This means that fifty percent or more of the families in nineteen of the twenty Appalachian counties in Mississippi had an income of less than the \$3,000 per annum figure.

In the opinion of the Mississippi Research and Development Center, the major factors affecting the low income figures is the educational status of Appalachian Mississippians. In 1960, the average median school years completed for whites was 10.0 years and for non-whites was 6.4 years; non-whites constituted 33.3 percent of the area's total population. In the period from 1951 to 1956, thirty-four percent of this population did not complete elementary and junior high school. Fifty-eight percent of this population, in the same period, did not complete high school grades nine to twelve. In other words, eighty percent of all the students in this area dropped out before entering college. It does not take the perceptivity of a scholar to see that these figures are indicative of an explosive economic and social situation.

Mississippi State University is in the position to become the leader in adult education among the institutions of higher learning in the State of Mississippi. Mississippi State University, as a land grant college and as a major teacher training institution, is in the unique position of having contact with virtually every family in the state. In addition to this, the General Extension Division serves numerous areas of the state with college level education for adults. The College of Education and other departments of the University, at the present time and in the past, have conducted many in-service education programs for teachers under contractual arrangements with various governmental and private agencies. These activities of Mississippi State University have benefited citizens of the state and the region. But more importantly to this project, it has developed a sophisticated level of expertise in dealing with the education of adults. In an attempt to further expand and up-grade the adult education activities of Mississippi State University, an Adult Education Committee was formed and has been productively in operation during most of the present academic year.

The College of Education has recently hired a terminally qualified adult educator, Dr. Don F. Seaman. With the hiring of this specialist and as a result of the work of the Adult Education Committee, a proposal is being submitted to the proper University officials and committees to establish a Master's Degree program in Adult Education. This proposed program will be administered by the College of Education under the direct supervision of Dr. Don Seaman.

A brief and highly selected description of the ABE student of this geographical area is appropriate here. The student who presents himself to the ABE classroom, we feel, is a highly motivated student at this point in time. But later, he drops out. The deplorably high drop-out rate, we believe, indicates a failure on the part of the program to maintain the student's initially high state of motivation. We think that systematic inquiry into

this problem will disclose a definite relationship between this failure to hold the ABE student and the teacher's training and background characteristics. Also, we believe this relationship can be used to develop an experimental curriculum designed to give the teacher the skills necessary to meet the unique needs of the ABE student.

The following description of the Mississippi ABE teacher might help in understanding how we arrived at the belief described above. The Mississippi ABE teacher is usually a representative of the school district in which the ABE classes are to be conducted. By law, he or she is required to be certified to teach in either the elementary or secondary school. In very few instances, will the teacher have had any previous training in the field of adult basic education or working knowledge of the competencies needed to work with adults. More likely than not, they have no previous experience in teaching adults. The ABE teacher selection process is simple, in that, it is generally based upon the willingness to teach after hours. Needless to say, many of these teachers are not professionally committed to adult basic education.

In summary, we have attempted to show the links between our "hill counties" and the remainder of the Appalachian region through brief descriptions of the geographic, economic, and educational character of this region of Mississippi. We have indicated to the reader Mississippi State University's important role in adult education in the past and its efforts to improve its already extensive endeavors. And finally, we have provided a brief and highly selected description of our ABE students and teachers. This information provides the foundation for the present study.

RELATED RESEARCH

A great amount of research has stemmed from the idea that teacher effectiveness is a state that can be predicted and identified. As evidence

of this interest, one can read the bibliographies of Barr¹ and Domas and Tiedemann.² Although these bibliographies are extremely extensive, they sight little evidence that deals with the effectiveness of teachers of adult basic education. This, of course, is due in part to their being written before adult basic education became as important as it is today.

In any teacher effectiveness study, the problem of criterion selection is paramount. In this case, we have chosen the retention power of the teacher as our criterion of effectiveness. Those teachers whose drop-out rates are the lowest are operationally defined as being "effective." A search of the literature provides little help in formulating studies of teacher effectiveness where this criterion is used. In fact, there are no studies, to the writer's knowledge, that deal specifically with this criterion in the adult basic education situation. Outside the realm of adult basic education, there also appears to be little information to guide the researcher. This is probably due to the situations that exist in the modern times where there is compulsory school attendance to approximately the age of sixteen. There is no compulsory school attendance law for the adult learner.

Much has been written deploring the lack of a theoretical base for studies relating to teacher effectiveness. In an attempt to discover the correlates of our criterion of teacher effectiveness, we will, in the planning stage, refer extensively to the appropriate articles in the HANDBOOK OF RESEARCH

¹A. S. Barr, "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," Journal of Experimental Education, 1948, 16, 202-283.

²S. J. Domas and D. V. Tiedemann, "Teacher Competence-An Annotated Bibliography," Journal of Experimental Education, 1950, 19, 101-218.

ON TEACHING³ and use as guides articles such as those written by Guba and Getzels.⁴

Most of the studies that attempt to relate the teaching training experiences to success or effectiveness of a teacher have been rather disappointing. This particular research/demonstration project can be justified in that the previous studies related the training of elementary teachers to the effectiveness as an elementary teacher or the training of high school teachers to the effectiveness as a high school teacher. The present study, due to the peculiar nature of the ABE situation, will see if teachers who have had training as elementary teachers differ from teachers who have had training as high school teachers in their ability to effectively hold the adult learner. There is virtually no literature surrounding this concept, but intuitively, one can formulate many hypotheses of the following type. An elementary teacher having extensive training in the teaching of reading will be more effective if reading is a part of the ABE curriculum than will a high school teacher with no training in the teaching of reading. Whereas, it may be possible that the very personality traits that are valued in the elementary teacher's make-up are offensive to the grown man as he attempts to learn to read. These are questions to which we have no answer at this present time. Hopefully, this project will shed some light on this.

To summarize the state of knowledge at the present time, there is very little that specifically guides the researcher in determining the correlates of teacher effectiveness in ABE courses and as an extension of this, little empirical data to aid in the development of an ABE teacher re-training curriculum.

³ N. L. Gage, Handbook of Research on Teaching, The American Educational Research Association, Chicago: Rand McNally and Company, 1963.

⁴ Journal of Educational Psychology, 1955, 46, 330-344.

PROCEDURES

In this section of the proposal we will describe the activities of the project's staff as they proceed from the beginning to the end of the project. There are two major phases to this project. The first is a pre-operational stage which we have named the Planning Phase. We will describe this phase in some detail, although it should be noted that funds for the support of this stage are not requested in this proposal. The second phase is the operational stage and is the main purpose of this present proposal. Since the operational phase is highly dependent upon the results of the planning phase, the procedures described below are somewhat vague in its description of specifics. Each division of the procedures section will describe the activities that are pertinent and these will be followed by a time schedule.

PRE-OPERATIONAL PHASE

To complete the pre-operational phase, the following steps are required:

1. Hiring and providing special training for the graduate assistant and secretary.
2. Determining the nature and quality of the existing data surrounding our target population of teachers.
3. Based in part on the results of step two above and our intensive inquiry, we will decide what data will be required in this descriptive phase.
4. Devise our data collection scheme.
5. Collect these data.
6. Key punch and analyze data.
7. Interpret these analyses.
8. Prepare a report based on the above work to be presented to the

Project Director, Dr. Don F. Seaman. This information is to serve as a foundation for the operational phase of this study.

Time schedule. This phase will begin January 1, 1968, and will end September 30, 1968.

STAGE ONE: OPERATIONAL PHASE

Contingent upon the findings of the planning phase, the following will be done:

1. Select these "areas of difference" that appear to have the greatest relevance to the problem and have the potential to be translated into a unified curriculum of approximately forty-five hours duration.
2. Coordinated with the selection of relevant differences described above, the target sample of teachers will be selected. The exact criteria for selection will depend entirely upon the results of the planning phase. After having been identified, the target teachers will be notified and provided with pertinent materials and information needed to participate in the study.
3. After completion of step one, the development of the curriculum will proceed at full pace. The curriculum development stage will be a team effort. The exact composition of the curriculum team is not known at the present time. The major aspect that we are unable to define at this time is the subject matter consultants needed to aid in development of the curriculum. In addition to these consultants, the team will be composed of:
 - a. The Project Director who is an ABE expert.
 - b. The Director of Evaluation who has extensive background in research and testing.

c. The Guidance Consultant.

The team will build the curriculum, construct the appropriate support materials such as course outlines, audio-visual materials, handouts, etc. In addition, the team will also develop relevant behavioral goals. These goals will specifically focus the attention of the project on the cognitive and affective changes in both the target teachers and their students that are deemed relevant to the project at hand.

Time schedule. Stage one will begin on September 1, 1968, and will end approximately December 31, 1968.

STAGE TWO: IMPLEMENTATION STAGE

In terms of this project, this can be considered the treatment application stage. In the preceding stage, the treatment was developed, defined, and translated into a curriculum. Procedures for this stage will be as follows:

The target teachers will report on fifteen more or less consecutive Saturdays for approximately three hours of instruction for each class. During this time, there will be a continuous and thorough evaluation of the effectiveness of the curriculum in transmitting the desired information and the effectiveness of this curriculum in affecting the behavioral changes that we feel can be measured after a short lapse of time. We view the implementation stage as being a team effort among the project staff, the consultant staff, and the target teachers.

Time schedule. The implementation stage will cover the time period from the first Saturday in January through the month of April. It may be necessary to shorten the implementation stage in order to complete a more comprehensive final evaluation of the effectiveness of teachers.

STAGE THREE: FOLLOW-UP

Stage three will be a follow-up stage. In this stage, the project staff will closely observe the target population of teachers. During this stage, we will evaluate the effectiveness of the target teachers. We will collect information such as the target teachers' impressions of how well our curriculum provides them with the tools necessary to conduct their ABE classes. In addition, comparative information will be collected on a sample of teachers who have not been given the curriculum training provided by this project. In addition to the examination of the teachers and the materials, we will also collect information from the students of the target teachers to see if we can determine whether or not our training program is having any noticeable impact upon their cognitive and affective dimensions as related to adult basic education.

Time schedule. The follow-up stage will begin as early as stage one and will continue until the termination of the ABE courses taught by the target teachers.

STAGE FOUR: REPORT AND CONTINUATION

During this stage, the final report will be written based on the data available to us at the end of June. It is during this stage that the experience and wisdom gained from the project will be translated into an additional proposal to both continue the successful portions of the project and seek support for the unraveling of the problems discovered during the past year's project.

Time schedule. Stage four will begin effectively January 1, 1969. The final report will be completed in August, 1969.

PERSONNEL

1. NAME OF POSITION: Project Director Don Ferris Seaman, Ph. D. ✓

DESCRIPTION OF DUTIES

The Project Director will have the overall responsibility for the management and coordination of the project. He will be the major adult basic education authority as well as coordinator of the entire project.

ACTIVITIES

	PERCENT OF TIME	
	FIRST SEMESTER	SECOND SEMESTER ✓
Promotion - "Special Project" Adult Basic Education	25%	5%
Class Visitation	4%	50%
Faculty Meetings	5%	10%
Requisitioning and Securing Supplies	1%	1%
Preparation of Instructional Materials	25%	10%
Counseling and Teacher Selection	25%	10%
Records and Reports	5%	4%
Other: Responsible for the Total ABE Program	10%	10%

PROPORTION OF TIME DEVOTED TO PROJECT

One-half time for a 10 month period - September, 1968, through June, 1969. ✓

EDUCATION

Ohio State University - B. S. in Agriculture, 1958

Ohio State University - M. S. in Agriculture, 1965, (major in Agricultural Education)

Florida State University - Ph. D. in Adult and Continuing Education, 1968

RELATED EXPERIENCES

- 1958 International Farm Youth Exchange Delegate to Ecuador, South America.
- 1959 - 1961 U. S. Army; radio operator and instructor of high school courses to non-commissioned officers seeking the General Educational Diploma.
- 1961 - 1964 Ohio Cooperative Extension Service, Assistant County Extension Agent.
- 1965 Research Assistant, National Center for the Study of Vocational- Technical Education, Ohio State University.
- 1966 Graduate Intern in Adult Basic Education, Florida State University.
- 1967 Graduate Intern, Florida Board of Regents Office for Continuing Education.

2. NAME OF POSITION: Project Evaluator Emmett T. Kohler, Ed. D.

DESCRIPTION OF DUTIES

In coordination with the Project Director, he will be the evaluation team leader and have major responsibility for planning and conducting relevant evaluation studies dictated by the project implementation and follow-up.

PROPORTION OF TIME DEVOTED TO PROJECT

One-eighth time for a 9 month period - September, 1968, to June, 1969,

EDUCATION

University of Georgia - B. S. in Chemistry and Biology, 1958

Florida State University - M. S. in Guidance and Counseling, 1963

Florida State University - Ed. D. in Educational Research and Testing, 1966

RELATED EXPERIENCES

1958 - 1961 Secondary School Teacher in Fulton County, Georgia. Taught Chemistry and Biology.

1963 Research Assistant at Florida State University. A project to study the relationship between certain administrative variables and school productivity.

1964 Research Assistant at Florida State University. A project for the validation of "The Taxonomy of Educational Objectives, Cognitive Domain."

1965 Instructor at Florida State University in Educational Research and Testing. Taught Statistics Laboratory to graduate students in education.

1966 - 1967 Assistant Professor at the University of Georgia in Educational Psychology. Taught Statistics, Research Methodology, and Measurement to graduate students in education.

1967 Director, Bureau of Educational Research, Mississippi State University.

3. NAME OF POSITION: Research Assistant Robert C. Maxson, M. Ed.

DESCRIPTION OF DUTIES

1. To work with the Project Evaluator in preparation of the evaluation scheme.
2. Under the direction of the Director and/or Evaluator, conduct relevant studies.

PROPORTION OF TIME DEVOTED TO PROJECT

One-half time for a 9 month period - September, 1968, to June, 1969.

EDUCATION

Arkansas A. and M. - B. S. E. in Educational Psychology, 1957

Florida Atlantic University - M. Ed. in School Administration, 1967

RELATED EXPERIENCES

1957 - 1964 Pahokee High School, Pahokee, Florida. Teacher, Coach, and Chairman of the Social Studies Department.

1964 - 1968 Boca Raton High School, Boca Raton, Florida. Teacher, Coach, and Chairman of the Social Studies Department.

BUDGET SUMMARY
MISSISSIPPI STATE UNIVERSITY RESEARCH/DEMONSTRATION MODULE

CATEGORIES	AMOUNT REQUESTED
1. ADMINISTRATION	\$14,468.00
A. Director	6,667.00 ✓
B. Clerical	3,675.00 ✓
C. Consultants	750.00
D. Office Supplies	1,050.00
E. Other Allowable Items	2,326.00
2. INSTRUCTION AND EVALUATION	\$ 7,625.00
A. Salaries	5,375.00
B. Supplies (consumable) including Data Processing	1,625.00
C. Textbooks	625.00
3. TRANSPORTATION SERVICES (student)	\$ 3,713.00
A. Transportation	3,150.00
B. Meals	563.00
4. INDIRECT COSTS	\$ 2,064.00
5. TOTAL PROJECT COSTS	\$27,870.00

BUDGET NOTES

1. ADMINISTRATION

- A. Project Director
Don Ferris Seaman
1/2 time for 10 months
(1/2 x 1/9 x \$12,000 x 10) \$ 6,667.00 ✓
- B. Clerical
- (1) Secretary
(To Be Named) ^{1,750}
50% \$350 per month for 10 months \$ 3,500.00 50% Time
- ~~(2) Clerical Help
100 hours at \$1.75 per hour \$ 175.00 Federal Code~~
- C. Consultants
- The exact mix of consultants will not be known until completion of the Planning Phase. We anticipate a requirement of 10 days at \$75 per day. \$ 750.00
- D. Office Supplies: including reproduction costs, publicity, and communications
- (1) Office Supplies (10 months) \$ ^{150.00}~~500.00~~
- (2) Reproduction Costs \$ 150.00 ✓
- (3) Postage \$ 100.00 ✓
- (4) Telephone Service (10 months at \$30 per month) \$ 300.00 ✓
- E. Other Allowable Items
- (1) Employee Services and Benefits
(The schedule is 4.4% for Social Security, 4.5% Retirement, 0.11% for Workman's Compensation. 9.01% of each salary total is used to calculate this line.)
- a. Project Director
9.01% x \$6,667 \$ 601.00 P

b. Secretary	163.00
9.01% x \$3,500	\$ 315.00
c. Clerical Help	
9.01% x \$175	\$ 16.00
d. Project Evaluator	
9.01% x \$1,875	\$ 169.00
e. Research Assistant	
9.01% x \$2,500	\$ 225.00

- (2) Travel and Subsistence for consultants and project staff: Reimbursement will be at the prevailing University rate.

~~\$ 1,000.00~~ OK

Total

\$14,466.00

2. INSTRUCTION AND EVALUATION

A. Instructional and Evaluation Salaries

- (1) ~~Project Evaluator~~
1/8 time for 9 months
~~(1/8 x 1/12 x \$20,000 x 9)~~ \$ 1,875.00
- (2) Research ^{Consultant} Assistant
1/2 time for 9 months
(1/2 x 1/12 x \$6,666 x 9) \$ 2,500.00
- (3) Supplementary Instructional Salaries. Project anticipates using existing University faculty to provide portions of the instruction. We anticipate requiring 10 full days of this. The present University rate is \$100 per day. These salaries are not subject to employee benefits.
(10 x \$100) ~~\$ 1,000.00~~

B. Instructional and Evaluation Supplies (Consumable)

- (1) Miscellaneous Instructional Materials calculated on the basis of \$25 per student.
(25 x 25) ~~\$ 625.00~~

(2) Evaluation Costs (including data processing) calculated on the basis of \$40 per student (\$40 x 25) ~~\$ 1,000.00~~

C. Textbooks

Specific text and materials cannot be selected at this point. Amount calculated on the basis of \$25 per student (\$25 x 25) ~~\$ 625.00~~

Total ~~\$ 7,625.00~~

3. TRANSPORTATION SERVICES (student)

A. Transportation

Amount calculated as follows:
15 automobiles (assuming approximately 2 students per car) x 15 trips x {200 miles x \$.07} average University roundtrip rate

15 x 15 {200 x \$.07} ~~\$ 3,150.00~~

B. Meals

1 meal per meeting per student at \$1.50 per meal

\$1.50 x 25 x 15 ~~\$ 563.00~~

Total \$ 3,713.00

4. INDIRECT COSTS

8% of the sum of totals 1 through 3

Sum totals = \$25,806.00
.08 x \$26,304.00

Change

~~\$ 2,064.00~~

TOTAL PROJECT COSTS

~~\$27,870.00~~

*Check Student Council vs
Council on*

MISSISSIPPI STATE UNIVERSITY RESEARCH/DEMONSTRATION MODULE

PRE-OPERATIONAL PHASE

A Final Report
MISSISSIPPI STATE MODULE PLANNING GRANT
CONTRACT NUMBER OEG 2-7-005077-5077-4
PROPOSAL NUMBER 4

THE APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

Prepared By
E. T. Kohler
R. C. Maxson

Bureau of Educational Research
Mississippi State University

September 1968

INTRODUCTION-REVIEW

Throughout the United States, Adult Basic Education programs have had reasonable success in recruiting students from the educationally disadvantaged adult population. However, the retention of those students in the educational programs provided for them is another matter. For example, records show that within the Mississippi Appalachian Region the drop-out rate from Adult Basic Education programs is approximately 50 percent. Regardless of the quality of programs being offered, it can reasonably be assured that until this retention problem is at least partially resolved, the objectives of Adult Basic Education programs in Mississippi cannot be achieved.

With this problem as a basis, the Mississippi State University Module has been designed with the major objective to increase the effectiveness, defined as student holding power, of the Adult Basic Education (hereafter called ABE) teacher through in-service teacher training. This objective is based upon the belief that if we can improve the holding power of our ABE teachers, we can increase the overall achievement level of the target population.

Although research which pertains to adult basic education is lacking at present, research relating to teacher effectiveness in general, studies of the Research and Development Center for the State of Mississippi, and past experiences of authorities in the field of adult education provided the assumptions which this study attempts to test. Among these assumptions are the following:

1. Relevant differences exist between the training experiences of elementary and secondary teachers, and these are related to ABE "holding power."

- Was this necessary?*
- type of background?*
2. Teachers whose backgrounds are indigenous to the region tend to be more effective due to their ability to establish rapport with the educationally disadvantaged population of the region.
 3. The number of years of experience in teaching is a factor. But more specifically, the number of years of relevant experience is a factor in increasing holding power.
 4. Teaching experience with adults will have a different impact on the effectiveness of the teacher; specialized training in ABE improves the effectiveness.

PROCEDURES

Because of the nature of the present status of adult basic education in general, and the situation (high drop-out rate) in Mississippi in particular, this module was divided into two major phases. The first was a pre-operational or Planning Phase. This Phase is described in detail in the present report.

The second phase is the operational stage of the module. It is highly dependent upon the results of the Planning Phase and will be designed regarding specific procedures at the conclusion of pre-operational activities.

Based upon the assumptions listed above, the planning committee felt that an analysis of the background, training and experiences of current teachers in the ABE program in Mississippi would provide adequate information to guide and direct the operational phase of the study. More specifically, the committee members felt that a comparison of teachers who maintained high retention of students with those who had low retention would be instrumental in this study. This comparison would include their kinds and amounts of training and experiences which, hopefully, would reveal certain areas of significant differences. The differences, in turn, would indicate areas in which curriculum content could be developed for the training of teachers in Adult Basic Education

programs. Through this training, teachers, especially those who have low retention, would be able to improve their abilities to retain students throughout the ABE program.

In order to complete the Planning Phase of the overall study module, the following activities were planned and carried out:

Designating and training of staff personnel

Determining the nature and quality of existing data surrounding the target population of teachers in Adult Basic Education in Mississippi

Collecting data

Analyzing data

Presenting and interpreting the results

Drawing conclusions based upon data analysis

Preparing a final report, based upon the above activities. This report would also include recommendations for planning and conducting the second (operational) phase of this study. In essence, these recommendations would serve as the foundation for the operational phase of the study.

Time Schedule:

This phase of the study began July 1, 1968, and ended September 30, 1968.

Designating and training of staff personnel

Emmett T. Kohler, Director, Bureau of Educational Research, Mississippi State University, was designated Director of the Planning Phase of the study module. Robert C. Maxson was employed as Research Assistant for this phase of the study. Under the direction of Dr. Kohler, he provided major assistance in the collection and analysis of the data and in the preparation of this final report.

Determining the nature and quality of existing data surrounding the target population of teachers in Adult Basic Education in Mississippi

Through conversation with the Assistant Director, Adult Education Division, Mississippi State Department of Education, the project staff was advised that adequate records were maintained on each teacher employed in the ABE program. The records included a breakdown of the teacher's educational background, professional experience, training in adult education, and other related information. The staff was also informed that these records were kept in Jackson and that they could be made available, upon request, to the project staff members. It was then decided to utilize the data contained in those records in determining which areas of teacher differences could best serve to guide the development of Phase II of this study.

Collecting data

The project staff acquired the records of all ABE teachers in Mississippi from the State Office. It was felt that any significant differences found between teachers would be more representative if records of teachers from all sections of the state were included instead of only those in the Appalachian Region of the state. Even though the major concern of this project is with teachers in the Appalachian Region, the end results for teacher improvement should be applicable to all teachers--not just one certain group. Also, the project staff members' previous experiences with teacher records indicated that a large number of individual records would be needed in order to acquire a usable number of more less complete records.

ignored unique properties of App. Students

Analyzing data

Upon initial inspection, all individual records were eliminated which did not contain Individual Class Progress Records, which indicates how many students did and did not complete the 150 hour unit of instruction; and a

completed questionnaire providing information relating to the educational background, professional experience, adult education training, and areas in which a need for more training was felt necessary and other related information.

Closer inspection eliminated those records which contained progress reports and questionnaires that were too incomplete to be any value in the data analysis. After this group was eliminated, a total of 103 individual records remained. However, all of those were not entirely complete; but they did contain adequate information in some aspects (background, training, experience, etc.) that could be analyzed. In order to acquire the sample of 103 ABE instructors, 200 records were examined; 97 were rejected. In this process approximately 6,100 student records were processed. The "median" teacher was dropped from the analyses. This resulted in a sample of 102 ABE teachers.

In order to acquire high and low retention groups, the total number of hours of student attendance for each teacher was averaged; and the teachers were then divided at the median into a high and low group on this basis. With these two groups data from the records were transferred to data processing cards for analysis and computations. The median average was 86.7 hours with a range from 35.2 hours as a low to a high of 139.2 hours.

RESULTS

1. Geographic Distribution:

The geographic distribution of the teachers utilized in this study is shown in Figure 1. A wide distribution was obtained from throughout the state, although the extreme northern and southern sections are represented somewhat higher in numbers.

2. Total Years of Experience in Teaching:

A comparison between high and low retention teachers by number of years of experience can be made by inspection of Figures 2 and 3. The distributions of the two groups are very similar. In each case, the distribution is somewhat bi-modal, while more heavily concentrated toward the left or lower end. The average number of years of experience was: high retention--15.14 years; low retention--15.62 years. Inspection of the two distributions indicate that no significant difference exists between high and low retention teachers according to their number of years of teaching experience.

3. Educational Background:

The educational background of the teachers in this study is presented in Table 1. The two groups are not essentially different in regard to educational background.

4. Certification Level:

Table 2 illustrates the certification level of teachers in this study. Inspection of these data discloses no significant difference in level of certification between high and low retention teachers.

5. Amount of Adult Education Experience:

As illustrated in Table 3, there is virtually no difference between high and low retention teachers in regard to the number of years of experience in teaching adults.

6. Participation in Adult Basic Education Courses:

Data pertaining to whether or not teachers had participated in ABE courses are summarized in Table 4. Simple inspection was not adequate to determine if significant differences existed between high and low retention groups. Therefore, the Chi-square Test of Independence was employed.

Thus, although an apparent trend existed in which teachers who had participated in ABE courses seemed to have higher retention, no significant difference was found between the two groups.

7. Participation in ABE Teacher Training Institutes:

Table 5 contains data pertaining to whether or not teachers had participated in ABE Training Institutes. Again, inspection of the data did not seem adequate since it appeared that high retention teachers did participate; whereas, low retention teachers did not. Therefore, the Chi-square Test of Independence was utilized to determine if a significant difference existed between the two groups. No significant difference was found between the two groups in regard to the amount of participation in ABE Training Institutes.

8. Present Grade Level of Teaching:

A comparison of teachers by their present grade level of teaching is presented in Table 6. Inspection of these data indicates that the differences existing between the high and low retention groups are too small to necessitate further statistical analysis. However, a Chi-square Test was computed.

9. Indicated Areas of Help Needed by ABE Teachers:

Teachers were asked to indicate the subject matter areas in which they needed the most help. These data are summarized in Table 7. Inspection of the data indicates that little, if any, difference exists between the high and low retention teachers according to subject areas in which there is a felt need for assistance.

Although insignificant positive results should have been expected now

CONCLUSIONS

Based upon the data reported, certain conclusions were made in regard to this study. However, some specific limitations of the study should be kept in mind by the reader.

The teachers considered in this study were those whose records contained completed forms of both the personal questionnaire forms and the individual class progress records. Although a representative geographical distribution was somewhat achieved, no opportunity was provided for random sampling. Thus, one cannot say that those teachers included in this study are truly representative of all ABE teachers in Mississippi.

The data utilized in this study were acquired outside the context of the study itself. It was assumed that these data would in no way differ from data which may have been collected as an integral part of this study and that the methods of data collection and record keeping were adequate for this study.

With these limitations in mind, and on the basis of the findings in this study, it is concluded that:

More sensitive instruments are needed in order to determine the differences between high and low retention ABE teachers. Presently used record-keeping procedures are not adequate to provide the identification of existing differences. (Assuming there are differences!)

Until more carefully designed and sophisticated studies are undertaken, we must conclude:

Significant Differences between high retention and low retention teachers based upon educational background, professional experience, adult education training, and related phenomena do not exist. The differences anticipated by the planning committee were not forthcoming in this investigative study.

Expl-

IMPLICATIONS

The results of this study illustrate that any differences which may exist between high and low retention teachers in adult basic education are subtle and will require more sophisticated planning and measurement than can be found in the presently used records. As a result, no basis can be established upon which to base recommendations for changes or additions to the curriculum of teacher training in ABE. Also suggested is that research and investigations be conducted in the affective domain in order to determine if answers can be found which would provide guidance and direction for curriculum improvement in adult basic education.

This study has also pointed out the need for more sensitive instruments to identify significant differences between high and low retention teachers. If instruments are not available for use, then research studies to construct and validate such instruments would contribute much to the area of adult basic education.

Another implication of this study is that perhaps differences between high and low retention teachers can be attributed, at least to some extent, to the students in their classes. What motivated these students to enroll initially? Why did the motivation persist in some situations and not persist in others? Are there basic differences, affective in nature, between students and teachers in the ABE classroom situation which determine the holding power or retention ability of the individual teacher? Answers to these and related questions need to be found through research and study efforts in adult basic education. Only through such efforts can the curriculum be improved to strengthen teacher training in ABE.

The validity of these assumptions concerning the data is open to serious question. It is often the case that data and records kept for administrative purposes are not adequate to answer post hoc questions. Additionally, these

data are often not collected with sufficient accuracy for research purposes. These two limitations often put the investigator in the positions of "thinking up questions" to accompany the answers afforded by the records, and in the position of trying to make legitimate research out of non-research. An example of this is using various more or less esoteric statistical tests. This is truly a case of "driving a thumb tack with a sledge hammer."

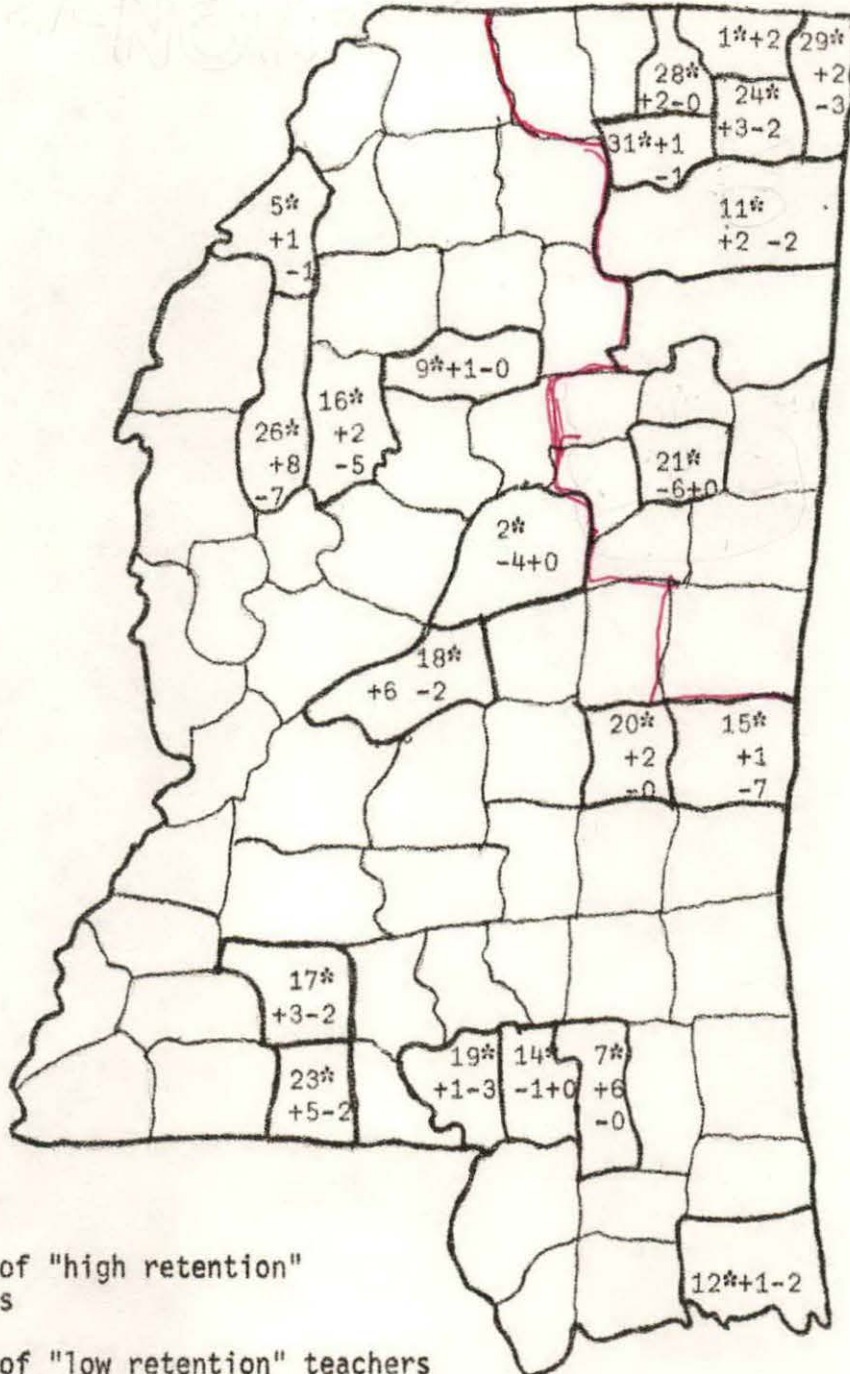
In summary the hope of finding serendipitous answers to important questions in routinely collected administrative forms may be somewhat naive. It is hoped that some of the needs and impressions presented above will be heeded when considering research in the jungle of ABE teacher effectiveness.

FIGURES

MEMORANDUM

Figure 1

Geographic Distribution Of The Teachers In This Study



* - County
 + - Number of "high retention" teachers
 - - Number of "low retention" teachers

- | | | | |
|------------|----------------------|---------------|----------------|
| 1. Alcorn | 11. Ittawamba Junior | 17. Lincoln | 24. Prentiss |
| 2. Attala | College District | 18. Madison | 26. Sunflower |
| 5. Coahoma | 12. Jackson | 19. Marion | 28. Tippah |
| 7. Forrest | 14. Lamar | 20. Newton | 29. Tishomingo |
| 9. Grenada | 15. Lauderdale | 21. Oktibbeha | 31. Union |
| | 16. Leflore | 23. Pike | |
- + 37 - 35

Figure 2

Years Experience Of "High Retention" Teachers

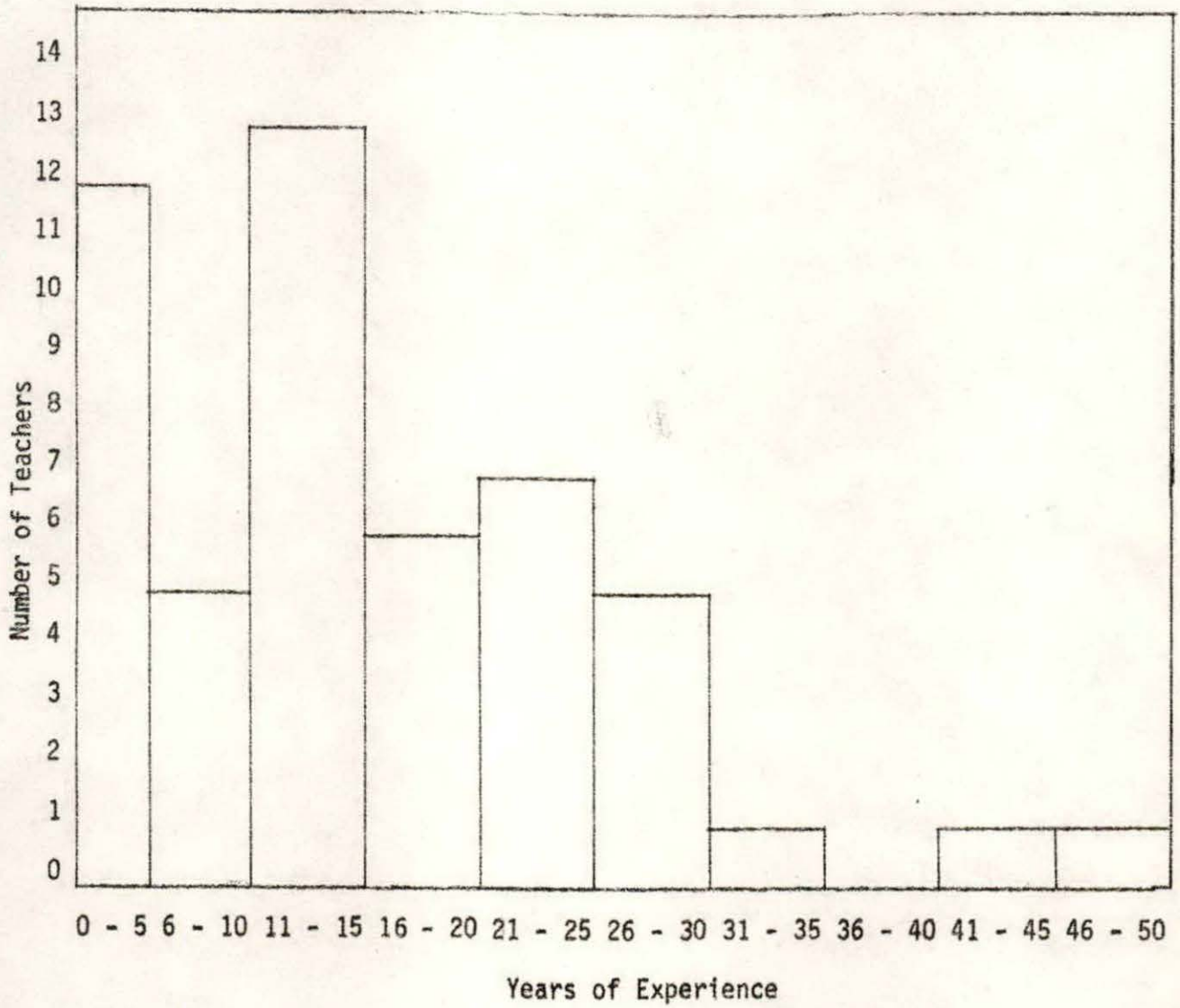
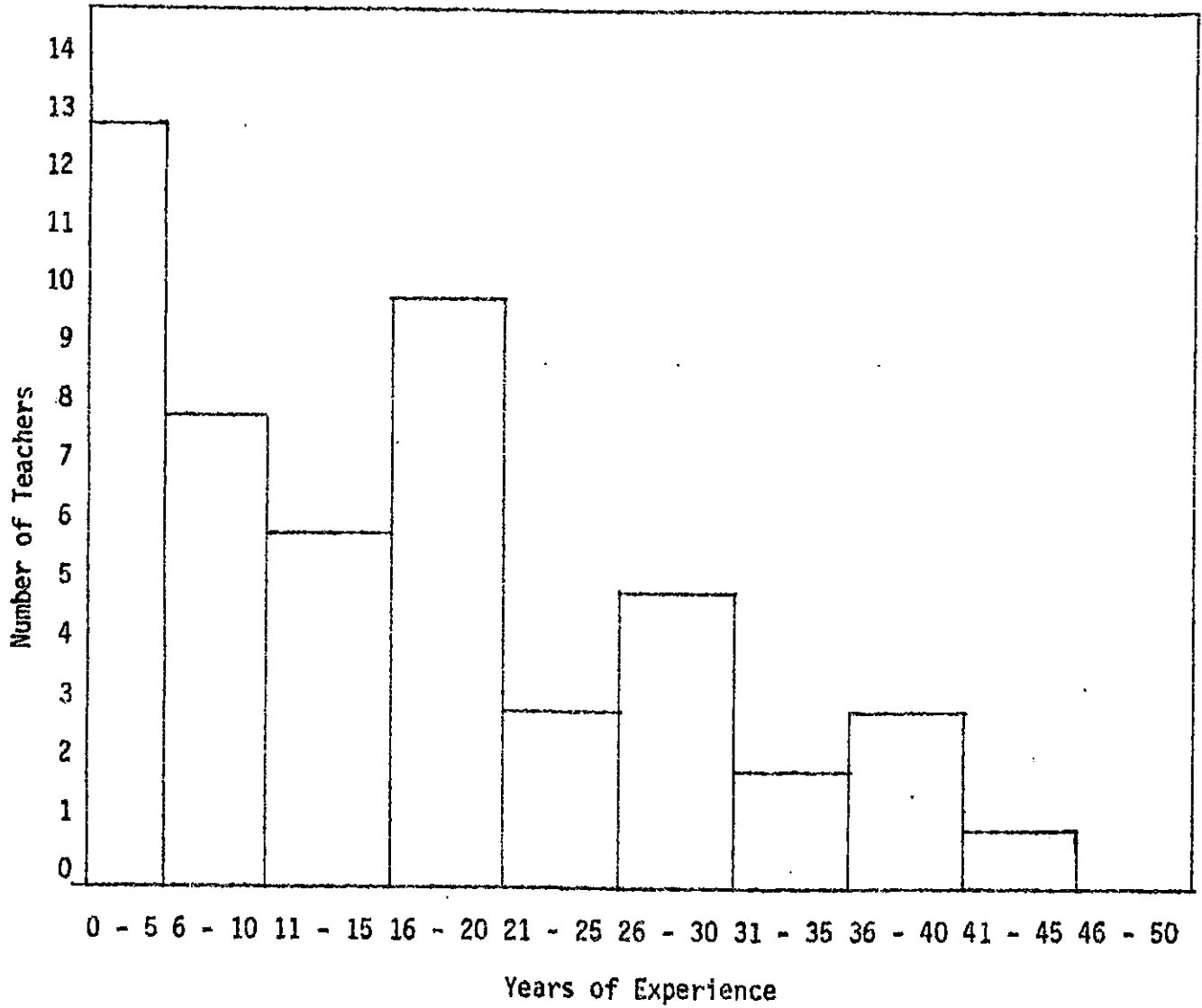


Figure 3

Years Experience Of "Low Retention" Teachers



TABLES

H_0 Characteristics are independent
 H_a not independent

If χ^2 is different, we shall reject the
hypo. that the 2 characteristics are independent

TABLE 1

Educational Background of Teachers
By High And Low Retention Groups

Degree Held	Number	
	High Retention	Low Retention
Non-degree	3	1
Bachelor	37	40
Masters	11	10
TOTAL	51	51

$\chi^2 = 1.16, df=2, (P>.50)$

TABLE 2

Certification Level of Teachers
By High And Low Retention Groups

Certification Level	Number	
	High Retention	Low Retention
Elementary	20	24
Secondary	17	13
Both	4	4
No response	10	10
TOTAL	51	51

$\chi^2 = .89$, $df = 3$, $(P > .80)$ *probability*

TABLE 3

Years of Adult Education Experience
By High And Low Retention Groups

Years Of Experience	Number	
	High Retention	Low Retention
None	20	21
1 - 2	27	26
3 - 4	3	2
5 - 6	0	1
7 - 8	1	1
TOTAL	51	51

For the X^2 test these data were dichotomized into "None" and "Experienced."

$X^2=.04$, $df=1$; ($P>.90$)

TABLE 4

Participation In Adult Basic Education Courses
By High And Low Retention Groups

Participation	Number	
	High Retention	Low Retention
Yes	14	7
No	37	44
TOTAL	51	51

$$\chi^2 = 2.94, df = 1 (P > .10)$$

2.94

?

TABLE 5

Participation In Adult Basic
Education Teacher Training Institutes
By High And Low Retention Groups

Participation	Number	
	High Retention	Low Retention
Yes	20	13
No	31	38
TOTAL	51	51

$\chi^2=2.64, df=1, (P>.10)$

TABLE 6

Present Grade Level of Teaching
By High And Low Retention Groups

Grade Level	Number	
	High Retention	Low Retention
Elementary	42	31
Secondary	9	15
*No response	0	5
TOTAL	51	51

$$\chi^2=2.89, df=1, (P>.05)$$

*These "No response" data were not included in the χ^2 test.

TABLE 7

Indicated Areas of Help Needed
By High And Low Retention Groups

Subject Area	Frequency of Selection		
	High Retention Group	Low Retention Group	Total
Mathematics	12	15	27
Reading	32	32	64
Language	18	18	36
Social Science	17	15	32
Guidance	1	6	7
Psychology	6	5	11
Science	11	3	14
Health	8	6	14

A PROPOSED SYSTEM
FOR
EVALUATING
THE ADULT BASIC EDUCATION PROGRAM IN MISSISSIPPI

A SPECIAL PROJECT PROPOSAL
TO
THE MISSISSIPPI STATE DEPARTMENT OF EDUCATION

COLLEGE OF EDUCATION
MISSISSIPPI STATE UNIVERSITY

October, 1968

New Out/Post
↓
Continuous Eval Syst

OVERVIEW OF THE EVALUATION PLAN

At the first we want to emphasize that the evaluation of the Adult Basic Education Program of the State of Mississippi will have to be a joint effort of the State Department personnel, the "field" teachers and administrators, the students, and the Mississippi State University. The major objective of this evaluation is global in nature. It is solely for the purpose of providing information that can be translated into action for the improvement of adult basic education in the State of Mississippi.

There are many inherent limitations to an evaluation study of the type proposed here. At this point we feel two of these limitations should be explicitly stated. Both are related to time and resources. First, our measuring instruments are not as powerful as we would like them to be. We will have to resort to the use of somewhat subjective devices such as face-to-face interviews, questionnaires, and the like. Many, if not most, are virtually "unstandardized." Second, while we will attempt to contact virtually every administrator and teacher in the State, it is an impossibility that we can contact every student and/or former student that was served in the Adult Basic Education Program. We will have to resort to sampling. We will have to sample from both the content of interest and the population of students.

This is in no way a "bad" procedure; in fact, it has many advantages. The only reason it is brought up here is to help clarify a point that frequently leads to misunderstandings later. The remainder of this prospectus will be divided as follows:

1. The Evaluation Targets

Each target will be described and a tentative scope and method of action will follow each of these.

2. Personnel
3. Facilities
4. Time Schedule
5. Budget Notes
6. Method of Payment
7. Required Signatures

The evaluation targets will be presented in "semi-outline" form. As a general introduction, we would like to emphasize that, where appropriate, statistical analyses will be computed. In addition, in almost every instance modern data processing equipment will be used to aid the acquiring of information tabulations rapidly and to minimize the possibility of human error.

EVALUATION TARGETS: THE MISSISSIPPI ADULT BASIC EDUCATION PROGRAM

- I. The State Agency

Our thinking at this time is that any evaluation of the Adult Basic Education Program in Mississippi that does not include a close look at the State leadership and its environment would be omitting the most crucial element that can help effect change and progress in the State.

1. Scope:

The following will be the major areas of concern:

- A. The State Plan

The State Plan will be examined closely in its relation and adherence to the Federal Rules and Regulations for the Adult Education Act of 1966 (Title III, P. L. 89-750).

B. The Organization and Administrative Structure

C. Goals and Objectives

These are construed to be the goals that the State Agency has developed to guide its own activities.

D. Personnel

We will attempt to study the qualifications, duties, and training necessary to reach the goals described or developed in "C" above.

E. Physical Facilities

In this section we will inquire into the adequacy of the facilities for the present and future demands.

F. Record and Record-keeping Facilities

We will systematically examine the present system for strengths and weaknesses as viewed from within and without the State Agency.

2. Methods:

Two major methods of information processing will be utilized in this section. One, the face-to-face interview, will be used extensively. We hope to arrange group and individual interviews with the present staff. The second method will be direct examination of presently existing documents housed in the State Office (such as the progress record forms, etc.). A relatively minor method will be to secure the impression of the "field" workers concerning the present reporting system.

II. MISSISSIPPI ADULT BASIC EDUCATION PROGRAMS - FIELD ACTIVITIES

1. Scope:

A. Objectives - Goals

These goals (objectives) will be studied to determine their adequacy in providing suitable guides that the teachers can translate into class-related activity.

B. Degree of Goal Attainment

We will attempt to relate the following eleven entities to progress toward goal attainment. A number of these areas overlap extensively with the previous evaluation section.

1. Planning

We will attempt to determine the priority of emphasis in terms of available resources.

2. Organization

We will attempt to answer questions such as, "How effectively are resources being utilized?"

3. Personnel

We will attempt to study the personnel employed and various competencies needed to perform the task they are asked to perform.

4. Training

We will try to determine the quantity and scope of pre-service and in-service training that is presently being provided for teachers and administrators. We will assess the present attitudes toward training and study the present status of certification of ABE personnel.

5. Reporting

We will assess the records and record-keeping procedures and methods of reporting information in the field.

6. Population

We will attempt to answer the question, "How effective has the ABE Program been in reaching the target population of Mississippi?"

7. Evaluation

We will determine the strengths and weaknesses of the evaluation systems now being used in the Adult Basic Education classes.

8. Relationship and/or coordination with other state or federal agencies concerned with Adult Basic Education.

9. Involvement of institutions of higher education

We will attempt to provide answers to how higher education may be utilized.

10. Curriculum and/or material utilized

We will attempt to inquire into the adequacy of the present curriculum and materials as viewed from the teachers' and the students' points of view.

11. Fiscal structure

We will investigate the relationship between local, state, and federal funds.

12. Plant facilities

13. Others

This is interpreted to mean other aspects that become apparent as we gain experience in evaluation.

2. Methods

Here again we will use two major methods of information gathering. One, we will again resort to the face-to-face interview. We will attempt to arrange both individual and group interviews to gather information about the thirteen entities described above. In addition, we will attempt to prepare and develop appropriate structured questionnaire-type devices to gather information.

III. ADULT BASIC EDUCATION STUDENTS:

To evaluate the effect of Adult Basic Education on this target, we will make systematic inquiry into the relationship between the students' cognitive status and those measurable aspects of the program deemed most important. In addition, we will attempt to study the non-cognitive status of the ABE student.

1. Scope:

A. Cognitive

1. Communication skills

We will attempt to describe the effect of Adult Basic Education on the major skills such as:
reading, listening, and writing,

2. Computational skills

We will make inquiry into the program's impact on the student's ability to manipulate our number system to provide him with a more full life.

3. Selective areas of general knowledge

In cooperation with the Adult Basic Education professionals, we will select certain most important topics from the list

provided in the "Curriculum Guide for Adult Basic Education in the State of Mississippi."

B. Non-cognitive

We feel certain non-cognitive areas should be explored. If it is at all possible to acquire quality data, we will contact Adult Basic Education drop-outs, as well as the non-drop-outs, for their opinion on these topics ;

1. Attitudes

We will inquire as to the expressed attitude toward selected aspects of the Adult Basic Education Program.

2. Responsible behavior

We will attempt to determine whether an increase in responsible behavior has occurred as a result of Adult Basic Education. We will look particularly at whether there has been a reduction in dependence upon others and whether or not there has been an increase in meeting responsibilities of home, family, and community.

3. Follow-up

We will attempt to determine the effect the Adult Basic Education Program has had upon the students' observable behavior in acquiring or seeking to acquire additional further education.

2. Methods:

We see this section as requiring a variety of data-gathering instruments. Included will be: face-to-face interviews, published tests, evaluation staff-constructed questionnaires and tests, and

existing student records. To repeat ourselves, this is the phase that will require extensive use of sampling.

A final report will be prepared using the information acquired through the above processes. This report will contain a brief summary of the project, the conclusions drawn about the present status of the program, and hopefully, valid implications for improving the Adult Basic Education Program in Mississippi.

PERSONNEL

1. Co-Director - Adult Education

Name:

Don F. Seaman

Education:

<u>Degree</u>	<u>School</u>	<u>Major</u>	<u>Date</u>
1. B. S.	Ohio State Univ.	Agriculture	1958
2. M. S.	Ohio State Univ.	Ag. Ed.	1965
3. Ph.D.	Fla. State Univ.	Adult Education	1968

Related Experience:

1. Teacher of High School subjects, U.S. Army	1960-61
2. Ohio Cooperative Extension Service	1961-65
3. Research Assistant, Adult Education	1965-66
4. Graduate Intern, Florida Board of Regents Office of Academic Affairs	1966-68
5. Assistant Professor, Adult Education, Mississippi State University	1968

Professional Organizations:

1. Adult Education Association
2. Mississippi Education Association
3. Phi Delta Kappa

2. Co-Director - Evaluation

Name:

Emmett T. Kohler

Education:

<u>Degree</u>	<u>School</u>	<u>Major</u>	<u>Date</u>
1. B. S.	University of Ga.	Chemistry	1958
2. M. S.	Fla. State Univ.	Guidance	1963
3. Ed.D.	Fla. State Univ.	Research-Testing	1966

Related Experience:

1. Public School teacher, Fulton County Ga. 1959-61
2. Research Assistant, Florida State University 1963-64
3. Instructor (Research & Testing) Florida
State University 1965
4. Assistant Professor (Educational Psychology)
University of Georgia 1966-67
5. Associate Professor,
Director, Bureau of Educational Research
Director, Bureau of Institutional Research
Mississippi State University 1967-present

Professional Organizations:

1. American Educational Research Association
2. American Psychological Association

3. Psychometric Society
4. Association for Institutional Research
5. National Council on Measurement in Education

FACILITIES AVAILABLE TO PROJECT

In addition to basic facilities such as office space, Mississippi State University will support the proposed project by providing duplicating equipment, desks, and work area for the project staff.

The major equipment system provided for the project will be the University computer. The University will give the project access to its IBM 360, Model 40 computer and will make available the support staff necessary to utilize this modern data processing system.

The Mitchell Memorial Library will aid the project staff in developing a scholarly base for this project. The library has catalogued over 285,000 volumes in addition to its collection of microtexts, manuscripts, maps, and pamphlets. The library is also a depository for U. S. Government Publications. Quiet and comfortable work space is available within the library to the project staff.

There are many other facilities that are available if they are needed in the process of completing the project. However, it is thought that our computing center and library are the two most valuable and outstanding facilities to be used.

PROPOSAL ADDENDUM II
for the
MISSISSIPPI MODULE

APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION CENTER

MISSISSIPPI STATE UNIVERSITY

JANUARY, 1969

e.g. Affective Differences

PURPOSE OF THE PROJECT

The objectives of this project are:

→ toward what? Education

1. To develop a procedure for measuring affective components, particularly attitudes, of Adult Basic Education students. This procedure may be a result of (1) testing and revision of existing instruments or (2) development and testing of a new instrument.
2. To determine attitudes of Adult Basic Education teachers, students and drop-outs, including attitude patterns which may be present.
3. To develop curriculum content, based upon attitudes and attitude patterns identified, for the training of ABE teachers.

Because of the nature of the project, two phases will be planned and implemented.

Phase I

Phase I will include those activities required to complete objective one. The procedures for phase one will be as follows:

- a. Review of relevant research and literature pertaining to identification and determination of affective components of an individual. Emphasis will be placed upon the determination of attitudes.
- b. Selection of instruments and/or other techniques to be tested. An initial project in this procedure will be a vocabulary test with a sample of ABE students to determine what word changes are needed in the revisions of any instruments or techniques selected for testing.
- c. Identification of population sample.
- d. Selection and training of personnel to administer the instruments. Personnel selected will be familiar with the population sample and ABE programs.
- e. Initial revision or development and testing of instrument(s).
- f. Analysis of data.

Instrument Development for students only?

may need to develop separate attitude scales for Level I & II students

- g. Further revision and testing as needed (to be determined by project staff).
- h. Analysis of data.
- i. Report of results.
- j. Utilize appropriate information as a basis for planning and implementing Phase II of the project. *Aug 31, 1967*

Phase II

Phase II will be devoted to determining attitudes (and related affective components) of Adult Basic Education participants (administrators, teachers, students, dropouts). Efforts will be made to identify those attitudes which will contribute to participants' success in fulfilling their personal goals and the goals of ABE programs. Particular emphasis will be devoted to identifying differences in attitudes between (1) administrators and teachers, (2) teachers and students, and (3) teachers and dropouts. *(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.

*Are administrators & teachers
attitude instruments to be developed
in Phase I?*

added to ABE

BUDGET SUMMARY

<u>Categories</u>	<u>Amount Requested</u>
I. Administration	
A. Director--Dr. Don F. Seaman 1/2 time at \$12,000/annually for 7 months (7/9 X \$6,000.00) =	\$4,680.00
Employee benefits (9.5% X \$4,680.00) =	445.00
B. Co-Director--Dr. Emmett T. Kohler 1/8 time at \$15,200 for 7 months (7/9 X \$1,900) =	1,482.00
Employee benefits (9.5% X \$1,482.00) =	141.00
C. Secretary 1/2 time at \$3,600/annually for 7 months	1,050 1,800.00
Employee benefits (9.5% X \$1, ^{050.00} 800.00) =	171.00 99.75
Sub-Total	7,897.75 \$8,719.00
II. Supplies, Equipment, etc.	
A. Supplies	\$ 280.00
Sub-Total	280.00
III. Transportation and Subsistence	
A. This will be for data collection and instrumentation. Reimbursement will be at the prevailing university rate.	\$1,000.00
Sub-Total	1,000.00
IV. Research Costs	
A. Key Punch	\$ 200.00
B. Computer Time (\$200.00/hour for 4 hours) =	800.00
Sub-Total	1,000.00

V. Overhead Expense

(This figure is calculated at 30%
of the indicated salary expenses)

30% X \$7,962.00 =

~~2,389.00~~
2,164.00

Sub-Total

~~2,389.00~~
2,164.00

Grand Total

~~\$13,388.00~~
12,341.75

OCT. 21 1968

Appalachian Adult Basic
Education Demonstration Center

A PROPOSAL ADDENDUM

for the

MISSISSIPPI MODULE.

APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION CENTER

MISSISSIPPI STATE UNIVERSITY

OCTOBER, 1968

INTRODUCTION AND BACKGROUND

The Mississippi State Module was initially prepared on June 13, 1968, for the following purposes: To increase the effectiveness of the adult basic education teacher and subsequent student achievement through in-service teacher training based upon the needs of the teacher as determined through an analysis of background, records and training experience.

With the purpose in mind, a planning-research project was initiated to determine training needs of adult basic education (ABE) teachers in Mississippi. This project was based upon the following assumptions:

1. Relevant differences exist between the training experiences of elementary and secondary teachers.
2. Teachers whose backgrounds are indigenous to the region tend to be more effective due to their ability to establish rapport with the educationally disadvantaged population of the region.
3. The number of years of experience in teaching may be a factor. But more specifically, the number of years of relevant experience is a factor.
4. Teaching experience with adults will have a different impact on the effectiveness of the teacher; specialized training in ABE improves the quality of effectiveness.

With these assumptions in mind, the project staff secured background data on all teachers with complete records involved in adult basic education from records secured from the State Supervisor of ABE in Jackson. The data were analyzed in the following manner:

1. Class records were utilized to determine the number of dropouts from a teacher's class during each 150 hour unit of instruction. Based upon this number of incompletions per number of original enrollees, all teachers were divided into a high-retention or a low-retention group.

2. A comparison between high and low retention teachers was made by testing the following variables:

- a. number of years of teaching experience
- b. educational background (kind and amount)
- c. certification level
- d. amount of adult education experience
- e. amount of professional adult education training
- f. participation in ABE teacher training institutes
- g. present grade level on teaching
- h. indicated areas of help needed by ABE teachers

Based upon the findings from the analysis of the data in testing the above mentioned variables between high and low retention ABE teachers, the following conclusions were reached:

1. Differences between high retention and low retention teachers, based upon educational background, professional experiences, adult education training, and related phenomena do not exist.
2. More sensitive instruments are needed in order to determine why some teachers can maintain high retention with their ABE students and others cannot. Data obtained from ordinary record keeping practices are not adequate to identify existing differences between teachers in these two groups.

The first conclusion stated above negates the remainder of the original proposal. The teacher training needs which the planning committee had hoped would be identified through analysis of data from the background records did not appear.

This, in effect, eliminates the anticipated curriculum content for a teacher-training institute or workshop and thus eliminates the purpose for this type of project. In essence, it indicates a need for more thought toward a new direction for the Mississippi module. The remainder of this proposal addendum is devoted to this new direction for the module.

THE RELATIONSHIP BETWEEN STUDENTS' ATTITUDES
AND THEIR PARTICIPATION IN ADULT
BASIC EDUCATION PROGRAMS

MISSISSIPPI MODULE (ADDENDUM)

APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION CENTER

MISSISSIPPI STATE UNIVERSITY

INTRODUCTION

The conclusions of the summer planning-research project, mentioned previously, indicated that differences between high and low retention teachers could not be determined through the study of cognitive data (existing records). The study also pointed out the need for more sensitive instruments to identify significant differences between high and low retention teachers.

This implies that such differences may be attributed, at least to some extent, to factors in the affective rather than the cognitive domain. It also implies that some consideration must be given to the students themselves. What motivated these students to enroll in ABE classes initially? Why did the motivation persist in some situations and not persist in others? Are there basic differences, affective in nature, between students and teachers in the ABE classroom situation which influence the ability of the individual teacher?

RELATED RESEARCH AND LITERATURE

Much of the previous research in adult education has been devoted to adult characteristics (physical, psychological, and sociological), adult participation in educational activities, factors pertaining to achievement, and other related areas, but a lack of research evidence is noticeable in what Krathwohl, Bloom, and Masia (5) have labeled the

affective domain-- phenomena which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. These are usually expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

These authors' main concern is the need for a useful classification of affective and cognitive behaviors to explore the assumptions that affective change is much slower in being detected than cognitive change. In addition, they emphasize great need for a systematic effort to collect evidence of growth in affective objectives which is in any way parallel to the numerous efforts to evaluate cognitive achievement.

In support of this view, the study by Khan (6) indicated that cognitive variables, in general, only accounted for 25 to 50 per cent of the variance in academic achievement in junior high school, indicating that non-cognitive variables must account for the remaining variance. What are these non-cognitive variables? Can attitudes be one?

According to Brunner (1), the field of attitude research today is one of the most significant in socio-psychological inquiry, but he also cites evidence that it has usually played a secondary role in research studies. Knowles (4) states that there is good reason to believe that the development of attitudes should be one of the chief concerns of the entire educational system, for it is out of attitudes, especially one's attitude toward himself and others, that emotional adjustment⁸ or maladjustment⁹ develops.

Essert (2) gives a practical-oriented relationship of attitudes and education in that he feels that a learning

experience enables one to gain meanings which can be used in facing new problems and planning new experiences. through the acquisition of beliefs, attitudes and understandings.

The influence of attitudes upon education is further emphasized by Kidd (3) who proposes that attitudes may and can influence what is learned because perception is modified by attitudes.

PURPOSE OF THE PROJECT

Overall Purpose

The overall purpose of this project is to determine those attitudes of participants (students and teachers) in Adult Basic Education which affect the successful completion of the objectives of ABE programs.

Because of the nature of the purpose of this project, two phases will be planned and implemented.

Phase I

The purpose of Phase I is to survey and determine attitudes of ABE students which contribute to the success or failure of their ability to fulfill (1) their personal goals, and (2) goals of the ABE program.

Phase II

The purpose of Phase II is to determine attitudes of ABE teachers which will contribute to the success or failure of their students in fulfilling (1) their personal goals, and (2) goals of the ABE program.

Phase II will be deferred until completion of Phase I in order that the information and data obtained in Phase I can be utilized in determining the structure and content of the instrument(s) which will be designed to measure the attitudes of teachers. It is hoped that the combined information obtained from the two concurrent phases can be utilized in ABE Teacher Training institutes to help teachers learn to eliminate the disparity which exists between their own attitudes and those of their students. Such procedures will strengthen recruitment and retention in Adult Basic Education programs not only in Appalachian regions, but throughout the country as well.

Phase I

Objectives:

1. To determine attitudes of ABE students.
2. To determine attitudes of ABE drop-outs.
3. To determine attitude patterns of both students and drop-outs.
4. To develop curriculum content, based upon attitude patterns identified, for the training of ABE teachers.

Procedures:

1. Review of relevant research and literature pertaining to attitude identification and determination.
2. Selection or construction of instrument(s).
3. Pretesting of instrument(s).
4. Identification and selection of population sample.
5. Identification, selection and training of personnel to administer the instrument(s). Personnel selected

will be indigenous to and familiar with the population sample and ABE programs. In addition, personnel will be trained to recruit ABE students in addition to administering the instruments.

6. Collection of data.
7. Analysis of data.
8. Report of Results.
9. Disseminate results appropriate to the improvement of curriculum content for ABE teachers.
10. Utilize appropriate information as a basis for planning and implementing Phase I during Fiscal Year, 1969.

Time Schedule

Entire Project - October 1, 1968 to June 30, 1969 (Phase I)
January 31, 1969 - interim report (Phase I)
June 30, 1969 - final report (Phase I)

BUDGET SUMMARY

CATEGORIES

AMOUNT REQUESTED

I. Administration

A. Director

½ time at \$12,000.00 \$6000.00

Employee services and benefits 540.60

(9.01% of each salary total
is used to calculate this line)

B. Secretary

½ time at \$350.00 1750.00

Employee services and benefits 157.68

C. Office Supplies (9 months)

(1) Work Supplies 250.00

(2) Reproduction costs 150.00

(3) Postage 100.00

(4) Telephone Service 270.00

TOTAL

\$ 9218.28

II. Travel and Subsistence

A. Travel and subsistence for trainees
and project staff: Reimbursement
will be at the prevailing
university rate.

1000.00

TOTAL

\$ 1000.00

III. Research

A. Research consultant (one day per
week for 6 months at \$75.00 per
day = 25 x 75.00

1875.00

B. Key punching

200.00

C. Computer time at 200.00 per hour	<u>600.00</u>
TOTAL	\$2675.00

Overhead expense (this figure is calculated at 30% of the indicated salary expenses = 30% x 6750.00	<u>2025.00</u>
TOTAL	2025.00

GRAND TOTAL	<u>\$14,918.28</u>
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REFERENCE

BOOKS

1. Brunner, Edmund de S., et. al. An Overview of Adult Education Research. Chicago: Adult Education Association of the U. S. A., 1959.
2. Essert, Paul. Creative Leadership of Adult Education. New York: Prentice-Hall, Inc., 1951.
3. Kidd, James R. How Adults Learn. New York: Association Press, 1959.
4. Knowles, Malcolm S., and Overstreet, Henry A. Informal Adult Education. New York: Association Press, 1950.
5. Krathwohl, David R., Bloom, Benjamin S., and Masia, Bertram B. Taxonomy of Educational Objectives, Handbook II: Affective Domain.

UNPUBLISHED MATERIALS

6. Kahn, Sar Biland. "The Contribution of Attitudinal Factors to the Prediction of Academic Achievement in Secondary School." Ph. D. dissertation, The Florida State University, 1966.

FEB. 17 1969

THE IDENTIFICATION AND COMPARISON OF ATTITUDES
TOWARD EDUCATION BY ADULT BASIC EDUCATION
STUDENTS, TEACHERS, AND (ABE)
ADMINISTRATORS

MISSISSIPPI MODULE

APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION CENTER

MISSISSIPPI STATE UNIVERSITY
FEBRUARY, 1969

INTRODUCTION

The original Mississippi Module proposal to the Appalachian Adult Basic Education Demonstration Center was submitted in May, 1968. The module was developed as a result of much concern about the high drop-out rate of Adult Basic Education students in Mississippi. With this problem as a basis, the proposed study was based upon the belief that if the "holding power" of ABE teachers (defined as retention rate of students) could be improved, the overall achievement level of the target population could be increased. The study was based upon the following assumptions which were derived from related studies and past experiences of authorities in the field of adult education:

1. Relevant differences exist between the training experiences of elementary and secondary teachers, and these are related to ABE "holding power".
2. The number of years of experience in teaching is a factor. More specifically, the number of years of relevant experience is a factor in increasing a teacher's ABE "holding power".
3. The amount of teaching experience with adults will have a definite impact upon the effectiveness of an ABE teacher.
4. Specialized training in adult education improves the ABE teacher's effectiveness (holding power).

PLANNING PHASE

The module was divided into two major phases--a pre-operational or planning phase, and an operational phase. The planning phase was designed to test the assumptions stated above. This procedure would also determine the direction to be taken by the operational phase of the module.

The planning phase was conducted from June through September, 1968, with the final report being submitted in October, 1968. Teachers considered in this study were those whose records contained completed forms of both the personal questionnaire forms and the individual class progress records. On the basis of the findings in the planning phase of the study, it was concluded that:

More sensitive instruments are needed in order to determine the differences between high and low retention ABE teachers. Presently used record-keeping procedures are not adequate to provide the identification of assumed differences.

Until more carefully designed and sophisticated studies are undertaken, it was concluded that:

Differences between high retention and low retention teachers based upon educational background, professional experience, adult education training, and related phenomena do not exist. Although definite trends were identified, the anticipated significant differences were not forthcoming in this phase of the investigative study.

OPERATIONAL PHASE

A tentative outline of the operational phase of the Mississippi module was prepared before the initiation of the planning phase. The outline was based upon anticipated outcomes of the planning phase, outcomes which were related to the assumptions underlying that part of the study.

However, the conclusions of the planning phase had the following implications for further study:

1. There is a need for the testing and/or development of more sensitive instruments to identify significant differences between high and low retention teachers;
2. Differences between high and low retention teachers may not be determined through the study of cognitive data alone;
3. Some consideration should be given to influences which ABE students may have upon high or low retention by teachers.

MODULE ADDENDUM

After the final report of the planning phase had been completed, an addendum to the Mississippi Module was prepared and submitted to the Appalachian Adult Basic Education Demonstration Center. The addendum presented the new direction which the operational phase of the module would take, as follows:

Phase I

The purpose of Phase I was to survey and determine attitudes of ABE students which contribute to the success or failure of their ability to fulfill (1) their personal goals, and (2) goals of the ABE program.

Phase II

The purpose of Phase II would be to determine attitudes of ABE teachers which contribute to the success or failure of their students in fulfilling (1) their personal goals, and (2) goals of the ABE program.

It was felt that any disparity which existed between ABE teachers' conceptions of their students' attitudes and the students' attitudes themselves would contribute to low retention of students in the learning situation. Identification and elimination of this disparity would be essential to the increasing of a teachers' retention power of students.

However, preliminary work in this area of attitude identification and assessment caused the investigators to submit a second addendum to the project proposal before the project was initially approved by the Appalachian Adult Basic Education Demonstration Center. This second addendum is found on the following pages.

ADDENDUM II

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

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.

Because of the nature of the project, two phases will be planned and implemented.

Phase I

The procedures for Phase I are as follows:

- a. Review of relevant research and literature pertaining to identification and determination of attitudes.
- 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.
- c. Identification of population sample.
- d. Selection and training of personnel to administer the instruments. Personnel selected will be familiar with the population sample and ABE programs.
- e. Initial revision or development and testing of instrument(s).
- f. Analysis of data.
- g. Further revision and testing as needed (to be determined by project staff).
- h. Analysis of data.

- i. Report of results.
- j. Utilize appropriate information as a basis for planning and implementing Phase II of the project.

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

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

GEORGE W. EYSTER
EXECUTIVE DIRECTOR

Morehead State University
Morehead, Kentucky

March, 1969

Prepared by:
JUDE T. COTTER
Evaluation Consultant

Mississippi State Module
Student Attitudes and Participation in Adult Basic Education

Project Director: Dr. Don Seaman

ADDENDUM II

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

PROBLEMS:

Major Problem!
← 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.

just
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.

*Standard
type info
16 P.F.
Psychological
Corp*

*16 P.F.
Teacher comparison
(reliable IQ index)*

Don Seaman

THE IDENTIFICATION AND COMPARISON OF ATTITUDES-
TOWARD-EDUCATION BY ADULT BASIC EDUCATION
STUDENTS, TEACHERS, AND (ABE)
ADMINISTRATORS

MISSISSIPPI MODULE
(INTERIM REPORT)

APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION CENTER

MISSISSIPPI STATE UNIVERSITY

MAY, 1969

INTRODUCTION

The present Mississippi Module of the Appalachian Adult Basic Education Demonstration Center was officially funded in March, 1969, for the period of time, February 1 to August 15, 1969. The original proposal, plus the two addendums, are presented below so that the reader will be able to discern the basis upon which the need for the project was founded, the project objectives, and the plan of operation for reaching the stated objectives.

(ORIGINAL PROPOSAL)

The Mississippi Module proposal to the Appalachian Adult Basic Education Demonstration Center was submitted in May, 1968. The module was developed as a result of much concern about the high drop-out rate of Adult Basic Education students in Mississippi. With this problem as a basis, the proposed study was based upon the belief that if the "holding power" of ABE teachers (defined as retention rate of students) could be improved, the overall achievement level of the target population could be increased. The study was based upon the following assumptions which were derived from related studies and past experiences of authorities in the field of adult education:

1. Relevant differences exist between the training experiences of elementary and secondary teachers, and these are related to ABE "holding power".
2. The number of years of experience in teaching is a factor. More specifically, the number of years of relevant experience is a factor in increasing a teacher's ABE "holding power".
3. The amount of teaching experience with adults will have a definite impact upon the effectiveness of an ABE teacher.
4. Specialized training in adult education improves the ABE teacher's effectiveness (holding power).

(PLANNING PHASE)

The module was divided into two major phases--a pre-operational or planning phase, and an operational phase. The planning phase was designed to test the assumptions stated above. This procedure would also determine the direction to be taken by the operational phase of the module.

The planning phase was conducted from June through September, 1968, with the final report being submitted in October, 1968. Teachers considered in this study were those whose records contained completed forms of both the personal questionnaire forms and the individual class progress records. On the basis of the findings in the planning phase of the study, it was concluded that:

More sensitive instruments are needed in order to determine the differences between high and low retention ABE teachers. Presently used record-keeping procedures are not adequate to provide the identification of assumed differences.

Until more carefully designed and sophisticated studies are undertaken, it was concluded that:

Differences between high retention and low retention teachers based upon educational background, professional experience, adult education training, and related phenomena do not exist. Although definite trends were identified, the anticipated significant differences were not forthcoming in this phase of the investigative study.

(OPERATIONAL PHASE)

A tentative outline of the operational phase of the Mississippi module was prepared before the initiation of the planning phase. The outline was based upon anticipated outcomes of the planning phase, outcomes which were related to the assumptions underlying that part of the study.

However, the conclusions of the planning phase had the following implications for further study:

1. There is a need for the testing and/or development of more sensitive instruments to identify significant differences between high and low retention teachers;
2. Differences between high and low retention teachers may not be determined through the study of cognitive data alone;
3. Some consideration should be given to influences which ABE students may have upon high or low retention by teachers.

(MODULE ADDENDUM I)

After the final report of the planning phase had been completed, an addendum to the Mississippi Module was prepared and submitted to the Appalachian Adult Basic Education Demonstration Center. The addendum presented the new direction which the operational phase of the module would take, as follows:

Phase I

The purpose of Phase I was to survey and determine attitudes of ABE students which contribute to the success or failure of their ability to fulfill (1) their personal goals, and (2) goals of the ABE program.

It was felt that any disparity which existed between ABE teachers' conceptions of their students' attitudes and the students' attitudes themselves would contribute to low retention of students in the learning situation. Identification and elimination of this disparity would be essential to the increasing of a teachers' retention power of students.

However, preliminary work in this area of attitude identification and assessment caused the investigators to submit a second addendum to the project proposal before the project was initially approved by the Appalachian Adult Basic Education Demonstration Center. This second addendum is found on the following pages.

(MODULE ADDENDUM II)

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

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.

Because of the nature of the project, two phases will be planned and implemented.

(Phase I)

The procedures for Phase I are as follows:

- a. Review of relevant research and literature pertaining to identification and determination of attitudes.
- 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.
- c. Identification of population sample.
- d. Selection and training of personnel to administer the instruments. Personnel selected will be familiar with the population sample and ABE programs.
- e. Initial revision or development and testing of instrument(s).
- f. Analysis of data.
- g. Further revision and testing as needed (to be determined by project staff).
- h. Analysis of data.

- i. Report of results.
- j. Utilize appropriate information as a basis for planning and implementing Phase II of the project.

(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

METHODOLOGY

A. REVIEW OF RELATED RESEARCH AND LITERATURE

In the review of research and literature related to this study, the following categories were devised: (1) vocabulary of the semi-literate, (2) vocabulary measurement, (3) attitudes of ABE students toward education, and (4) attitudes of ABE teachers and administrators.

Vocabulary of the semi-literate. In developing procedures or instruments for measuring attitudes, the range and limitations of the vocabulary of the semi-literate must be kept in mind. A number of studies regarding the language patterns and the dialect of Negro children were reviewed:

Baratz, Joan C., "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children," Elementary English, February 1969.

Bereiter, Carl and Engelmann, Siegfried, Teaching Disadvantaged Children in the Preschool. 1966.

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While these and many other similar studies give information useful to those who teach reading and English to disadvantaged students, they do not give a vocabulary word list, per se, of the semi-literate. Two other studies offer some help in this project: (1) "The Functional Reading

Word List for Adults," developed by M. Adele Mitzel (Adult Education Journal, 1966, 16, 67-68) attempts to identify 5000 basic words an adult needs to know; and (2) The Speech of Negro High School Students in Memphis, Tennessee (Williamson, Juanita V., USOE Contract No. OE-6-10-207), primarily a study of grammatical structure, gives a very abbreviated list of adjectives, adverbs, and other words used by Negro students.

Vocabulary Measurement. In the absence of a vocabulary inventory of the semi-literate adult, the area of vocabulary measurement was canvassed. Recent literature regarding vocabulary measurement revealed no studies directed toward the adult semi-literate. Several studies relating to vocabulary tests were reviewed:

Berwick, Mildred, "The Semantic Method for Testing Vocabulary," Journal of Experimental Education, 1959, 28, 125-140.

Buros, Oscar. The Fifth Mental Measurements Yearbook, Graphon Press: New Jersey, 1959.

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The LaPray-Ross "Graded Word List . . ." technique was selected as a guide for developing a vocabulary measure as a preliminary step in developing

instrumentation for measuring attitudes.

Attitudes of Adult Basic Education Students Toward Education. Again, it was found that studies dealing with adult basic education students are limited, but much work has been done with disadvantaged children. Of particular interest were studies using the semantic differential technique and pictorial techniques for measuring attitudes.

Two studies using the semantic differential technique consisting of school-related concepts are:

Greenberg, Judith W., et al., "Attitudes of Children From a Deprived Environment Toward Achievement-Related Concepts," Journal of Educational Research, 1965, 59, 57-62.

Neale, D. C. and Proshek, J. M., "School-Related Attitudes of Culturally Disadvantaged Elementary School Children," Journal of Educational Psychology, 1967, 58, 238-44.

Pictorial attitude measurement studies being examined are:

Olsen, LeRoy C., Development and Standardization of a Projective Occupational Attitude Test, 1966, Washington State University.

_____, Development of a Projective Technique for Obtaining Educationally Useful Information Indicating Pupils' Attitudes Toward Work and Occupational Plans. Report No. 21. Final Report. 1968.

Karon, B. P.- "Chapter 4 - The Picture Arrangement Test" in The Negro Personality, 1958, Springer Publishing Co.

Tomkins, S. S., "The Picture Arrangement Test," Trans. N. Y. Academy of Sciences, Series II, 1952, 15, 46-50.

Numerous other studies have been investigated but are not included in this review. It is hoped that this study will contribute to the limited amount of research available to those who are actively involved in Adult Basic Education.

B. INSTRUMENTATION

Selection of Instruments

The project staff members realized that the unique characteristics (illiterate or functional illiterate, etc.) of the population to be sampled and tested required instruments which would be adaptable to this kind of learning situation. Pencil-and-paper tests or questionnaires, commonly used in these kinds of studies, were not applicable, and personal interviews were not feasible due to the limitations of time and money. Therefore, instruments were needed through which responses could be acquired from groups of students who were non-readers or who had limited reading ability. With this in mind, efforts were made to identify and select appropriate data-gathering instruments for this study.

Semantic Differential Technique

The semantic differential technique was investigated because it seemed to possess the characteristics needed by an instrument which could be utilized in this study. In the past, this technique has been used to measure attitudes of children from a deprived environment toward achievement related concepts (1), to examine the semantic distance between students and teachers and its effect upon learning (6), to identify school-related attitudes of culturally disadvantaged elementary school children (2) and to investigate the relationship between the self-acceptance of teachers and their acceptance of their students (5).

The semantic differential cannot be referred to as a kind of test or scale, having a set of items. It is a highly generalizable technique of measurement which must be adapted to the requirement of each research problem to which it is applied. The concepts and bipolar scales used in a study depend upon the purposes of the research (4).

Although this technique seemed applicable to this study, a pre-test of the instrument was conducted to determine if ABE students could respond to this type

of instrument, what kinds of concepts are most meaningful to these respondents, and how reliable this technique would be in this type of learning situation.

The pre-test was conducted in the following manner:

1. Concept Selection:

For this initial thrust the staff decided to attempt to determine the reliability of selected Scales when used to describe certain concepts. These concepts were chosen to be (1) related to the school and to the school environment, and (2) to avoid controversy or undue distress. Five concepts were selected. They were: (1) Television, (2) School, (3) Education, (4) Reading, and (5) Myself.

2. Scale Selection:

The scales were selected from those recommended by Osgood, Suci, and Tannenbaum (4). These authors, who developed this technique, advocated the use of certain kinds of bipolar scales in order to yield specific kinds of information. To assess attitudes, the use of evaluative scales, e.g., good-bad, worthless-valuable, awful-nice, fair-unfair, etc., is essential, but the use of other scales is also advised in order to increase the possibility of acquiring meaningful data while to some extent, obscure the purpose of the instrument.

Ten bipolar scales were selected for this study. They were: (1) Unfair/Fair, (2) Awful/Nice, (3) Fast/Slow, (4) Worthless/Valuable, (5) Hard/Soft, (6) Good/Bad, (7) Cold/Hot, (8) Small/Large, (9) Sharp/Dull, and (10) Strong/Weak. Using a random procedure, the ten scales were assigned positions in relation to the concepts. The direction of the scales was also determined in a random fashion to eliminate a tendency to have scales always presented in a positive direction.

3. Booklet Construction:

Since two booklets were required in the test-retest design, the order of presentation of concepts was random within each booklet. Booklet 1 presented Television, School, Education, Reading, Myself in that order. In the second booklet Education was first, followed by Myself, Television, Reading, and School.

4. Test Administration:

The subjects of this reliability study were twenty-eight persons at one attendance center. There were five people at ABE Level I. There were eight people at Level II. And there were fifteen people at Level III. Three classrooms were utilized for the administration, and one administrator and one proctor to each classroom. Booklet 1 was presented first, and the test administrator read the instructions aloud while illustrating each page with an overhead projector. He proceeded in turn from concept to concept reading each scale in turn and indicating the method of response. The proctor circulated throughout the room during the testing period to provide assistance if needed and to make certain students were scoring the correct concept.

5. Analysis of Data

The analysis was simple correlation between first and second administration, and these results appear in Table 1. These are Pearson Product-Moment correlations based on twenty-eight subjects.

TABLE 1. - Test-Retest Correlation of the Semantic Differential Technique
Pre-Test with ABE Students

Test-Retest Correlation	✓ T.V.	✓ School	✓ Education	Reading	✓ Myself
Unfair/Fair	.1068	.0364	.2165	.0240	.6725
Awful/Nice	.3096	.6527	.5185	.1839	.2582
Fast/Slow	.1091	.0114	.5371	.4182	.5602
Worthless/Valuable	.8769	-.0580?	-.0572 ?	.7456	.6212
Hard/Soft	.3124	.3866	.1147	.7372	.1166
Good/Bad	.3220	.0993	-.0374	.7812	.3082
Cold/Hot	.3867	.7770	.4833	.2248	.5602
Small/Large	.2088	.4191	.3015	.6154	.4954
Sharp/Dull	.4620	.2598	.3346	.5569	.7568
Strong/Weak	.4289	.5264	.5287	.7387	.6182

6. Report of Results

At this point the full meaning of these results is unclear. Apparently there is an interaction between scale reliability and concept under consideration. The exact nature of this interaction is not yet known. Apparently many of the scales possess sufficient reliability to be used with Adult Basic Education students. However, further inquiry into the reliability of these scales for each level of ABE student is needed. If our further inquiry and trials indicate that the semantic differential approach is appropriate, these studies will be mandatory.

VOCABULARY TESTS

The pre-test of the semantic differential indicated a need for a vocabulary check with Adult Basic Education students in order to determine what kinds of words or concepts can be utilized effectively with these students. Two tests are currently being utilized to determine, to the extent possible, the vocabulary level(s) of ABE students in Mississippi. The "Adult Basic Learning Examination (ABLE), Subtest 1" (Vocabulary), and the "Quick Gauge of Reading Ability" are being administered to a stratified, random sample of about 100 ABE students in Mississippi, including those counties in the Appalachian region of the state. Data from these two tests are currently being collected and will be analyzed as soon as possible.

NEED HIERARCHY

In order to develop an effective framework from which to select meaningful concepts for the semantic differential, the project staff members are currently exploring the possibility of selecting concepts which would be not only educationally related, but which would, as far as possible, also relate to basic human needs as determined by various authors and researchers. Selection of such concepts would be contingent upon the expressions and ratings of a list of possible words

or concepts by a panel of competent judges, i.e. professional adult educators, ABE teachers, counselors, administrators, etc.

PROJECTIVE TECHNIQUE

In a recent study conducted pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare, a projective technique for obtaining educationally useful information indicating pupils' attitudes toward work and occupational plans was developed (3).

Ten drawings, depicting various kinds of activities in work situations were utilized to obtain responses to selected questions which related to the drawings. Job Corps enrolees and high school students, Negro and Caucasian, were the respondents for this study.

Results indicate that this technique does yield evidence of respondents' attitudes toward tasks, . . . environments and human relationships associated with work. The authors suggest that this technique be extended and tested as a means of evoking responses related to attitudes of other phenomena. They have encouraged the staff of this project to attempt to determine attitudes of ABE students to education i.e., educationally related drawings, pictures, etc. by this technique.

SUMMARY

Since the beginning of the project, the efforts of the staff members have been focused upon the following activities:

1. Review of research and literature pertaining to (1) attitude scales, questionnaires, etc., (2) vocabulary tests, particularly those devised for use with educationally disadvantaged students, and (3) projective techniques which may be applicable for use in attitude identification.
2. A pre-test of the semantic differential technique with particular emphasis upon how well ABE students could respond to this instrument.
3. Selection and utilization of two vocabulary tests to determine, as far as possible, the vocabulary level of ABE students in Mississippi.

The next procedures for this project will involve the identification of a second technique in attempting to assess attitudes, and initial selection of concepts to be screened by a panel of judges for final selection of those to be used in the semantic differential technique.

REFERENCES

1. Greenberg, Judith W., et. al., "Attitudes of Children From a Deprived Environment Toward Achievement-Related Concepts," Journal of Educational Research, 1965, 59, 57-62.
2. Neals, D. C., and Proshek, J. M., "School-Related Attitudes of Culturally Disadvantaged Elementary School Children," Journal of Educational Psychology, 1967, 58, 238-44.
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4. Osgood, Charles E., Suci, George J., and Tannenbaum, Percy H. The Measurement of Meaning. Urbana: The University of Illinois Press, 1957.
5. Povitz, Leonard A. "Teacher Self-Acceptance Related to Acceptance of Pupils in the Classroom" (unpublished Ph. D. dissertation, University of Maryland, 1958).
6. Weaver, Carl H., "Semantic Distance Between Students and Teachers and Its Effect Upon Learning," Speech Monographs, Vol 26 (November, 1959), pp. 273-281.

APPENDIX

THE IDENTIFICATION AND COMPARISON OF ATTITUDES-
TOWARD-EDUCATION BY ADULT BASIC EDUCATION
STUDENTS, TEACHERS, AND (ABE)
ADMINISTRATORS

FEB 10 1970

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However, the conclusions of the planning phase had the following implications for further study:

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(MODULE ADDENDUM I)

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The procedures for Phase I are as follows:

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- 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.
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- e. Initial revision or development and testing of instrument(s).
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- g. Further revision and testing as needed (to be determined by project staff).
- h. Analysis of data.

- i. Report of results.
- j. Utilize appropriate information as a basis for planning and implementing Phase II of the project.

(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.

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Attitudes of Adult Basic Education Students Toward Education. Again, it was found that studies dealing with adult basic education students are limited, but much work has been done with disadvantaged children. Of particular interest were studies using the semantic differential technique and pictorial techniques for measuring attitudes.

Two studies using the semantic differential technique consisting of school-related concepts are:

Greenberg, Judith W., et al., "Attitudes of Children From a Deprived Environment Toward Achievement-Related Concepts," Journal of Educational Research, 1965, 59, 57-62.

Neale, D. C. and Proshek, J. M., "School-Related Attitudes of Culturally Disadvantaged Elementary School Children," Journal of Educational Psychology, 1967, 58, 238-44.

Pictorial attitude measurement studies being examined are:

Olsen, LeRoy C., Development and Standardization of a Projective Occupational Attitude Test, 1966, Washington State University.

_____, Development of a Projective Technique for Obtaining Educationally Useful Information Indicating Pupils' Attitudes Toward Work and Occupational Plans. Report No. 21. Final Report. 1968.

Karon, B. P.- "Chapter 4 - The Picture Arrangement Test" in The Negro Personality, 1958, Springer Publishing Co.

Tomkins, S. S., "The Picture Arrangement Test," Trans. N. Y. Academy of Sciences, Series II, 1952, 15, 46-50.

Numerous other studies have been investigated but are not included in this review. It is hoped that this study will contribute to the limited amount of research available to those who are actively involved in Adult Basic Education.

B. INSTRUMENTATION

Selection of Instruments

The project staff members realized that the unique characteristics (illiterate or functional illiterate, etc.) of the population to be sampled and tested required instruments which would be adaptable to this kind of learning situation. Pencil-and-paper tests or questionnaires, commonly used in these kinds of studies, were not applicable, and personal interviews were not feasible due to the limitations of time and money. Therefore, instruments were needed through which responses could be acquired from groups of students who were non-readers or who had limited reading ability. With this in mind, efforts were made to identify and select appropriate data-gathering instruments for this study.

Semantic Differential Technique

The semantic differential technique was investigated because it seemed to possess the characteristics needed by an instrument which could be utilized in this study. In the past, this technique has been used to measure attitudes of children from a deprived environment toward achievement related concepts (1), to examine the semantic distance between students and teachers and its effect upon learning (6), to identify school-related attitudes of culturally disadvantaged elementary school children (2) and to investigate the relationship between the self-acceptance of teachers and their acceptance of their students (5).

The semantic differential cannot be referred to as a kind of test or scale, having a set of items. It is a highly generalizable technique of measurement which must be adapted to the requirement of each research problem to which it is applied. The concepts and bipolar scales used in a study depend upon the purposes of the research (4).

Although this technique seemed applicable to this study, a pre-test of the instrument was conducted to determine if ABE students could respond to this type

of instrument, what kinds of concepts are most meaningful to these respondents, and how reliable this technique would be in this type of learning situation.

The pre-test was conducted in the following manner:

1. Concept Selection:

For this initial thrust the staff decided to attempt to determine the reliability of selected Scales when used to describe certain concepts. These concepts were chosen to be (1) related to the school and to the school environment, and (2) to avoid controversy or undue distress. Five concepts were selected. They were: (1) Television, (2) School, (3) Education, (4) Reading, and (5) Myself.

2. Scale Selection:

The scales were selected from those recommended by Osgood, Suci, and Tannenbaum (4). These authors, who developed this technique, advocated the use of certain kinds of bipolar scales in order to yield specific kinds of information. To assess attitudes, the use of evaluative scales, e.g., good-bad, worthless-valuable, awful-nice, fair-unfair, etc., is essential, but the use of other scales is also advised in order to increase the possibility of acquiring meaningful data while to some extent, obscure the purpose of the instrument.

Ten bipolar scales were selected for this study. They were: (1) Unfair/Fair, (2) Awful/Nice, (3) Fast/Slow, (4) Worthless/Valuable, (5) Hard/Soft, (6) Good/Bad, (7) Cold/Hot, (8) Small/Large, (9) Sharp/Dull, and (10) Strong/Weak. Using a random procedure, the ten scales were assigned positions in relation to the concepts. The direction of the scales was also determined in a random fashion to eliminate a tendency to have scales always presented in a positive direction.

3. Booklet Construction:

Since two booklets were required in the test-retest design, the order of presentation of concepts was random within each booklet. Booklet 1 presented Television, School, Education, Reading, Myself in that order. In the second booklet Education was first, followed by Myself, Television, Reading, and School.

4. Test Administration:

The subjects of this reliability study were twenty-eight persons at one attendance center. There were five people at ABE Level I. There were eight people at Level II. And there were fifteen people at Level III. Three classrooms were utilized for the administration, and one administrator and one proctor to each classroom. Booklet 1 was presented first, and the test administrator read the instructions aloud while illustrating each page with an overhead projector. He proceeded in turn from concept to concept reading each scale in turn and indicating the method of response. The proctor circulated throughout the room during the testing period to provide assistance if needed and to make certain students were scoring the correct concept.

5. Analysis of Data

The analysis was simple correlation between first and second administration, and these results appear in Table 1. These are Pearson Product-Moment correlations based on twenty-eight subjects.

TABLE 1. - Test-Retest Correlation of the Semantic Differential Technique
Pre-Test with ABE Students

Test-Retest Correlation	T.V.	School	Education	Reading	Myself
Unfair/Fair	.1068	.0364	.2165	.0240	.6725
Awful/Nice	.3096	.6527	.5185	.1839	.2582
Fast/Slow	.1091	.0114	.5371	.4182	.5602
Worthless/Valuable	.8769	-.0580	-.0572	.7456	.6212
Hard/Soft	.3124	.3866	.1147	.7372	.1166
Good/Bad	.3220	.0993	-.0374	.7812	.3082
Cold/Hot	.3867	.7770	.4833	.2248	.5602
Small/Large	.2088	.4191	.3015	.6154	.4954
Sharp/Dull	.4620	.2598	.3346	.5569	.7568
Strong/Weak	.4289	.5264	.5287	.7387	.6182

6. Report of Results

At this point the full meaning of these results is unclear. Apparently there is an interaction between scale reliability and the concept under consideration. The exact nature of this interaction is not yet known. Apparently many of the scales possess sufficient reliability to be used with Adult Basic Education students. However, further inquiry into the reliability of these scales for each level of ABE student is needed. If our further inquiry and trials indicate that the semantic differential approach is appropriate, these studies will be mandatory.

VOCABULARY TESTS

The pre-test of the semantic differential indicated a need for a vocabulary check with Adult Basic Education students in order to determine what kinds of words or concepts can be utilized effectively with these students. Two tests were selected to determine, to the extent possible, the vocabulary level(s) of ABE students. These tests--the "Adult Basic Learning Examination (ABLE), subtest 1," (vocabulary), and the "Quick Gauge of Reading Ability"--were administered to a random sample of 175 ABE students in Mississippi, a portion of which were located in the Appalachian region of the state.

The analysis chosen was the Pearson Product Moment Correlation. The results are presented in Table 2.

TABLE 2. Correlation of Scores on the Adult Basic Learning Examination and the Quick Gauge of Reading Ability

Name of Test	1	2	3	4
1. ABLE - Subtest "1"	1.000			
2. Q.G.R.A. - Independent Level	.328	1.000		
3. Q.G.R.A. - Instructional Level	.328	.863	1.000	
4. Q.G.R.A. - Ceiling Level	.426	.786	.957	1.000

The low positive correlations between the two tests indicate that they do not necessarily measure the same thing. Because of the amount of usage of the ABLE series in Mississippi, it was decided that this test should be used as a guide for judgments in selecting the remaining research instruments for this study.

NEED HIERARCHY

It was felt that in order to select meaningful concepts for future research with the semantic differential technique, staff members should explore the possibility of selecting concepts which would be not only educationally related, but which would also relate to basic human needs. However, after searching the literature to determine what various authors and researchers felt to be the basic needs of human beings, it was decided that a congruency of thought was lacking, not to mention the apparent absence of research data to substantially support the various theoretical points of view.

PROJECTIVE TECHNIQUE

In a recent study conducted pursuant to a contract with the U.S. Office of Education, a projective technique for obtaining educationally useful information indicating pupils' attitudes toward work and occupational plans was developed. Drawings depicting various kinds of activities in work situations were utilized to obtain responses to selected questions which related to the drawings. Job Corps enrollees and high school students, Negro and Caucasian, were the respondents for this study.

Results indicated that this technique yields evidence of respondents' attitudes toward tasks and the authors suggested that this technique be extended and tested as a means of evoking responses related to attitudes of other phenomena. However, after much research and review of this project and related studies, it was decided that the time available eliminated this type of project from being considered by the project staff.

ALIENATION

Theoretical Background

The concept, "Alienation," can be traced back to the works of Hegel and Marx in their discussions of a worker's separation from effective control over his economic destiny (2). Alienation is regarded as an individual's feeling of uneasiness or discomfort reflecting exclusion or self-exclusion from certain social or cultural participation--usually an expression of non-belonging or non-sharing (2). Recently, this concept has enjoyed a new wave of

popularity and numerous social scientists have attempted to measure this complex phenomenon.

One of the more recent attempts to measure alienation was by Dwight Dean, Professor of Sociology, University of Iowa. Dean found that theorists have suggested many possible correlates of alienation--apathy, conformity, cynicism, prejudice, regression--but that in the many attempts to isolate this concept, three elements seem to stand out more than any others (1). These elements--powerlessness, normlessness, and social isolation--can, to a great extent, describe the situation in which many of our adult basic education students are found today.

Implications for Adult Basic Education

Powerlessness--separation of one from effective control over his destiny--is a common characteristic of this segment of the population. With little or no education, no discernible employment skills, and limited opportunity for self-improvement, these individuals are, in reality, "powerless" to greatly influence their future.

Normlessness--the absence of standards or norms--is most apparent in the lives of ABE students through the ever-changing standards of morals, acceptable work skills, and other phenomena which produce the feeling that no stable goals or expectations exist any more. What was once sacred, patriotic, or generally acceptable to most people now ceases to be so, and these conflicts and behavioral changes are disturbing to everyone, particularly the under-educated adult.

Social isolation is not new to these students. Characteristics of this element include limited spatial mobility, small numbers who

vote, low social participation, few, if any, memberships in fraternal or civic organizations, and other related phenomena.

Alienation Scale

Through repeated efforts of testing, analyzing, and retesting, Dean was able to isolate the three concepts of powerlessness, normlessness, and social isolation in a 24-item scale called, A Scale for Measuring Alienation (1). Of the 24 statements in the scale, nine pertain to powerlessness, six pertain to normlessness, and the remaining nine pertain to social isolation. Respondents are able to judge their feelings about each statement on a five-point scale, as follows:

23. The future looks very dismal.

.A -- (strongly agree)

a -- (agree)

U -- (uncertain)

d -- (disagree)

D -- (strongly disagree)

The statement above pertains to the powerlessness element--the power or ability of a person to influence his future. Agreement with the statement indicates a lack of power to do anything about the future, whereas disagreement indicates an ability or power to do something about one's future.

For this project, it was felt that those students who score higher on the Alienation Scale would be less likely to remain in the adult basic education program than those who score lower. This was based upon the following assumptions:

1. Individuals who feel they cannot improve their future (powerlessness) will not be as likely to participate in a program designed for their self-improvement as those who feel they can improve their future.

2. Persons who feel socially isolated will not be as likely to attend classes as those who do not feel socially isolated because of the socialization factor associated with individuals in a group situation.

3. Persons who feel there are no existing norms or standards will not be likely to remain in a program where standards and goals play an important part.

Based upon these assumptions, it was felt that those students who feel more alienated (those who score higher on the Alienation Scale) will be more likely to "drop out" or discontinue in the ABE program than students who feel less alienated.

Data Collection

The Alienation Scale was administered to 256 ABE students in the "Appalachian" region of Mississippi. In addition to the Scale, certain biographical data was obtained from the cumulative record folders of the students. Classes were selected from various geographic areas of the region, but no random selection was utilized in acquiring the sample.

In every case, the local classroom teacher administered the scale after some instructions from the project staff. This was done in order to avoid any influences which an "outsider" may have exerted upon the students' reactions to the questions.

Initial pre-testing for item clarity indicated that four of the questions were somewhat unclear to the students, e.g., "The end often justifies the means." For those statements, standard explanations were utilized when the scale was administered.

For this project, the five-point scale was reduced to a three-point scale, e.g., agree, uncertain, disagree. This was done because:

1. The sample would include students of all levels and it was felt that those on the lower grade levels would find the five-point scale more difficult for responding than a three-point scale.
2. It was felt that for the purposes of this project, a three-point scale would yield sufficient data for analysis.

Data Analysis

The Alienation Scale administered in this study consisted of 24 items. The scoring system allowed a minimum score of 24 and a maximum score of 72. The mean score achieved by the 256 respondents was 52.65 with a standard deviation of 7.56.

For the purposes of this study, "high" scorers were identified as those individuals scoring higher than one standard deviation above the mean, or above a score of 60. These were respondents who indicated a high amount of alienation, or those who are hypothesized to be most likely to drop out of the adult basic education program.

Table 1. Participant scores on Alienation Scale

Range of Scores	Number	Percent
High (61-72)	54	21
Middle (45-60)	167	65
Low (24-44)	<u>35</u>	<u>14</u>
Total	256	100

From the data in Table 1, it appears that slightly more than one-fifth of the participants scored "high" on the Alienation Scale. According to the theory of alienation, it is from this group that dropouts from the adult basic education program would most likely occur. This cannot be determined, however, until near the end of the program when the attendance patterns of the participants can be verified.

Table 2. Age range and "high" alienation score

Age Range	Number of High Scores	Percent
16-20	16	31.0
21-25	8	15.0
26-30	4	7.7
31-35	5	9.6
36-40	3	5.8
41-45	0	0.0
46-50	2	3.9
51-55	6	12.0
56+	<u>8</u>	<u>15.0</u>
Total	52	100.0

As shown in Table 2, over one-half of the high alienation scores occur in the participants under 30 years of age. This could indicate that the holding power of the adult basic education program is more limited with younger adults than older adults.

Table 3. Years since last schooling and "high" alienation score

Years Since Last Schooling	Number of "High" Scores	Percent
1-4	14	26.0
5-8	7	13.0
9-12	2	3.6
13-16	5	9.3
17-20	3	5.6
21-24	2	3.6
25-28	1	1.8
29-32	0	0.0
32+	7	13.0
Unknown	<u>13</u>	<u>24.1</u>
Total	54	100.0

It appears that number of years since last schooling has little effect upon alienation except in those who have recently left school. This tends to support the data in Table 2, where alienation was higher among younger students. It is felt by the investigators that those in the "unknown" category would tend to have been away from school for a large (over 16) number of years. Their usual response was, "It has been so long, I just cannot remember."

Table 4. Sex of participants and "high" alienation scores

Sex	Number of "High" scores	Total Number of Students
Male	12	66
Female	41	182
Unknown	<u>1</u>	<u>8</u>
Total	53	256

The data in Table 4 shows that 18 percent of the males scored "high" on the Alienation Scale compared to 22 percent of the women. Thus, sex does not appear to be an important variable in regard to alienation in the sample of students in this project.

Table 5. Race of participants and "high" alienation scores

Race	Number of "High Scores"	Total Number of Students
Black	36	134
White	16	119
Unknown	<u>2</u>	<u>3</u>
Total	54	256

The data in Table 5 show that 27 percent of the blacks scored "high" on alienation compared to 13 percent of the whites. This may indicate that blacks will more likely drop out of the program than whites.

Table 6. Work status of participants and "high" alienation scores

Work Status	Number of "High" Scores	Total Number of Students
Full-time employed	28	152
Part-time employed	9	27
Unemployed	15	74
Unknown	<u>2</u>	<u>3</u>
Total	54	256

It might be predicted that those who are unemployed would feel more alienated than those who have employment, but the data in Table 6 indicate that the sample students do not support this prediction. One-third of the part-time employed participants indicated "high" alienation whereas 18 percent of the full-time employed and 20 percent of the unemployed responded in the same manner. One possible reason for this would be the large percentage of the sample being female, to whom employment may not have the same importance as it would for males.

INTERNAL-EXTERNAL SOCIAL LEARNING

Theoretical Background

Most learning theories which attempt to predict changes in human behavior make use of the concept of reinforcement. Reinforcement can be broadly defined as any stimulus object or event which, upon numerous systematic pairings with a response, increases the rate of future occurrence of that response. A reinforcement can be pleasant (positive reinforcer) or unpleasant (negative reinforcer) to the organism. The effect of both is to increase the rate of response.

Behavioral learning theories maintain that reinforcement facilitates learning by strengthening a connection or association between a stimulus and a response. The effect of a given reinforcer in altering behavior is commonly attributed to a combination of such factors as the absolute magnitude of the reinforcer, the physical condition of the organism at the time of reinforcement, the schedule (frequency and time) of reinforcement, and the elapsed time between response and reinforcement.

J. B. Rotter's social learning theory brought a departure from this point of view. Rotter contends that reinforcement facilitates learning by strengthening an "expectancy" on the part of the learner that future occurrences of the reinforced behavior will also lead to reinforcement. The effect of a reinforcement in strengthening expectancies is attributed to, among other things,

the learner's perceptions of the cause and effect relationship between his own behavior and the ensuing reinforcement.

According to Rotter, expectancies are learned in specific situations. A reinforcement strengthens an expectancy that a specific response will be followed by a specific reward or success. However, expectancies learned in specific situations tend to generalize to other similar situations. Therefore, a series of specifically learned success expectancies, with their accompanying generalizations, lead to a generalized expectancy on the part of the learner that he will succeed in most of his undertakings. Conversely, a series of specifically learned failure expectancies, with their accompanying generalizations, lead to a generalized expectancy on the part of the learner that he will fail in most of his undertakings. In line with this notion, Rotter postulated a personality construct known as "internal-external control" of reinforcement.

Internal-external control refers to the perceptions of individual learners that any reinforcers following their behavior results from their own actions or from forces external to themselves. It appears logical that some individuals, usually those with generalized failure expectancies, would attribute what few successes they might have had in life to such things as fate, luck, or chance. They do not see their own actions as being instrumental in bringing success. Such individuals are said to believe in an external control of reinforcement. In contrast, other individuals, usually those with generalized success expectancies, feel that they can assure themselves of additional successes by their own actions. These individuals are said to believe in an internal control of reinforcement. The former group (external control) is expected to be

generally passive in any attempts to influence their future. The latter group (internal control) is expected to be generally active in attempts to better themselves, influence others, etc., as means of determining their future.

Implications for Adult Basic Education

Superficially it might be expected that most adult basic education students possess an internal-control orientation. This follows from the fact that they are participating in an effort that gives them no immediate remuneration. Presumably they have a long-term goal of remunerative rewards, or at least increased self-satisfaction, through the upgrading of their personal skills. Some adult basic education students are certainly enrolled for these reasons. This would suggest an internal-control orientation. However, it remains a fact that some adult basic education students are enrolled in programs because of other factors such as a subtle pressure placed upon them by their employers. This group possibly feels that they will gain nothing more from the ABE program than the retention of their jobs. Members of such a group might be expected to possess an external-control orientation. Furthermore, members of the latter group who do in fact fall toward the external end of the internal-external continuum might be expected to drop from the program after participating long enough to convince their employers that they "gave it a try." On the other hand, persons who are truly enrolled for self-improvement and fall toward the internal end of the continuum might be expected to complete the ABE program. To the extent that this is true, then, it would appear possible to

to identify prior to enrollment those individuals who would be likely dropouts by determining their relative positions on the internal-external control continuum. Other things being equal, individuals with an external-control orientation might be more likely to drop from the program than persons with an internal-control orientation.

Internal-External Scale

The concept of internal-external orientation believed held by adult basic education students was measured by the students' responses to statements contained in the I-E Scale developed by Rotter, et. al. (4). The I-E Scale is a forced-choice type measure offering interpretations of various statements which may be internally or externally related.

For example:

6. "Becoming a success is a matter of hard work, luck has little or nothing to do with it."
18. "Getting a good job depends mainly on being in the right place at the right time."

Statement number six is an internally-oriented statement. If a person agrees with this statement, he is described as an internally-oriented person, i.e., he believes that he can achieve self-improvement and/or success through his own efforts.

On the other hand, statement number eighteen is an externally-oriented statement. A person agreeing with this statement believes that external or "outside" forces will control his life more than his own efforts.

The twenty-four item I-E Scale is designed to aid the investigator to determine an individual's personal orientation. A lower score on Rotter's scale indicates a more external feeling.

Certain changes were made in the presentation of the I-E Scale. The original scale was a pencil and paper test designed for persons capable of reading and writing who could respond to a five-point set of responses, e.g., strongly agree, agree, undecided, disagree, strongly disagree. For this project, the questions were read to the students by the classroom teacher. This was done in case all of the student could not read well (particularly level I students) and to eliminate any influences an outsider might create in the classroom.

Also, the five-point scale was reduced to a three-point scale for the same reasons expressed previously with the Alienation Scale.

Analysis of Data

The Internal-External Scale administered in this study consisted of 24 items. The scoring system allowed a minimum score of 24 and a maximum score of 72. The mean score achieved by the 127 respondents was 51.28 with a standard deviation of 6.71.

For the purposes of this study, "external" scores were identified as those individuals scoring lower than one standard deviation below the mean, or below a score of 45. These were respondents who indicated a high amount of externalization, or who seem to believe that outside forces have a great influence upon their lives. Based upon the theory underlying the internal-external phenomenon, it is felt that these individuals are most likely to drop out of the adult basic education program.

Table 7. Participant scores on Internal-External Scale

Range of Scores	Number	Percent
High (over 58)	19	14.9
Middle (45-60)	93	73.2
Low (below 45)	<u>15</u>	<u>11.9</u>
Total	127	100.0

As indicated previously, a "low" score on the Internal-External Scale indicates that a person is externally oriented--he feels that external or outside forces have a great influence on his life. Twelve percent of the participants were in this category.

Table 8. Age-range of participants and external scores

Age Range	Number of "External" Scores	Percent
16-20	5	33.5
21-25	1	6.7
26-30	2	13.3
31-35	4	26.5
36-40	0	0.0
41-45	0	0.0
46-50	0	0.0
51-55	2	13.3
56+	0	0.0
Unknown	<u>1</u>	<u>6.7</u>
Total	15	100.0

Eleven percent of the black students and nine percent of the white students received scores in the "externally-oriented" category. Race appears to be an unimportant variable regarding externalization.

Table 11. Years since last schooling and external scores

Years Since Last Schooling	Number of "Low" Scores	Percent
1-4	5	33.3
5-8	2	13.3
9-12	1	6.7
13-16	0	0.0
17-20	3	20.0
21-24	0	0.0
25-28	0	0.0
29-32	0	0.0
32+	0	0.0
Unknown	<u>4</u>	<u>26.7</u>
Total	15	100.0

Even though it appears that the more recent "dropouts" are more externally oriented, one cannot make this assumption because of the high percentage of "unknowns." It is quite possible that these would fall into the categories at the opposite end of the range.

Table 12. Work status and external scores

Work Status	Number of External Scores	Total Number of Participants
Full time	6	82
Part time	3	13
Unemployed	6	28
Unknown	<u>0</u>	<u>4</u>
Total	15	127

Seven percent of the full-time employed students indicated "external" feelings compared to 23 percent of the part-time employed and 22 percent of the unemployed students. Employment status appears to be an important variable concerning how the sample students feel about the effects of external forces upon their lives.

IMPLICATIONS

The data acquired from the Alienation Scale and the Internal-External Scale seem to indicate the possibility of identifying certain factors which may be related to the "dropout" syndrome in adult basic education. When the attendance records of selected students are examined at the end of the present "cycle," more reliable data to support or negate this possibility will be forthcoming.

Even if the assumptions underlying this investigation are supported, this is not to say that the research efforts will be

concluded. Indeed, only a beginning will have been achieved, but this beginning will be sufficient to build upon through the testing and comparison of other related variables. The problem of retention in adult basic education must be continually attacked from all aspects and only through the mutual sharing of initial efforts, progress, and results can professional adult educators achieve any success in this endeavor.

Although for all practical purposes, the present investigation is ended, more information regarding the present efforts will be forthcoming during the coming months. As these data are analyzed and catagorized, they will be forwarded to the Appalachian Adult Basic Education Demonstration Center for utilization and dissemination. Although certain aspects of a project may be deemed "completed," the project is never really completed until the initial problem is solved. From all indications, the problem of retention in adult basic education is far from being solved.

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APPLES

SWEET _____ : _____ : _____ : _____ : _____ : SOUR

RED _____ : _____ : _____ : _____ : _____ : GREEN

DIRTY _____ : _____ : _____ : _____ : _____ : CLEAN

WET _____ : _____ : _____ : _____ : _____ : DRY

TELEVISION

UNFAIR _____ : _____ : _____ : _____ : FAIR

AWFUL _____ : _____ : _____ : _____ : NICE

FAST _____ : _____ : _____ : _____ : SLOW

WORTHLESS _____ : _____ : _____ : _____ : VALUABLE

HARD _____ : _____ : _____ : _____ : SOFT

GOOD _____ : _____ : _____ : _____ : BAD

COLD _____ : _____ : _____ : _____ : HOT

SMALL _____ : _____ : _____ : _____ : LARGE

SHARP _____ : _____ : _____ : _____ : DULL

STRONG _____ : _____ : _____ : _____ : WEAK

SCHOOL

DULL _____ : _____ : _____ : _____ : _____ : SHARP

HARD _____ : _____ : _____ : _____ : _____ : SOFT

LARGE _____ : _____ : _____ : _____ : _____ : SMALL

AWFUL _____ : _____ : _____ : _____ : _____ : NICE

VALUABLE _____ : _____ : _____ : _____ : _____ : WORTHLESS

FAIR _____ : _____ : _____ : _____ : _____ : UNFAIR

GOOD _____ : _____ : _____ : _____ : _____ : BAD

STRONG _____ : _____ : _____ : _____ : _____ : WEAK

SLOW _____ : _____ : _____ : _____ : _____ : FAST

COLD _____ : _____ : _____ : _____ : _____ : HOT

EDUCATION

HOT _____ : _____ : _____ : _____ : COLD

UNFAIR _____ : _____ : _____ : _____ : FAIR

SLOW _____ : _____ : _____ : _____ : FAST

VALUABLE _____ : _____ : _____ : _____ : WORTHLESS

SHARP _____ : _____ : _____ : _____ : DULL

STRONG _____ : _____ : _____ : _____ : WEAK

SMALL _____ : _____ : _____ : _____ : LARGE

NICE _____ : _____ : _____ : _____ : AWFUL

GOOD _____ : _____ : _____ : _____ : BAD

HARD _____ : _____ : _____ : _____ : SOFT

READING

NICE _____ : _____ : _____ : _____ : _____ : AWFUL

LARGE _____ : _____ : _____ : _____ : _____ : SMALL

SHARP _____ : _____ : _____ : _____ : _____ : DULL

SOFT _____ : _____ : _____ : _____ : _____ : HARD

BAD _____ : _____ : _____ : _____ : _____ : GOOD

WEAK _____ : _____ : _____ : _____ : _____ : STRONG

WORTHLESS _____ : _____ : _____ : _____ : _____ : VALUABLE

FAST _____ : _____ : _____ : _____ : _____ : SLOW

FAIR _____ : _____ : _____ : _____ : _____ : UNFAIR

COLD _____ : _____ : _____ : _____ : _____ : HOT

MYSELF

STRONG _____ : _____ : _____ : _____ : WEAK

COLD _____ : _____ : _____ : _____ : HOT

SOFT _____ : _____ : _____ : _____ : HARD

DULL _____ : _____ : _____ : _____ : SHARP

WORTHLESS _____ : _____ : _____ : _____ : VALUABLE

SMALL _____ : _____ : _____ : _____ : LARGE

GOOD _____ : _____ : _____ : _____ : BAD

NICE _____ : _____ : _____ : _____ : AWFUL

SLOW _____ : _____ : _____ : _____ : FAST

FAIR _____ : _____ : _____ : _____ : UNFAIR

EDUCATION

COLD _____ : _____ : _____ : _____ : HOT

FAIR _____ : _____ : _____ : _____ : UNFAIR

FAST _____ : _____ : _____ : _____ : SLOW

WORTHLESS _____ : _____ : _____ : _____ : VALUABLE

DULL _____ : _____ : _____ : _____ : SHARP

WEAK _____ : _____ : _____ : _____ : STRONG

LARGE _____ : _____ : _____ : _____ : SMALL

AWFUL _____ : _____ : _____ : _____ : NICE

BAD _____ : _____ : _____ : _____ : GOOD

SOFT _____ : _____ : _____ : _____ : HARD

MYSELF

WEAK _____ : _____ : _____ : _____ : _____ : STRONG

HOT _____ : _____ : _____ : _____ : _____ : COLD

HARD _____ : _____ : _____ : _____ : _____ : SOFT

SHARP _____ : _____ : _____ : _____ : _____ : DULL

VALUABLE _____ : _____ : _____ : _____ : _____ : WORTHLESS

LARGE _____ : _____ : _____ : _____ : _____ : SMALL

BAD _____ : _____ : _____ : _____ : _____ : GOOD

AWFUL _____ : _____ : _____ : _____ : _____ : NICE

FAST _____ : _____ : _____ : _____ : _____ : SLOW

UNFAIR _____ : _____ : _____ : _____ : _____ : FAIR

TELEVISION

FAIR _____ : _____ : _____ : _____ : UNFAIR

NICE _____ : _____ : _____ : _____ : AWFUL

SLOW _____ : _____ : _____ : _____ : FAST

VALUABLE _____ : _____ : _____ : _____ : WORTHLESS

SOFT _____ : _____ : _____ : _____ : HARD

BAD _____ : _____ : _____ : _____ : GOOD

HOT _____ : _____ : _____ : _____ : COLD

LARGE _____ : _____ : _____ : _____ : SMALL

DULL _____ : _____ : _____ : _____ : SHARP

WEAK _____ : _____ : _____ : _____ : STRONG

READING

AWFUL _____ : _____ : _____ : _____ : _____ : NICE

SMALL _____ : _____ : _____ : _____ : _____ : LARGE

DULL _____ : _____ : _____ : _____ : _____ : SHARP

HARD _____ : _____ : _____ : _____ : _____ : SOFT

GOOD _____ : _____ : _____ : _____ : _____ : BAD

STRONG _____ : _____ : _____ : _____ : _____ : WEAK

VALUABLE _____ : _____ : _____ : _____ : _____ : WORTHLESS

SLOW _____ : _____ : _____ : _____ : _____ : FAST

UNFAIR _____ : _____ : _____ : _____ : _____ : FAIR

HOT _____ : _____ : _____ : _____ : _____ : COLD

SCHOOL

SHARP _____ : _____ : _____ : _____ : _____ : DULL

SOFT _____ : _____ : _____ : _____ : _____ : HARD

SMALL _____ : _____ : _____ : _____ : _____ : LARGE

NICE _____ : _____ : _____ : _____ : _____ : AWFUL

WORTHLESS _____ : _____ : _____ : _____ : _____ : VALUABLE

UNFAIR _____ : _____ : _____ : _____ : _____ : FAIR

BAD _____ : _____ : _____ : _____ : _____ : GOOD

WEAK _____ : _____ : _____ : _____ : _____ : STRONG

FAST _____ : _____ : _____ : _____ : _____ : SLOW

HOT _____ : _____ : _____ : _____ : _____ : COLD