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## Examining the Role of Dispositions in Adult Basic Education Matriculation

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Examining the Role of Dispositions in Adult Basic Education Matriculation

by

Deana M. Waite

A dissertation submitted to the Department of Educational Leadership

in partial fulfillment of the requirements for the degree of

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UNIVERSITY OF NORTH FLORIDA

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### Abstract

Adult Education and pre-service teacher programs have the same goals of program completion, and gainful employment for students who possess the dispositional capacity to be successful in the workplace. However, students enrolled in adult education programs experience dispositional barriers (i.e., a lack of confidence, academic unpreparedness, and a lack of motivation or personal desire) that contributes to the low completion rate of adult education programs. This study used a quasi-experimental design to examine the role of dispositions in adult basic education matriculation. This study used the teacher education program's survey instrument on student disposition (*Abbreviated Rubric for Self-Assessment*) with adult education students to determine if it can predict the dispositions needed for success in the Adult Education program. This study has not statistically proven that the measurable behaviors that are aligned to dispositions are predictive of success. The study found no statistical difference in the responses between students in this sample who successfully passed and those who did not successfully pass. One positive outcome is the effect sizes and the meaningful correlations between items suggest further research is needed with a larger sample. Furthermore, dispositions may have relationships with success in a study with more statistical power.

*Keywords:* Adult Basic Education, Dispositions, Workforce, Retention, WIOA



## Chapter 1 Introduction

### Personal Statement and Educational Philosophy

The world we live in is very complex, however, my educational philosophy is simple. I admire Myles Horton and adopt his educational philosophy of “finding ways to help the poor become empowered to think and act for themselves and change their lives” (Thayer-Bacon, 2004, p.7). Horton’s philosophy resonates with me and helps to tell my story. My story is one that grows out of poverty through knowledge and dispositional capacity constructed through experiences and education that empowered me to change my life. A person’s disposition or character is developed through experiences and choices that shape one’s future (Damon, 2007). Advocacy is the skill developed by my disposition to help those who felt powerless. The skill of advocacy was shaped by my experiences growing up in poverty. After being out of school for two years, I made the decision to return to school. I made up my mind that I would do what was necessary to be successful in completing my education. In 1994, I enrolled in an adult education program with a disposition of being ready, willing, and able, i.e., a disposition of success!

Adult education was created as a social education program which is demonstrated through two philosophies. The first advocated for a “national adult education system focused on broad, liberal, general education for adults of all social class” (Sticht, 2002 p. 2). The second philosophy promoted the development of human resource capital by pursuing education for the less-educated and most needy adult citizens, including foreign-born immigrants, to enable them to contribute to the economic productivity of the nation (Rose, 1991; Stubblefield & Keane, 1994). As Martin Luther King (1948), affirmed in his speech, *The Purpose of Education*, education must develop the critical thinking of the individual while simultaneously reinforcing the moral character and usefulness of one in society.

For over 400 years, adult education has been linked to religious instruction, vocational apprenticeships, and settlement houses (Rose, 1991). Historically, adult education has helped educate and train people from lower socio-economic backgrounds. Today it provides a second chance to adults who dropped out of high school and to immigrants who need to learn English. It also equips them with knowledge, skills, abilities and dispositions that allow them to change their lives while providing for their

families. In Florida, adult education provides a range of instructional programs that teach adults basic skills in reading, language, and math to obtain a secondary diploma and provides workforce preparation so they can be productive workers, family members, and citizens (Florida Department of Education, 2018).

### **Workforce Competency Agenda**

Throughout the past 20 years, governments have legislated reforms that align competencies within education, training, and employment. The United Kingdom, Australia, and the United States have developed competency-based initiatives that use knowledge, skills, and dispositions to create stronger links among education, training, and employment in an attempt to enhance each country's economy and competitiveness in the world market (Jessup, 1991; Porter, Rizvi, Knight, & Lingard, 1992). Workplace competencies are defined as the skills "necessary to enable individual workers to perform their daily tasks more efficiently and thereby achieve greater productivity" (Eltis, 1997 p. 122). Over the years, these initiatives resulted in alignment of the workforce competencies amongst career clusters, education, and workforce training programs. For example, under the Workforce Innovation and Opportunity Act (WIOA, 2014), adult education and post-secondary vocational programs must collaborate to develop integrated programs with a single set of educational standards. The single set of educational standards encompass career planning, vocational and adult basic education standards, and workplace preparation activities which are meant to accelerates a student's learning and entrance into the workplace. WIOA presumes that each student has the disposition or behaviors that demonstrate a "ready, willing, and able" demeanor that supports success in the educational, training, or workplace setting.

For many years, educators, business people, policy makers, and scholars have identified the essential skills needed to be successful in the workforce. The essential skills were outlined in five studies which created a framework of employability skills that employers believed every worker should possess. The framework of skills could be described as what Overtoom (2000) would define as employability skills. Employability skills are "transferable core skills group that represent essential functional and enabling knowledge, skills, and attitudes required by the 21<sup>st</sup>-century workplace" (p.5). A disposition

towards success in a work environment can be displayed through employability skills. The value placed on employability skills by an employee demonstrates a level of disposition towards success. For example, time-management, being prepared, teamwork, and integrity are core skills that are needed regardless of the field of employment. If an employee has mastered these skills it shows that they have a positive disposition towards employment; For example,

- “*Time Management*” shows that employees value their time and their employer’s time thereby exhibiting one aspect of the dispositions of professionalism and personal integrity;
- “*Being prepared*” through observable behaviors in attendance, in-class performance, and class preparation;
- “*Teamwork*” shows employees value relationships with others thereby exhibiting aspects of the disposition of diversity and collaboration.

In an information- and service-based society, the skills required of an employee are more complex, integrated, and responsive to customer needs. These are coupled with critical thinking and the ability to exercise judgement. Employers want to hire individuals who possess employability skills, such as basic academic skills, critical thinking, the ability to work with others and exercise judgement, personal responsibility and character, and a positive attitude (O’Neil, 1997). Employers value these skills in employees regardless of whether they are graduating from high school, adult education, or college.

Basic knowledge and applied skills necessary to be competitive in the global economy of the 21st century (Casner-Lotto & Barrington, 2006) are the fundamental building blocks for entry into the labor market (Montoya, 2008). There is evidence that education has a strong relationship to earnings (Bureau of Labor Statistics 2015; Carnevale, Rose, & Cheah 2011). However, over 31 million people ages 18-years and older, do not have a high school diploma or its equivalency (U.S. Census. Bureau, 2016). In Jacksonville, Florida, 27% of the citizens over 18-years of age, do not have a high school diploma (US Census Bureau, 2016). The number of undereducated and under skilled workers in the U.S, who lack a secondary credential, contributes to the skills gap. According to the U.S. Department of Labor, the 2018 unemployment rate is 4%, and the job-openings rate is 4.3%, indicating there is a gap between qualified

employees and available jobs (U.S. Bureau of Labor Statistics, 2018). The employment skills gap means there are many job vacancies; however, there are not enough workers with the correct skill set to fill the available jobs (Comings, Sumins & Uvin, 2000; Dennett & Modestino, 2011). Northeast Florida has an unemployment rate of 3.5 % with a greater number of job candidates than job openings (Employ Florida, 2018). For example, Employ Florida states there are 50,281 candidates seeking employment and there are 25,799 job opportunities that are not filled. One reason for this mismatch is that potential employees do not possess the correct skill set to match the job requirements, thus the skill gap.

The 21st century demands that employees have basic skills, higher order thinking skills, interpersonal and teamwork skills, and personal characteristics that exhibit self-management and personal responsibility (Carnevale, Gainer, & Meltzer, 1990; Comings, Sumins & Uvin, 2000; Employability Skills Task Force, 1998, 1999; Mehrens, 1989; U.S. Department of Labor, 1991, 1992; McNamara, 2009; New York State Education Department, 1990). These same soft skills are still at the forefront of employers' needs today (McNamara, 2009; Casner-Lotto & Barrington, 2006). This is demonstrated by an analysis conducted on the Occupational Information Network (O\*NET) database which identified five job competencies; problem solving, fluid intelligence, team-work, achievement/innovation, and communication skills to be the most important for 21<sup>st</sup> century college graduates to be successful in the workforce (Burrus, Jackson, Xi, & Steinberg, 2013).

### **Adult Education**

A viable workforce is vital to economic success. As a result, the same employment competencies that apply to pre-service teachers can also be applied to graduates of adult education programs. This is demonstrated through the most recent legislative changes that include integrated education and training programs (IET) and career pathway programs using contextualized curriculum and workforce preparation (employability skills) activities to train students to be competent in the workplace. Both are accelerated programs which allow adult education students to concurrently enroll in adult education and post-secondary workforce education programs. This dual enrollment allows adult education students the

opportunity to graduate more quickly with both a high school diploma equivalency and a workforce certification that leads to sustainable employment.

Much like adult education, teacher education programs are contextualized (depending on the subject area), have standardized testing, and are integrated with professional dispositions (employability skills). The hiring standards for teachers changed from knowledge, skills, and *attitudes* to knowledge, skills, and *dispositions* (Diez, 2007) in the 1990s.

Although IET and career pathway programs increase retention and matriculation for their prospective participants (adult education students) both experience situational, institutional, and dispositional barriers (Patterson & Paulson, 2016; Spellman, 2007) that make them difficult to implement. For example, an adult student may not have the money for school and may need financial assistance to attend the IET program; however, the institution may not participate in the federal government's "ability to benefit program" offered through financial aid. Additionally, an adult education student's disposition of low-confidence or academic unpreparedness may make it difficult to meet the testing requirements to enter into an IET program. On the other hand, teacher education programs and their prospective students (pre-service teachers) usually are more established and do not experience the same level of situational, institutional, and dispositional barriers. During the 1990s, the hiring standards for teachers changed from knowledge, skills, and *attitudes* to knowledge, skills, and *dispositions* (Diez, 2007). This change posed a challenge for teacher education programs to define and measure disposition. In response to this change, the Physical Education Teacher Education (PETE) program was successful in defining and measuring dispositions. PETE defined disposition to reflect affective knowledge and skills that are important for employment as a teacher and created a teacher and student survey instrument to measure such dispositions.

### **Teacher Education and Dispositions**

For this study, I implemented PETE's Abbreviated Rubric for Self-Assessment (pre-service teacher instrument) as a potential tool for measuring dispositions in adult basic education students. Prior to doing so, I first examined the similarities between both pre-service teacher and adult education

programs. Both groups of students (pre-service and adult education) have the same goals of program completion and gainful employment. Both groups of students hope to become employees who possess the dispositional capacity to be successful in the workplace. It is no longer acceptable for a graduate of a pre-service teacher program to be knowledgeable in content only; there is an expectation that pre-service teacher graduates demonstrate an aptitude or disposition towards teaching to increase their success and employment opportunities in the profession (CAEP, 2019; Eltis, 1997; Fallows & Steven, 2000). The same belief can be said for students enrolled in ABE programs. The Florida Department of Education (FLDOE) has added workforce preparation activities to the ABE curriculum frameworks for reading, language, and math. The addition of workforce frameworks indicates that basic academic content alone is no longer sufficient for adult education students to be successful in the workplace (FLDOE, 2019). Workforce preparation activities build and hone the soft skills that demonstrate a student's disposition towards the workplace.

A student's disposition or tendency towards success in the workplace must be intentional and properly measured if certain behaviors are expected to be displayed (Wiggins, 1998). In Assessing Dispositions: An Unresolved Challenge in Teacher Education, Wayda and Lund (2005) wrote about two dispositional rubrics, that the University of Massachusetts' Physical Education Teacher Education (PETE) program used to measure a pre-service teacher's disposition towards being a teacher. The first "*Disposition Rubric*" was used by PETE faculty, who, while teaching the foundational courses, observed pre-service students and ranked their behaviors as unsatisfactory, basic, proficient, and distinguished. The second "*Abbreviated Rubric for Self-Assessment*" was completed by pre-service teachers in which they documented their own behaviors during these foundational courses as *often, sometimes, rarely, and never*. Both instruments measure observable behaviors that correlate to employability skills sought after by employers in the 21<sup>st</sup> century. For example, both instruments measure if a pre-service teacher places value on the following:

- "*Learning and knowledge*" through observable behaviors in attendance, in-class performance, and class preparation;

- “*Diversity*” through relationships with others;
- “*Collaboration*” through group work;
- “*Professionalism*” through professional development involvement, respect for school rules, policies, and norms, and communication;
- “*Personal integrity*” through emotional control/responsibility and ethical behavior (Wayda & Lund, 2005).

Furthermore, these employability skills have not only been recognized as deciding factors in success or failure for beginning teachers (Goodlad, 2002; Wayda & Lund, 2005) but for most entry level positions. Employers have stated that they “look beyond the skills into the total make-up of an applicant’s personality” (Poole and Zahn, 1993, p. 5). To that end, during the interview, employers look for potential employees who have a positive attitude and personality, can make a commitment, and have participated in extracurricular activities. Employers also want employees who have a positive attitude, respect and follow rules, are personally responsible, possess good interpersonal skills, and can exercise judgment and work as part of a team (Carnevale, Gainer, & Meltzer, 1990; Comings, Sumins & Uvin, 2000; Employability Skills Task Force, 1998, 1999; Mehrens, 1989; O’Neil, 1997; U.S. Department of Labor, 1991, 1992; McNamara, 2009; New York State Education Department, 1990). These attributes demonstrate that the potential employee has the disposition to be successful in the workplace.

### **Problem Statement**

Many adult learners enroll, but do not complete, the education and training programs that develop the skills and credentials leading to increased competitiveness in the job market (Urban Institute [UI], 2014) and better-paying jobs (Carnevale, Smith, & Strohl, 2013; Richards & Terknian, 2013). The inability to complete education and training programs is due to a variety of situational, institutional and dispositional barriers that are vital to participation (Cross, 1981; Patterson & Paulson, Spellman, 2007). These barriers include three types: situational barriers, institutional barriers and dispositional barriers. Situational barriers include childcare, family obligations and a lack of funding. Institutional barriers

include school policies and/or procedures that hinder a student's ability to pay for classes. Finally, dispositional barriers include low confidence, academic unpreparedness, social and cultural issues, and negative past experiences (Patterson & Paulson, 2016; Spellman, 2007). Dispositional barriers, in particular, negatively impact the basic academic skills, higher-ordering thinking, interpersonal and teamwork, and personal characteristics and [positive] attitude (O'Neil, 1997), which are required by employers in the 21<sup>st</sup> century.

A comparative study conducted of Massachusetts Adult Education programs confirmed that of 6,057 adult learners enrolled in GED® programs, only 17% completed the program (Gopalakrishnan, 2008). In 2018, 44% of students enrolled in adult basic education courses in the U.S. did not complete them (National Reporting System, 2018). An anonymous college in Northeast Florida, enrolled 620 students in the Adult Basic Education (ABE) program, however, only 83 passed the TABE assessment and were promoted to the next level.

The purpose of this study is to examine the role of disposition in the matriculation of adult basic education students. According to Olson (2008), succeeding is unique to every adult student, and the growth of each adult student is influenced consistently by his or her motivation, skills, aptitudes, prior knowledge, and dispositions. This quantitative study uses a survey instrument developed by Physical Education Teacher Education (PETE) faculty first to measure pre-service teachers' dispositions and applied that instrument to adult education students in order to determine the effect of disposition on success.

### **Research Question**

The Center for Postsecondary and Economic Success reports that adults with only basic skills do not retain employment and depend more on federal and state assistance than their peers with higher skills (Center for Law and Social Progress [CLASP], 2013) therefore the lack of research on how an adult education student's disposition may predict success in Adult Basic Education is an area requiring more research. To address the deficit, this study will examine the following research question:

RQ1. What dispositions of adult learners predict success in an Adult Basic Education program?



**Definition of Terms****21<sup>st</sup> Century or New Economy**

Knowledge-based economy requiring workers to have high levels of education and skills (Comings, Sum, Uvin, 2000).

**Adult Education**

Florida's Adult Education system includes a range of instructional programs that help adults acquire the basic skills they need to be productive workers, family members, and citizens. The primary program areas are Adult Basic Education, Adult High School and GED® Preparation, and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math, and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education (Florida Department of Education, Career and Adult Education, 2016).

**Adult education student**

An adult learner is a person 16 years or older, who is not enrolled or required to be enrolled in secondary school, and does not have a high school diploma or its equivalent, and wants to learn to speak, read, and write the English language (Florida Department of Education, Career and Adult Education, 2016).

**Employability (Basic) Skills**

An essential set of core knowledge, skills, abilities, and dispositions that are transferrable across career clusters and necessary to the 21<sup>st</sup> century workplace (Overtoom, 2000).

**Disposition**

The attitudes, values, and beliefs that demonstrate behaviors needed to be a successful employee (Wayda & Lund, 2005).

## Chapter 2 Literature Review

This literature review examines workforce competencies, adult education, and teacher education. It highlights the knowledge, skills, aptitudes, and dispositions generated by the “framework of skills” and how the compilations of those workforce competencies influence employment, education, and workforce training. Furthermore, it explores situational, institutional and dispositional barriers that affect the development of workforce competencies for entry-level teachers and the effect of those competencies on the pre-service teacher programs. More specifically, it draws a correlation between program outcomes for adult education and pre-service teacher programs with a focus on the *disposition* needed for an individual to be successful in both programs concluding that workforce competencies needed to be successful in the workplace are the same skills students need to be successful in classroom.

### Workforce Competency Agenda

For the past 20 years, the US, Australia, and the United Kingdom have pushed a competency-based agenda through reforms that align education, training, support services, and employment. These governments have developed initiatives to create stronger links among education, training, and employment in an attempt to enhance their countries’ economies and competitiveness in the world market. The emphasis has been on classifying the knowledge, skills, and abilities necessary for individuals to perform their daily work duties more competently and proficiently, thus increasing productivity (Eltis, 1997, p. 122). Australia focused on job functions that could be compared and transferred across career sectors (Eltis, 1997, p. 123); therefore, the Australian Standards Framework was developed to connect “competencies in industry standards to qualifications” (Eltis, 1997, p.123). In the U.S., the Occupational Information Network (O\*NET), an online database, was developed in 1998 to contain hundreds of standardized and occupation-specific descriptors (*competencies*) that cover the U.S. economy (O\*NET, 2018). The NCA movement can be equated to Preston and Walker’s (1993) definition of a competency approach in the field of education:

A competency approach can provide a common framework for developing and linking many aspects of work and education-work organizations; deployment; career structures; development and improvement of individuals, groups, and workplaces; the labour market; credentials; research and development of the knowledge base of occupation; curriculum development and assessment in initial and post-initial education; and individuals' and groups' access to education, training, and work. (Preston & Walker, 1993, p. 117)

### **US national reforms**

Throughout history, the US government pushed its economy to compete in a global economy by enacting legislative acts that provide services to assist the unemployed and the under-employed in obtaining the basic academic skills and workplace competencies to further employment prospects.

- Most recently, from the New Deal in 1933 to the Economic Opportunity Act of 1964 to the Workforce Innovation and Opportunity Act (WIOA) of 2014, the U.S. government has boosted the economy through the administration of social services, workforce training, and educational programs.
- For example, the Social Security Act (1935) established funding for a federal assistance program named Temporary Assistance for Needy Families (TANF), which provides cash, food and medical assistance to low-income families with children under 18 years of age.
- The Economic Opportunity Act (1964) established funding for adult education as a national program for individuals who could not read, write, and/or compute mathematics above ninth grade.
- The Wagner-Peyser Act (1933) established funding for a national network of public employment offices known today as one-stop centers that provide integrated education, training, and social services for the unemployed, underemployed and employers.

The Wagner-Peyser Act (1933) was enacted and created a new bureau in the Department of Labor that “promotes and develops a national system of employment offices by assisting in establishing

and maintaining them in the States (Palmer, 2017 p.12). Under this new law, the Employment Service (ES) sets the minimum operating standards, creates policies and record-keeping procedures that promote uniformity while maintaining an orderly system of workers from state to state (Palmer, 2017). Two distinct features that set the Wagner-Peyser Act apart from other legislation were (a) “the establishment and formulation of standards as a major function of a federal office and (b) state compliance with minimum standards as a condition of Federal grants-in-aid” (Palmer, 2017 p.13).

Wagner-Peyser still maintains national activities and grants; however, the ES was amended under WIOA because it serves as a crucial piece to the workforce development system by providing services to job seekers and employers. WIOA required ES to be co-located in the American Job Centers (AJC), which are designed to be a “one-stop shop” for jobseekers and employers. As part of the AJC, ES provides three levels of labor exchange services. They are:

- 1) *Self-service* is the first level that provides jobseekers and employers access to electronic databases (Employ Florida and O\*Net) without any staff assistance.
- 2) *Facilitated self-help* is the second level which provides access to on-site resources such as computers, fax machines, and resume writing software.
- 3) *Staff-assisted service* is the third level which services both jobseekers and employers.

Job seekers receive one-on-one career services from staff, such as career counseling, assessments and individual career and academic planning.

The use of assessments during *staff-assisted services* can be attributed to “The Minnesota Experiment,” a demonstration center that conducted research analyzing the unemployed person’s vocational aptitude and his or her chances of succeeding on the job (Palmer, 2017). Employers could receive one-on-one services in the form of a job order or advice on how to attract jobseekers. Group services for job seekers included job clubs, soft skills workshops, and interviewing. Group services for employers usually focused on workshops that related to laws, e.g., unemployment insurance, that pertained to employment and labor market information.

Workforce development programs can be traced to 1933 under the New Deal, which authorized the Work Progress Administration to carry out public work projects such as building public roads. Since then, and according to the Congressional Research Service (2015), there have been four key workforce development programs:

- 1) the Manpower Development Training Act (Manpower, 1965);
- 2) the Comprehensive Employment and Training Act (CETA, 1973);
- 3) the Job Training and Partnership Act (1982);
- 4) the Workforce Investment Act (1998).

The Manpower Development Training Act (1965) provided funding for classroom and on-the-job training for displaced workers, including low-income individuals and welfare recipients, due to changes in technology (Congressional Research Service, 2015).

CETA (1973) provided funding to train workers and provide them with jobs in the public service. This act subsidized employment for low-income, welfare recipients, disadvantaged youth and hard to employ individuals to help them gain marketable skills. Adult males that participated in CETA demonstrated a positive increase in their chances of employment by 2 to 5 percentage points over 3 years (Card and Sullivan, 1987).

The Job Training Partnership Act (JPTA, 1983) authorized \$3 billion annually to establish federal assistance programs to “prepare youth and unskilled adults for entry into the labor force and to provide job training to economically disadvantaged and other individuals facing serious barriers to employment” (JPTA, 1983). JPTA eliminated public service employment and placed an emphasis on targeted job training and reemployment. This distinction can be found in WIOA’s *demand driven* system, which aligns with employment and training services of local businesses.

### **Workforce Innovation and Opportunity Act.**

The Workforce Investment Act (WIA) provided funding for workforce investment activities, through statewide and local workforce investment systems. The local workforce systems were charged with increasing the employment, retention, earnings, and occupational skill attainment of participants,

thus improving the quality of the workforce, reducing welfare dependency, and enhancing the productivity and competitiveness of the nation (Workforce Investment Act, 1998). The competency-based agenda's influence can be found in the WIA, and most importantly, its efforts led to the government's latest pioneering strategy to boost the economy; Workforce Innovative and Opportunity Act of 2014.

In an effort to keep pace with economic conditions, the government seeks to further increase the coordination of federal workforce development and related programs (Department of Labor and Training, 2016). WIOA is the most significant reform of federal education and job training programs in close to 20 years and a critical step toward helping workers and employers succeed in the 21st-century economy (Workforce Innovation and Opportunity Act, 2016). It draws upon the spirit of its predecessor, with an emphasis on stronger alignment of federal job training programs (offered under the Departments of Labor and Education, and social services offered under the Departments of Health and Human Services, Agriculture, and Housing and Urban Development) to revitalize the public workforce system. Through Joint WIOA Final Rule, the Departments of Labor and Education implement workforce training, education and employment system reforms that strengthen the nation's "public workforce development system to provide increased economic opportunity and make the U.S more competitive in the 21st century evolving labor market." (Workforce Innovation and Opportunity Act, 2016).

### **Framework of skills**

The foundation of WIOA is the Competency-based Agenda, which contributed to an era that created the framework of skills. The foundation of the framework of skills began with five major studies:

- 1) What Work Requires of Schools (U.S. Department of Labor, 1991);
- 2) Workplace Basics: The Essential Skills Employers Want (Carnevale, Gainer, & Meltzer, 1990);
- 3) the Michigan Employability Skills Employer Survey (Employability Skills Task Force, 1988, 1989; Mehrens, 1989);
- 4) Basic and Expanded Basic Skills, (1990);

- 5) High Schools and the Changing Workplace: The Employers' View, conducted by the National Academy of Sciences (NAS; 1984).

These five studies were conducted to identify and assess the skills needed for today and tomorrow's workforce (O'Neil, 1997), and the results determined that there was a need for a more highly skilled workforce. Moreover, the studies identified these skills, which varied in number and depth but had many shared traits. The commonalities of the five studies include four categories of job-readiness skills: basic academic skills; higher order thinking skills, teamwork and interpersonal skills; and personal characteristics and attitude (O'Neil, 1997). The framework of skills could be described as what Overtoom (2000) would define as employability skills: "Employability skills are transferable core skills group that represent essential functional and enabling knowledge, skills, and attitudes required by the 21<sup>st</sup>-century workplace" (p.5). Although these skills are very important to employers, neither pre-service teacher nor adult education programs have been expeditious with the integration of them into the programs.

## **Adult Education**

### **Adult Education and Family Literacy Act**

The Adult Education and Literacy System can be traced back 400 years to religious instruction, vocational apprenticeships, common schools of the original thirteen colonies and the military. Throughout this time, there were two philosophies which drove the field of adult education. One theory advocated for a "national adult education system focused on broad, liberal, general education for adults of all social class" (Sticht, 2002 p. 2) while the other promoted the development of human resource capital pursuing education for the less-educated and most disadvantaged adult citizen. The latter included foreign-born immigrants who needed to assimilate into mainstream society in order to contribute to the economic productivity of the nation (Rose, 1991; Stubblefield & Keane, 1994). However, it was not until 1964 when the federal government passed the Economic Opportunity Act, inclusive of Adult Basic Education (ABE) legislation, that the federal government's initiative directly addressed adult illiteracy.

The Adult Education Act (AEA, 1966) was designed to “initiate programs of instruction for persons 18 years and older whose inability to read or write the English language constitutes a substantial impairment of their ability to obtain employment,” and usually provided education for adults below the 9th grade level (Rose, 1991 p. 2). In 1988, it was amended to include adult school completion, a competency-based approach to assessment and programming, and workplace literacy programs (Division of Adult Education and Literacy, 1990). In 1991, the National Literacy Act (NLA, 1991) replaced the AEA and expanded the scope of services to include the creation of national workforce demonstration projects and program quality indicators that were recognized under the Adult Education and Family Literacy Act (1998) that was established as Title II under the WIA (1998).

### **National Reporting System**

As the legislation evolved, accountability became increasingly important, and the federal government needed a way to measure the effectiveness of adult education programs. The National Reporting System (NRS) was developed and implemented to track adult education student outcomes. All Adult Education programs that receive federal funding are required to collect and report data to NRS. Educational functioning levels (EFLs) were developed to measure instructional effectiveness through educational gains made by students. Educational gains are measured by a federally approved assessment that students take as pre- and post-tests. EFLs have the educational requirements for each basic reading and writing, math, and functional workplace skill level including the test benchmarks for the approved assessments.

The Test for Adult Basic Education (TABE) is one of the most widely known approved assessments for Adult Education programs throughout the nation. The TABE is a placement test that measures a student’s basic academic skill level by assigning a grade level and scale score. The grade levels and scale scores are aligned to educational functioning levels used by the NRS to measure the instructional effectiveness of Adult Education programs. When a student first enters the Adult Education program, he or she is required to take the TABE to determine instructional level and program in which they will be enrolled.



### **Adult Education Programs**

Through multiple iterations of federal legislation, adult education is now comprised of three instructional programs: Adult Basic Education (ABE), Adult Secondary Education (ASE) (including adult high school), and English for Speakers of Other Languages (ESOL). All Adult Education programs provide instructional services to students who are 16 years or older, are not enrolled in secondary school, do not have a high school diploma or its equivalent and want to learn to speak, read, and write the English language. Despite these similarities, each program has characteristics and educational functioning levels that make the program distinct and allows it to serve different populations. For example, the ABE program serves students who *may* or *may not* have a high school diploma or its equivalency; however, they score below a 9<sup>th</sup> grade score in reading, writing, or math on the Test for Adult Basic Skills. The ASE program serves students, who are seeking a high school diploma or its equivalency by passing the GED® test and scoring or above a 9<sup>th</sup> grade reading, writing, or math score on the TABE, or seeking a traditional high school diploma through credit courses. The ESOL program uses a different placement test named the Comprehensive Adult Student Assessment System (CASAS) to assess non-native speakers of English. The ESOL program works to help limited-English proficient students to acquire the language as well as acclimate to the United States.

### **Integrated Education and Training Programs and Career Pathways**

Building upon the National Workplace Literacy Partnerships Program, which supported basic skills programs for workers through partnerships between business or labor organizations and education agencies (Rose, 1991; US DOE, 2013), WIOA is designed to increase the capacity of adult education through Integrated Education and Training (IET) Programs and Career Pathways. WIOA codified IET and expects a single set of learning objectives be created through the integration of adult education and literacy activities, workforce preparation (employability skills) and workforce training. The program design of the previously mentioned components must be instructionally balanced and use occupationally relevant instructional materials (Workforce Innovation and Opportunity Act of 2014). Washington State's Integrated Basic Education and Skills Training (IBEST) program is an example of successful IET

delivery model that moves under skilled adults to living sustainable wages (Durden, 2017). In 2015-2016, Washington State's I-BEST program had an 88% completion rate for credits attempted and basic skills showing an 83% completion rate (Durden, 2017).

In order for adult basic education students to be successful and to be part of a comprehensive career pathway, it is understood that IET programs must also address non-academic needs of students. Career readiness or workforce preparation is an important non-academic component of IET programs as demonstrated in the *Encouraging Evidence on a Sector-Focused Advancement Strategy* report (2016), which consists of 4 IET program providers that include an average of 52 hours of career readiness services. In addition, a combination of 95% of the program participants were involved in an employment readiness activity designed to help prepare them for entry into the workforce (Hendra, et.al, 2016). In a survey conducted by Motrude (2017), career navigation was identified as a very important strategy for helping students be successful. The *Sectoral Employment Impact Study* examined the Wisconsin Regional Training Partnership and discovered that the career guidance provided by the program was a key factor in securing higher-quality jobs for participants served by their program (Maguire, Freely, Clymer, Conway & Schwartz, 2017).

### **Career Pathways**

Career pathways, much like IET programs, are designed to develop the student's basic academic skills and technical and employability skills. Unlike IET programs, career pathways provide continuous education and training while placing students in high-demand, well-paying jobs. Career pathways offer another route for low-income individuals to gain an education or industry credentials that has the potential to move them from poverty to a family-sustaining wage because these pathways focus on high-skill and high-wage employment sectors, such as manufacturing, healthcare or information technology. Career pathways are seamless systems that link the steps for skills training, work experience and upgraded training needed to prepare low-skilled and academically underprepared worker, not only for employment in the field, but also advancement in a career (Alssid, Gruber, Jenkins, Roberts, & Stanback-Stroud, 2002). Career pathway programs, by design, help students retain and persist through to academic

completion and employment because of the clear expectations set forth by the ladder of training and employment steps combined with promising instructional strategies and student support services (Copson, Martinson, & Gardiner [Pace], 2014).

Although IET and Career Pathway programs provide opportunities for sustained employment in high-skill, high-wage careers, the Urban Institute (2014) reported that 21 million families at or below the 200 % poverty level receive some type of state assistance (cash, food stamps, or medical insurance). Furthermore, 11 million of those families were low-income parents who were working but not enrolled in any education or training programs (Urban Institute [UI], 2014).

### **Barriers to Success**

For most adult education students, the first step in the seeking educational opportunities is often a personal choice caused by a life changing circumstance (Aslanian & Brickell, 1980; Cuban, 2003; Quigley, 1997, Reynolds & Johnson, 2014) or what Bigus (1974) called a realizing experience. Bigus (1974) believed realizing experiences were usually prompted by environmental factors that enable adults to look beyond their present situation, to consider an alternative future and to act on that realization. Shortly after this realizing experience, many adult learners returning to school face the challenges of family duties, academic unpreparedness, lack of money, and social and cultural issues that become barriers for them to enroll in school. As a consequence of the same barriers, students may stop-out temporarily, suspend their studies until the barrier has been alleviated, or drop-out entirely because they felt their circumstances made it impossible for them to finish. In her study, Belzer (1998) determined that it was a matter of perception as many students who withdrew from the program merely felt they were stopping out (taking a break) while the institution perceived them to have dropped out and exited from the program after they missed three consecutive semesters of non-attendance. Students who withdrew from the program had encountered a situational barrier (i.e., new employment, health, financial, legal, personal or family problems) that interfered with their attending school (Belzer, 1998). Barriers are situational, institutional or dispositional obstacles, imposed by circumstances that can directly impact the road to success for adult education students.

**Situational barriers.**

A situational barrier depends upon extenuating circumstances and is temporary. Childcare, transportation, legal issues, family problems, and housing are all situations that could create obstacles for individuals who would like to work or go to school. Support systems are important because they may allow students to continue in their programs and focus on their studies. Family is an important aspect of the support system because the encouragement of family members (spouses, siblings, children, even grandchildren, and extended family members) is critical in the adult basic education student's decision to return to and stay enrolled in school. Family members function not only as supports but external motivators, as well. Family members communicate high expectations and a belief that their loved one can be successful, even if he or she does not yet believe (Reynolds 2014). The loss of a family member creates a gap in that student's support system and motivation (situational barrier), derailing a student from enrolling or remaining in the program.

Another example of a situational barrier, is the loss of childcare while attending school. This disruption of service or expense creates a situational barrier that hampers many low-income parents from attending and completing an education or training program. In certain situations, WIOA and Temporary Assistance for Needy Families (TANF) funds could be leveraged to provide relief from situational barriers for low-income individuals. If low-income individuals participate in workforce development activities, e.g., job searching, career counseling and job training, they can access supportive services such as transportation, child care, dependent care, housing, and needs-related payments (WIOA, 2014). However, a low-income individual's lack of understanding WIOA (systems thinking-employability skills) and the inability to navigate its various programs and components in order to recognize and realize what programs, services, and benefits they are eligible to receive is a situational barrier in itself. The systems themselves may present an even greater institutional barrier.

**Institutional barriers.**

Adult education programs have been designed to educate adult immigrants, adults with disabilities, disadvantaged adults (low-income and hard-to-serve adults who demonstrate basic skills deficiency below the eighth-grade level), homeless adults, incarcerated adults, single parents, and displaced homemakers (WIOA, 2014). This diverse population of students struggles with situational and institutional barriers that make it difficult to earn family-sustaining wages. Without family-sustaining wages, this population is relegated to a low socioeconomic status. Ashcraft (2008) wrote “Institutional barriers are policies and procedures that systematically disadvantage certain groups of people” (p.1). For example, as a mandatory partner under WIOA, TANF has created an unintended barrier to education and training programs for parents of low-income families by implementing a work first model which requires individuals seeking state assistance to participate in a work activity in order to receive cash, medical or food benefits and supportive services.

TANF is the state assistance program that requires work in exchange for time-limited assistance. It provides low-income families with financial assistance and support services for a total of five years within a lifetime. TANF created an institutional barrier to educational and training services when it defined educational and training as a secondary activity. A secondary activity can only be accessed once the primary (employment) activity has been met for 20 hours or more per week. Individuals seeking to enroll full-time in education and training programs (secondary activity) do not have access to support services like transportation or childcare unless they are concurrently enrolled in an employment (primary) activity. For example, in order for individuals to access support services, they must be employed, obtaining work experience (community service), or job searching for a minimum of 20 hours per week (Categories and Definitions for Temporary Assistance for Needy Families and Midwest Operating Engineers Funds, nd.) before they can engage in a secondary activity and continue to access the support services. The 20 hours of required work activity per week constrains a person’s available time to attend an education and training program (secondary activity). For instance, if the education and training program is scheduled during the same Monday through Friday 8:00 AM – 4:00 PM time frame, the participant must

choose the work activity (primary) and forego the education program because childcare (supportive service) is only accessible through the participation in the primary activity first. If the education and training program is offered in the evening, childcare is not available for students attending courses in the evening.

Community colleges are open access institutions that provide preparation for transfer to four-year colleges or universities, workforce development and skills training, and a range of non-credit programs such as Adult Education (including, English Speakers of Other Languages -ESOL), corporate training, and community enrichment courses. However, the inability for community colleges to quickly create integrated education and training programs (IET) is an institutional barrier that affects a student's ability to gain employment in a high-wage career within one year. IET programs are accelerated programs that allow students to be concurrently enrolled in adult education and a workforce training program in a high-skill, high wage, career sector. This model or approach means students can earn a high school diploma equivalency and a workforce certification within the same amount of time depending on the workforce (clock-hour) program. Workforce training (clock-hour) programs that qualify for IET programs range from 10 – 12 months depending on the curriculum framework provided by the Florida Department of Education. In addition, each IET program has a GED® basic skill (TABE minimum) that must be achieved in order for students enter the program. The TABE test is a barrier for students whose disposition of low-confidence or academic unpreparedness make it difficult to meet the testing requirements to enroll in an IET program.

#### **Dispositional barriers.**

The removal of situational and institutional barriers can still leave some adult education students facing dispositional barriers. These dispositional barriers may include a lack of confidence, academic unpreparedness, and a lack of motivation or personal desire. Any of these can make it difficult to enroll and remain in adult education and training programs. Spellman (2007) writes dispositional barriers include the way a student looks at and feels about themselves and their ability to succeed. In fact, personal

desire (the ability to succeed) was identified by 91% of students enrolled in online GED® programs as the most important factor for successful completion (Shaw, Tham, Hogle, and Koch, 2015).

Adult education students do not readily seek education and training programs unless they have an untimely crisis (realizing experience or circumstance) that ignites their personal desire to think beyond the present and see their future differently (Bigus, 1974). Students decide to enroll once their personal desire and motivation have been established and often times the reality of their TABE placement scores can be a disappointment and negatively affects their confidence. However, if they can overcome the setback, research has shown that students who successfully complete the GED® requirements display growth in learner self-confidence and self-esteem (Boesel, Aslam, and Smith, 1998).

### **Compound barriers.**

Students who feel overwhelmed by their life circumstances experience a sense of powerlessness (Belzer, 1998) that is perpetuated and compounded by the cyclical process of situational, institutional, and dispositional barriers. Adults who lack a high school diploma are nearly twice as likely to be unemployed (U.S. Department of Labor Bureau of Labor Statistics, 2018) and more than three times as likely to live in poverty as adults with some college (U.S. Census Bureau, 2016). For example, a student who is underperforming (dispositional barrier) and drops out of high school (situational barrier) with not enough skills is much less likely to get a job and much less to develop a career. Approximately 63% of adults employed in the US have low skills, earn low wages, and lack the skill set that would allow them college access and career advancement (Patterson & Paulson, 2016). Motivated individuals who receive state assistance do not seek out education and training programs because the supportive services (i.e., childcare, transportation) needed to enroll and attend school are tied to their employment (primary) activity. Ironically, the time spent completing the employment activity may cause a time conflict with the education and training program, consequently creating an additional barrier. Therefore, they seek a job that aligns with their low academic and basic skills preventing them from escaping the cyclical process of continuous situational, institutional, and dispositional barriers.

### **Pre-Service Teacher Education and Disposition**

The cyclical process of situational, institutional, and dispositional barriers is not as continuous and complex for pre-service teachers as it is for adult learners. Students enrolled in pre-service teacher programs experience situational, institutional, and dispositional barriers but have developed some tools to help them cope with the impact. As a result, the impact does not have the same effect as it does on an adult education student. In comparison to their adult basic education counterparts, pre-service teachers have two experiences (completing high school and enrolling in college or university) that illustrate they have mastered and developed strategies to manage the barriers previously described. In addition, upon completion, they have demonstrated success at a university by maintaining a 2.0 GPA, passing certification (General Knowledge Test), and navigating the college experience. These accomplishments demonstrate that they have overcome the situational, institutional, and dispositional barriers that may have been before them.

This study used the teacher education program's survey instrument on student disposition (Abbreviated Rubric for Self-Assessment) with adult education students to determine if it can predict the dispositions needed for success the Adult Education program. Although the level of barriers can be quite different between adult education students and pre-service teacher students, the level of employability skills required by employers could be considered equivalent. Guided by this premise and the alignment to employability skills, the PETE pre-service teacher education program's definition, measurement and assessment of dispositions is applicable to a northeast Florida state college's Adult Basic Education program.

#### **Definition of Disposition**

Since the hiring standards for teachers changed in the 1990s from knowledge, skills, and *attitudes* to knowledge, skills, and *dispositions* (Diez, 2007) the field of education has struggled with how to define, measure, and assess *dispositions*. Disposition is an ambiguous word that the field of education has struggled to define. Based on behavioral science, Damon (2007) culminates disposition as "a trait or characteristic that is embedded in temperament and disposes a person toward certain choices and



experiences that can shape or her future”. In 2017, the former National Council for Accreditation of Teacher Education (NCATE) previously defined dispositions as “professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as students interact with instructors, other cohort members, and the school community. These positive behaviors support self-learning and development” (NCATE, 2017; CAEP, 2019). Katz (1993), Beyer (1987), and Salomon (1994) add that dispositions are patterns of behavior displayed often knowingly and willingly. Brewer, Lindquist, & Aletmueller (2011) believe the dispositional characteristics “of an effective teacher need to be flexible and determined by local cultural norms and expectations” (p.53). However, if certain behaviors are expected to display a student’s disposition or tendency towards success in the workplace, then these behaviors must be intentionally defined, taught, and properly measured (Wiggins, 1998).

### **PETE Program (Disposition)**

Adult education is funded to educate and prepare their students for success in the workplace. Disposition is warranted as an employability skill that needs more attention and is a proposed factor of success for completion of adult education. For this study, disposition was defined as attitudes, values, and beliefs that are needed to be a successful employee. The University of Massachusetts’ Physical Education Teacher Program (PETE), pre-service teacher program, has operationalized a pre-service teacher’s disposition towards success if they possess the professional attitude, values and beliefs [shaped by certain choices and experiences] that are needed to be employed, as a teacher, in the education field. PETE faculty defined disposition as a value statement measured by observable behaviors and assessed by two instruments (rubrics): a dispositional rubric completed by teachers and an abbreviated rubric for self-assessment to be completed by students. The measurable behaviors, defined by the PETE faculty, can be aligned to the employability [basic] skills employers expect students to have when graduating from any level of education: basic academic skills, higher order thinking skills, interpersonal and teamwork skills, communication, and personal characteristics that exhibit self-management and personal responsibility (Carnevale, Gainer, & Meltzer, 1990; Comings, Sumins & Uvin, 2000; Employability Skills Task Force,

1998, 1999; Mehrens, 1989; U.S. Department of Labor, 1991, 1992; McNamara, 2009; New York State Education Department, 1990).

During the 1960s and 1970s broad conversation about competencies and performance-based standards were happening in education field (Houston, 1974; Howsam, 1976), spawning new competencies for teacher education programs. These competencies, including disposition and performance-based standards, were tools for teacher education programs to measure and assess a student's readiness to work in the field of education as a teacher (Eltis, 1997). The PETE program is a model offering descriptions of motivational dispositions and cognitive abilities such as problem solving while encompassing observable behaviors, knowledge, skills, and attitudes (Norris, 1991). The PETE program model uses traditional coursework to assess knowledge and skills, a qualitative dispositional rubric to assess behaviors and attitudes, and an abbreviated rubric for self-assessment to create student awareness about their behaviors and attitudes towards teaching (Wayda & Lund, 2005). Ignico and Gammon (2010) conducted a longitudinal quantitative study of the PETE model by examining the disposition scores of pre-service teachers. In this study, sixty-five participants took three courses within a two-year period and in each of those courses; the pre-service teachers completed the *Abbreviated Rubric for Self-Assessment* and the faculty completed the *Disposition Rubric*. Ignico and Gammon's (2010) study found a strong alignment between student and teacher disposition ratings for the last upper-level course regardless of the difference in disposition ratings for the two first lower-level courses indicating the disposition instruments are a valid and reliable method of assessing the dispositions of teacher candidates. Therefore, this study investigated whether the Abbreviated Rubric for Self-Assessment is applicable to adult basic education students.

### **Conclusion**

In conclusion, disposition assessment and learning are perhaps an area that would need more attention given that adult education participants may have gaps in the social learning that is missed from completing high school traditionally. Disposition is closely related to employability skills and has had more research within the field of Teacher Preparation, thus its use in this study as guide to understand

disposition in Adult Ed programs. The Workforce Competency Agenda generated studies that produced literature about the *framework of skills* which encompasses the employability skills desired by employers. Skilled employees are a crucial part of the US economy; therefore, since the 1930's, government legislation has provided funding for education and workforce training programs. However, adult education and pre-service teacher programs have been slow to incorporate employability skills into their curriculum, and their ability to teach beyond academic content has been void.

Until recently, adult education and pre-service teacher programs have struggled with how to measure and assess employability skills. The PETE program has created disposition instruments that are grounded in employability skills, measured by observable behaviors, and indicative of a student's disposition towards success in the workplace. Table 1 displays the alignment of the *disposition value statement* and the *measurable behavior* from PETE's disposition instruments to the employability skills outlined in the *framework of skills*.

Table 1

*Disposition, Measurable Behavior & Employability Skill*

Disposition	Measurable Behavior	Employability [Basic] Skill
Values Learning and Knowledge	Attendance	Time-Management/ Personal characteristics that exhibit self-management and personal responsibility
	In-Class Performance	Basic academic skills
	Class Preparation	Higher order thinking skills
Values Diversity and Collaboration	Relationship with others/Group work	Interpersonal and teamwork
Values Professionalism	Professional Development and Involvement	Personal characteristics that exhibit self-management and personal responsibility
	Respect for School Rules, Policies, and Norms	Personal characteristics that exhibit self-management and personal responsibility
	Communication	Higher order thinking skills/ Interpersonal and teamwork
Values Personal Integrity	Emotional Control/Responsibility	Personal characteristics that exhibit self-management and personal responsibility
	Ethical Behavior and Role Model	

Although there are levels in employment, the chart above illustrates the relationship among the disposition, the observable and measurable behavior, and the workforce competency (employability skills) that makes adult education and pre-service teacher programs comparable. Employers want workers who will show up to work on time, be prepared to work when they arrive, be able to communicate (verbally and in writing), take personal responsibility, and who can work well with others (Carnevale, Gainer, & Meltzer, 1990; Comings, Sumins & Uvin, 2000; Employability Skills Task Force, 1998, 1999; Mehrens, 1989; U.S. Department of Labor, 1991, 1992; McNamara, 2009; New York State Education Department, 1990) regardless of the level of position.

### Chapter 3 Methodology

#### Research Design

This study was conducted as a quasi-experimental design. The source of the quantitative data was the 14 Likert type scale items included in on the *Abbreviated Rubric for Self-Assessment* completed by the participants (see Appendix A). The items on the *Abbreviated Rubric for Self-Assessment* were related to aspects most identified in the employment literature (*framework of skills*). *The Abbreviated Rubric for Self-Assessment* was designed to inform students about how their attitudes and behaviors effect their success as student and ultimately impact their employment as teacher in the field of education. The school of thought for the PETE faculty was the attitudes and behaviors (*dispositions*) needed to be a successful as an employee or student were one in the same. The design and the intent of the *Abbreviated Rubric for Self-Assessment* made it both the assessment (test) and the intervention (event) Stanley & Campbell, 1966). It included a Likert-type scale (Wayda & Lund, 2005), which was analyzed in SPSS using descriptive and inferential statistics to determine the means, standard deviations, degrees of freedom, and the calculate the F statistic. An internal consistency reliability analysis was used to calculate the Cronbach alpha coefficient for the items on the *Abbreviated Rubric for Self-Assessment*. A correlational analysis was run to determine the association amongst the items on the *Abbreviated Rubric for Self-Assessment*. In addition, three demographic variables from the study were used to describe the characteristics of the student population.

#### Population and Sample

Over 31 million people throughout the U.S., ages 18 years and older, do not have a high school diploma or its equivalency (US Census, 2018). The Florida Department of Education website (2018) states “Adult Education programs are available to individuals that are “16 years and older who are not enrolled or required to be enrolled in secondary school, do not have a high school diploma or its equivalent, and want to learn to speak, read, and write the English language”. Adult Education programs, in Florida, consist of four programs: English of Speakers of Other Languages, Adult High School. GED® Preparation programs and Adult Basic Education. In Florida, the TABE test is the approved state

assessment used to enroll and place students into Adult Basic Education programs. For this study's population, the TABE test is used to determine a student's placement into an initial Adult Basic Education functioning level as seen in Table 2. Although, Adult Education programs are available to 16-17-year-old students, this sample consisted of adult learners who are 18 years and older, who may or may not have a high school diploma or its equivalent, and are enrolled in adult basic education courses.

Table 2

*ABE Educational Functioning Levels 1-4*

Subject	NRS/ABE Level	TABE 11 & 12 Score
Math	Level 1	300-448
	Level 2	449-495
	Level 3	496-536
	Level 4	537-595
Reading	Level 1	300-441
	Level 2	442-500
	Level 3	501-535
	Level 4	536-575
Language Arts	Level 1	300-547
	Level 2	458-510
	Level 3	511-546
	Level 4	547-583

Note. Chart partially replicated from 2020-2021 Florida Adult Assessment Technical Assistance Paper

In 2017-2018, Florida's Adult Basic Education Levels 1-4 total student population was 50,153 students. Out of the 50,153 students 65% are female and 35% male, 39% are Black, followed by 29% White and 27% Hispanic (OCTAE, 2018). Additionally, 40% of the students are ages 25- 44, 27% are ages 19-24, and 17% were 16-18 (OCTAE, 2018). In 2018-2019, the total student population for the Northeastern state college's Adult Basic Education Levels 1-4 was 897 students. Out of the 897 students 61% were female and 39% male, 50% were Black, followed by 32% White, and 14% Hispanic (National Reporting System, 2019). Additionally, 37% of the students ages were 25- 44 years old, 27% were ages 19-24 years old, and 24% were 16-18 years old (NRS, 2018).

For the spring semester of 2020, the population for this study was comprised of 415 adult learners who participated in the Adult Basic Education program at a state college in Northeastern Florida. Out of 415 students, the sample for this study was comprised of 63 participants who were 71% were female,

29% were male, 78 % were black, 22% were non-black, with a median age of 32 years old represented in Table 3.

Table 3

*Number and Percentage of Sample by Gender and Race*

	<i>n</i>	%
<b>Gender</b>		
Male	18	28.6
Female	45	71.4
<b>Total</b>	63	100
<b>Race</b>		
Black	49	77.8
Non-Black	14	22.2
<b>Total</b>	63	100

Note. The racial categories used by the US Census (Asian American, Latinos/-as, Native-American, and Pacific Islander) have been collapsed into the category non-black.

Adult Education programs offer courses in Reading, Math and Language. Students can choose to enroll in one, two, or three courses within different subject areas. Out of the 63 participants involved in the research study 43 (73%) of them were enrolled in more than one adult basic education course represented in Table 4.

Table 4

*Number of Participants by Adult Basic Education Course(s) Enrollment*

Number of Courses	Number of Participants
One	17
Two	39
Three	7
<b>Total</b>	63

For example, one participant is enrolled in Math Level 2 only, while another participant is enrolled in Math Level 3 and Reading Level 4, and yet another participant is enrolled in Math Level 2, Language Level 3, and Reading Level 5. Table 5 displays the enrollment of the participants by subject and ABE level.

Table 5

*Enrollment Numbers and Percentages of Sample by Adult Basic Education Level*

Adult Basic Education Subject by Level	<i>n</i>	%
Math		
Level 2	22	39.3
Level 3	28	50.0
Level 4	7	12.5
<b>Total</b>	56	100.00
Language		
Level 2	17	51.5
Level 3	12	36.4
Level 4	4	12.1
<b>Total</b>	33	100
Reading		
Level 4	25	100
<b>Total</b>	25	100

Note. The Adult Basic Education Levels are headcounts and some students are enrolled in multiple levels therefore they are counted for each course in which they are enrolled.

**Sampling Procedures**

In the 2019-2020 academic school year, the proposed state college in northeast Florida reported over 1,000 students enrolled in the Adult Education program, with approximately 300 enrolled in adult basic education courses for both in the fall and spring terms. The sample was selected according to National Reporting System level criteria, which can be roughly equivalent to K-12 grades. For reading, the sample was Level 3 (low intermediate ABE, grade equivalents 5 and 6) and Level 4 (high intermediate ABE, grade equivalents 7 and 8). Additionally, some of the participants were enrolled in math and language courses in many of the following NRS levels: Level 1 (ABE beginning literacy, grade equivalent 1 and 2), Level 2 (ABE beginning, grade equivalents 3 and 4), Level 3 (ABE low intermediate, grade equivalents 5 and 6) and Level 4 (ABE high intermediate, grade equivalents 7 and 8) represented in Table 4.



Table 6

*Adult Basic Education Levels 1-4*

NRS/ABE Level	Title	Grade Equivalent
Level 1	ABE Beginning Literacy	1-2.9
Level 2	ABE Beginning	3-4.9
Level 3	ABE Low-Intermediate	5-6.9
Level 4	ABE High-Intermediate	7-8.9

Based on my affiliation with the Adult Education program, a non-probability-sampling method was applied. This set of participants was a sample of convenience because of the access afforded to me by my previous role and purposeful because the students are enrolled in adult basic education courses. To determine the best course of action, I contacted the Adult Education program and asked for a copy of their spring 2020 course schedule. For spring 2020, 415 students were enrolled in 97 adult basic education courses (all subjects and levels) when stacked by subject made-up 24 classes spread out across 4 campuses. Due to timing issues and the goal to meet 100 respondents for generalizability of findings I decided to focus my efforts on the 2 largest campus with the most students enrolled in the classes.

Based on my previous role with the Adult Education program and my relationship with the adult education instructors I petitioned them by email, inviting them to bring their stacked classes to my workshop on “How to Navigate the Student Portal”. At the workshop, the first thing I did was introduce myself, the study, and explained informed consent. Informed consent was required from the participant because the student’s ID number is considered identifiable information. At the end of the workshop students were given the informed consent and survey to sign and complete. The week before spring break, I conducted 6 workshops on one campus, in one week, over 2 days, at 3 times per day I was able to get 63 participants. The plan was to conduct the same number of workshops on the other large campus after spring break. My plan was altered by the COVID-19 pandemic and my sample size was limited to the 63 participants.

### **Instrumentation**

In this study, the method of measurement used to identify adult learner dispositions and which dispositions, if any, had the most significant impact on their success in adult basic education courses was

the disposition instrument titled *Abbreviated Rubric for Self-Assessment* (Wayda & Lund, 2005). The behaviors illustrated on the *Abbreviated Rubric for Self-Assessment* correlate to the following 5 dispositions: “values learning and knowledge, values diversity, values collaboration, values professionalism, and values personal integrity” (Wayda & Lund, 2005, p.36-37) and are operationalized by Overtoom (2000) as employability skills—that is, a transferable set of core knowledge skills, abilities and attitude that allows a person to function across career sectors within the 21st century workplace or competencies. If achieved at the highest level, allows individual workers to perform their daily tasks with more efficiency thereby increasing productivity (Eltis, 2014). Examples of these skills are the ability to read, write and comprehend, compute math, problem-solve, think critically, and demonstrate interpersonal and teamwork skills, all of which have been identified in the framework of skills as necessary for employment in in any field and at any level (Overtoom, 2000).

The *Abbreviated Rubric for Self-Assessment*, alone, has not been tested for validity and reliability. However, it was derived from the Dispositions Rubric, which was developed and tested for validity and reliability by 10 Physical Education Teacher Education faculty, including 4 who had over 30 years of combined teaching experience at the secondary and post-secondary levels (Wayda & Lund, 2005). The Disposition Rubric was developed with 10 descriptors, each with 4 skill levels: *unsatisfactory*, *basic*, *proficient*, and *distinguished*. Four levels of skills require students to be careful when judging and describing their behaviors while allowing them to aspire for something higher than their current level.

The faculty used rigorous content validation procedures to develop an instrument that would assess crucial pre-service teacher dispositions needed to be successful in the teacher education program and the workforce (Wayda & Lund, 2005). The Dispositions Rubric’s inter-rater reliability ranged from .70 to .80 which, according to Herman (1992) and Crocker and Algina (1986), reliability coefficients of .70 or higher are satisfactory for this technique. The rubric has been reviewed for content validity many times by experts ranging from physical education teachers to people who study the “practical application of psychological constructs in teaching and coaching settings (Wayda & Lunda, 2005 p.38).

*Assessing Dispositions: An Unresolved Challenge in Teacher Education* (Wayda & Lund, 2005)

did not state there was any testing for internal consistency for the abbreviated version, but it did describe it as a formative assessment used to identify and monitor students' strengths and weaknesses within their teacher education program and to provide feedback to help improve a student's opportunities to successfully complete the program and increase their chances for employment. However, as stated earlier, the Disposition Rubric was found to be valid and reliable; therefore, the teachers developed an abbreviated formative assessment. Interestingly enough, Ignico and Gammon (2010) found a close alignment between the teachers score on the Disposition Rubric and the student's score on the *Abbreviated Rubric for Self-Assessment* for upper level classes, indicating a strong correlation between the 2 instruments.

The *Abbreviated Rubric for Self-Assessment* was used in a teacher education program to determine a pre-service teacher's success in the teaching field (Wayda & Lund, 2005) and was selected because the goals of both the adult education and teacher education programs are the same: to complete the program and gain employment. Moreover, the *Abbreviated Rubric for Self-Assessment* was directly influenced by school-to-work transition literature, which made it applicable to Adult Education programs. Since gainful employment is the goal of both the programs, I hypothesize that the dispositions that lead to successful retention, completion, and employment for pre-service students in the teacher education program would also lead to the same outcomes for adult learners in the Adult Education program.

### **Data Collection Procedures**

The Adult Education program is located within a state college in northeast Florida and follows the college's academic calendar and offers classes in the fall, spring, and summer terms. The Adult Education program provides a flexible schedule through 15- and 12-week adult basic education courses. Adult basic education courses are offered Monday through Saturday at 8:30 am, 11:30 am, 2:30 pm, 6:00 pm. Many students enrolled in Adult Basic Education program lack the essential technology skills required for employment. Because computer skills are essential to today's world and because there exists a need to address the technological barrier, the goal was to collect the data via an online survey, including

informed consent, through the college's student portal. Unfortunately, I was unable to have the online survey uploaded to the student portal, but I did facilitate the workshop for adult basic education students on how to access and navigate their college student portal allowing me to collect the data. The workshop ranged from 30 to 60 minutes depending on student engagement and covered the following "how to" topics: How to login (username and password), navigate the landing page (which is where the student would have completed the survey), how to update personal and emergency information, make an online payment, teacher evaluation, enrollment dates, and grades.

Data collection began after the Request for Review by the *Institutional Review Board for the Protection of Human Subjects* was approved by both the University of North Florida and the study's state college's IRB office (Appendix B). The workshop took place at week six or nine depending on which 15 or 12-week session the students were enrolled. The data was collected using the *Abbreviated Rubric for Self-Assessment* survey and informed consent was communicated both verbally and written explaining the study and their rights as participants. Additionally, it was explicitly stated that they did not have to participate in the study but could stay for the workshop. The survey and informed consent were accessible to students during the workshop on how to navigate their state college's student portal. The participants involvement consisted of the workshop, informed consent, and completing the survey if they choose to take part in the study. Additionally, demographic (race, age, and gender) and assessment (TABE pre-test scores) information from when a student enrolls and registers for the Adult Education program will be extracted from the state college's learning management system.

The pretest serves as a baseline score, which provides placement in a specific educational functioning level and determines the population for this research study. The TABE post-test score determines if a student has made an educational gain high enough to move up to the next level or remain in the same EFL. Due to the COVID-19 pandemic and social distancing, TABE post-testing was unavailable for Adult Education students. TABE is a proctored assessment and the publisher of the test did not have the capabilities to proctor the exam virtually. This is demonstrated by the Florida Department of Education waiving Rule 6A-6.014(4)(a)1 allowing students to enroll in Adult Education

programs without pre-testing and removing the seven-day course exit for reporting educational gains from the TABE test. Since Adult Education programs did not have the option to post-test and were not given alternative assessment options, to determine if a student passes to the next level, I had to rely on grades to determine if a student was successful in passing their course. At this particular state college, the Adult Education program administered an alternate assessment and if the student demonstrated 80% mastery then the student was given an “S” grade (satisfactory) which is the equivalent of passing to the next functioning level. With this new development, the definition of success changed and grades were also requested.

The survey data and informed consent was entered into the electronic survey in Qualtrics and subsequently exported Excel. The additional student data (race, gender, age, courses, and grades) was requested from the state college’s Institutional Research department who exported it from the college’s student management information system into Excel. Once all data was collected in excel, it was merged and compiled into the necessary format to be imported into the Statistical Package for the Social Sciences (SPSS) software to be analyzed.

### **Data Analysis**

The raw data was analyzed for typos, errors, and missing information before any descriptive and inferential statistics were applied. After reviewing the raw research data and the sample set determined, it was imported into SPSS for analysis. The analysis of the quantitative data included two tests to determine internal consistency reliability. A bivariate analysis (inter-item correlation) was conducted to explore the strength of the association between the individual items. A reliability analysis (Cronbach’s coefficient alpha) was conducted to determine the internal consistency of the items as a group. This reliability analysis also included a descriptive analysis comprised of the means and standard deviations of each item in the *Abbreviated Rubric for Self-Assessment*. In addition, I analyzed the data using Analysis of Variance (ANOVA) to determine if there are significant differences in how the two groups (factor; passed and non-passed) responded to the items (dependent variable) on the survey.

The ANOVA will answer the research question by comparing the means of each group for every item on the survey and determining if there is a significant difference in dispositions between students who were successful in the program and those that were not successful. The inter-item correlational analysis and the Cronbach alpha helped to determine if the *Abbreviated Rubric for Self-Assessment* is a reliable survey that should be used in adult education.

### **Description of Participants**

The descriptive data for the 63 adult education students from the Adult Education program at a state college in Northeastern Florida who participated in the study resulted from the analysis of frequencies and percentages of demographic data gathered from the student identification number. These items include the age, race, gender, and grade.

### **Determining Internal Consistency Reliability**

To measure the internal consistency of the items on the survey, a reliability analysis was run to determine the Cronbach alpha coefficient. Cronbach's alpha coefficient measures how close the items in a survey are related to measuring the concept. For this study, the Cronbach alpha is measuring the 14 items on the survey to determine how close the items are related to measuring the disposition of an adult learner towards success in adult basic education courses. A high reliability score means it is measuring the disposition towards success while a low reliability score means it is measuring something else. The alpha coefficient may be used to describe the reliability of the items and has a value range from 0 to 1; the higher the score the more reliable is the items on the survey (Cronbach, 1951). If the  $\alpha$  score is  $\geq .07$ , it means there is a high reliability that the abbreviated self-assessment is measuring a student's disposition towards success in the Adult Education program. Additionally, an inter-item correlation analysis was conducted to measure the amount of consistency between the items on the survey. For example, how many of the participants answered the questions the same to determine if the item measures success. A bivariate analysis was used to determine the correlations between variables, that will help determine the patterns of answers and dispositions among the sample. whether there exists an association

and the strength of this association, or whether there are differences between two variables and the significance of these differences.

### **Descriptive Analysis**

Once the reliability analysis was completed on the items on the survey, a descriptive analysis was run to determine the means, minimum, maximum, and standard deviations. The interpretation of the means and standard deviations provided information on each item on the survey. Age was treated as continuous data to determine the median age of the sample. Frequency values were calculated on age, race, gender and pass/non-pass.

### **Statistical Analysis**

A one-way Analysis of Variance (ANOVA) was run to determine if differences exist between 2 groups (one factor with 2 levels) on one dependent variable. Success is operationalized as a passing grade in any one of the classes that the participant was enrolled. Success is the one factor with two levels (0=non-passed, 1=passed) and the dependent variable is each item on the *Abbreviated Rubric for Self-Assessment*. Each item on the *Abbreviated Rubric for Self-Assessment* has Likert-type scale and will be treated as continuous data. The first step was to ensure the data met the assumptions of ANOVA. Each dependent variable meets the assumption of interval data because it is on a Likert-type scale. A chi square test was done to see if there was a relationship between the categorical variables of non-passed and passed. It was determined that each variable was independent of the other. Residuals will be checked to make sure that the categories in the model are explaining the data correctly and that there is goodness of fit.

## Chapter 4 Results

### Introduction

The purpose of this study was to address the problem of retention and matriculation in adult education by identifying dispositions predictive of success in a sample of adult basic education students at a state college in Northeast Florida. The *Abbreviated Rubric for Self-Assessment* was administered to the sample to answer the following research question.

RQ1. What dispositions of adult learners predict success in an Adult Basic Education program?

This research question serves as the foundation for this data analysis. This quantitative analysis includes demographic data on the participants, Cronbach alpha and bivariate analysis which determine the internal consistency reliability of the scores on the *Abbreviated Rubric for Self-Assessment*, a bivariate analysis, descriptive statistics including the mean, standard deviation, minimum and maximum values, and an analysis of variance.

### Participants in the Study

The sample of convenience was comprised of 63 participants who were enrolled in Adult Basic Education courses at a state college in Northeast Florida. Adult education programs primarily serve low-skilled adults. This is demonstrated by the participants' academic skills being below a 9<sup>th</sup> grade level in reading, language arts, and math (Table 6). Over 74% of the participants were enrolled in two or more courses (see Table 4), 78% were Black and 22% non-Black, and 71% females and 29% males (Table 3) and a mean age of 32 years old.

### Results of the Quantitative Analysis

In SPSS, a descriptive statistic was run on the *Abbreviated Rubric for Self-Assessment*. The descriptive statistics included the mean, the standard deviation and the minimum and maximum values for each of the 14 items listed in Table 7.



Table 7

*Descriptive Statistics*

Measure	Mean	Standard Deviation	Minimum Value	Maximum Value
I have several unexcused absences	2.02	0.871	1	4
I proofread my work before turning it in to be graded	2.21	1.166	1	4
I am excited about coming to a class that focuses on my profession	3.70	0.754	1	4
I eat or drink during class	1.98	1.024	1	4
I talk to or distract a classmate when the teacher or someone else is talking	1.30	0.710	1	4
I work on other projects in class (either during lecture, discussion, or small group work)	1.76	1.073	1	4
I find myself falling asleep or space out during class	1.54	0.930	1	4
I am early or on time for class	3.43	0.856	1	4
My goal is to get the assignment done as quickly as possible with little emphasis placed on quality of the work or time	2.54	1.162	1	4
I am more interested in being told what information I need to know for the exams or assignments with very little interest in the discussion on the topic	2.46	1.133	1	4
When absent from class, I wait to talk to the instructor at the next class instead of contacting him/her at the office	1.95	1.084	1	4
I believe it is the instructor's responsibility to ask me to remove my hat or any other inappropriate attire	1.35	0.864	1	4
I am interested in participating in a variety of professional experiences whether they are part of the class or not	3.13	1.008	1	4
When I get an assignment or exam back, I am interested only in the grade or points and pay little attention to the instructor's comments or the reason(s) for lost points	2.05	1.170	1	4

In the table 7 (listed above), item 3 *I am excited about coming to a class that focuses on my profession* has the highest mean ( $m=3.70$ ). The wide range of answers indicates the largest variance between how students responded to this item indicating there was no consistent response to from students. Item 5 *I talk to or distract a classmate when the teacher or someone else is talking* has the lowest mean ( $m=1.30$ ). The close range of answers indicates the smallest variance between how students responded to this item indicating there was consistency in the responses from students.

### Chi Square Test of Independence

Table 8 compares the number of participants by gender to the pass rate. Pass rate was identified as “successful” and “unsuccessful”. The number of males who successfully passed compared to those who did not successfully pass are equal. There are five more females who successfully passed compared to those who did not successfully pass. Additionally, there was not a significant difference in the total number of males and females who successful passed or did not successfully pass their adult basic education course. The  $p$ -value .689 indicates there is not a significant difference in gender for students who successfully passed compared to those who did not successfully pass.

Table 8

#### *Number and Percentage of Passing and Non-Passing by Gender*

	Passed		Non-Passed		Total		Chi Square
	n	%	n	%	n	%	
<b>Gender</b>							
Male	9	14.28	9	14.28	18	28.57	
Female	20	31.75	25	39.68	45	71.43	
<b>Total</b>	29	46.03	34	53.97	63	100	.689

Table 9 compares the number of participants by race to the pass rate. Pass rate was identified as “successful” and “unsuccessful”. The difference between the number of Black students who successfully passed and those who did not successfully pass is one student. The difference between the number of non-Black students who successfully passed and those who did not successfully pass is four students. Additionally, there was not a significant difference in the total number of Black and non-Black students who successful passed or did not successfully pass. The  $p$ -value .395 indicates there is not a significant difference in race for students who successfully passed compared to those did not successfully pass.

Table 9

*Number and Percentage of Passing and Non-Passing by Race*

	Passed		Non-Passed		Total	Chi Square
	n	%	n	%	n	
<b>Race</b>						
Black	24	38.1	25	47.25	49	77.78
Non-Black	5	7.94	9	14.28	14	22.22
Total	29	46.03	34	53.97	63	.395

Table 10 displays the number of participants by the mean age of students who passed, the mean age of students who did not pass and the overall mean age of 31 years of age the participants. The range of ages was 18 years to 66 years. No further analysis of mean age was conducted.

Table 10

*Number and Mean Age of Passing and Non-Passing*

	Passed		Non-Passed		Total	
	N	Mean	N	Mean	N	Mean
<b>Age</b>	29	32.10	34	30.32	63	31.14

**Correlation Analysis**

An inter-item correlation analysis was run as another method of determining internal consistency reliability. Acceptable range values for variance and reliability on the inter-item correlation matrix are between .015 to .50. In this study, the items on the *Abbreviated Rubric for Self-Assessment* have range values from 0.04 (low) to 0.365 (high) indicating that some items have meaningful correlations to each other and are measuring the disposition of success. The intersection of item 13 “*I am interested in participating in a variety of professional experiences whether they are part of the class or not*” and item 9 “*My goal is to get the assignment done as quickly as possible with little emphasis placed on quality of the work or time*” represents the lowest correlation value (0.04). The intersection of item 5 “*I talk to or distract a classmate when the teacher or someone else is talking*” and item 4 “*I eat or drink during class*” represents the highest correlation value (0.406). Item 11 “*When absent from class, I wait to talk to the instructor at the next class instead of contacting him/her at the office*” is the only item does not have

range values (.15 to .50) that indicate a correlation to the other items. Although individual items were correlated with each other, the overall internal consistency reliability of the items was low.

Table 11

*Inter-Item Correlation for Study Variables*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. I have several unexcused absences	1.000													
2. I proofread my work before turning it in to be graded	0.028	1.000												
3. I am excited about coming to a class that focuses on my profession	-0.214	0.054	1.000											
4. I eat or drink during class	0.036	0.030	0.015	1.000										
5. I talk to or distract a classmate when the teacher or someone else is talking	0.331	0.294	-0.309	0.406	1.000									
6. I work on other projects in class (either during lecture, discussion, or small group work)	0.211	0.117	-0.130	0.129	0.286	1.000								
7. I find myself falling asleep or space out during class	0.149	0.104	-0.132	0.365	0.311	0.179	1.000							
8. I am early or on time for class	-0.269	-0.187	0.203	0.011	0.296	0.186	0.072	1.000						
9. My goal is to get the assignment done as quickly as possible with little emphasis placed on quality of the work or time	-0.041	-0.048	-0.014	-0.047	0.054	0.247	0.154	0.056	1.000					
10. I am more interested in being told what information I need to know for the exams or assignments with very little interest in the discussion on the topic	0.270	0.220	-0.099	-0.008	0.246	0.131	0.067	-0.074	-0.049	1.000				
11. When absent from class, I wait to talk to the instructor at the next class instead of contacting him/her at the office	0.086	0.123	-0.116	-0.117	0.145	0.010	0.102	0.005	0.005	0.044	1.000			
12. I believe it is the instructor's responsibility to ask me to remove my hat or any other inappropriate attire	0.173	0.288	-0.075	0.108	0.215	0.266	0.154	-0.182	0.361	0.312	-0.064	1.000		
13. I am interested in participating in a variety of professional experiences whether they are part of the class or not	0.053	0.032	0.327	-0.061	-0.009	0.088	0.023	0.029	-0.004	-0.108	-0.083	0.063	1.000	
14. When I get an assignment or exam back, I am interested only in the grade or points and pay little attention to the instructor's comments or the reason(s) for lost points	-0.093	0.263	-0.157	0.152	0.246	0.248	0.283	-0.402	0.098	-0.068	-0.154	0.143	-0.096	1.000

Note. The new  $p$ -value is .003 based on the Bonferroni adjustment.

### Analysis of Variance

This section includes the results from the Analysis of Variance (ANOVA) and the effect size calculator (means, standard deviations,  $F$  ratio, and Hedges  $g$ ) from the 63 participants' responses to each item on the *Abbreviated Rubric for Self-Assessment*. First, the participants in the sample were grouped into passed and non-passed. Second, the means and the standard deviations were entered in an effect calculator to determine Hedges  $g$ . These statistics are presented in Table 12. Overall, there is no significant difference between the means of students who were successfully vs. the means of students who were not successful. Multiple statistical analyses were conducted on the items. Therefore, a Bonferroni test was performed to control for Type II errors, calculating the  $p$ -value at 0.003. In this analysis, the  $p$ -value for each item was greater than 0.003. Additionally, the effect size for five items indicated no effect (Hedges  $g = \leq 0.138$ ). The confidence interval around said effects include zero, which also indicates that there was no significant effect. Moreover, 9 items indicated some effect ranging from small (Hedges  $g=0.21$ ) to medium (Hedges  $g=0.60$ ) effect sizes. The confidence interval around said effects include zero, which may indicate that there was no significant effect.

In this study, there is no significant difference in the means for the item, "*I have several unexcused absences*" ( $F [1,61] = .177$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.13$ ) indicated that there was no effect (Durlak, 2009). The confidence interval around the effect included zero, which also indicates that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I proofread my work before turning it in to be graded*" ( $F [1,61] = .048$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.05$ ) indicated that there was no effect (Durlak, 2009). The confidence interval around the effect included zero, which also indicates that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I am excited about coming to a class that focuses on my profession*" ( $F [1,61] = 1.591$ ) between students who were

successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003.

Additionally, the effect size (Hedges  $g=0.32$ ) indicated that there was a small effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I eat or drink during class*" ( $F [1,61] = .017$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.03$ ) indicated that there was no effect (Durlak, 2009). The confidence interval around the effect included zero, which also indicates that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I talk to or distract a classmate when the teacher or someone else is talking*" ( $F [1,61] = .008$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.03$ ) indicated that there was no effect (Durlak, 2009). The confidence interval around the effect included zero, which also indicates that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I work on other projects in class (either during lecture, discussion, or small group work)*" ( $F [1,61] = 3.799$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.50$ ) indicated that there was a medium effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I find myself falling asleep or space out during class*" ( $F [1,61] = 5.523$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.60$ ) indicated a medium effect (Durlak, 2009) with a confidence interval around the effect did not include zero, which may indicate a significant effect.

In this study, there is not a significant difference in the means for the item, "*I am early or on time for class*" ( $F [1,61] = 1.847$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.35$ ) indicated that there was a small effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*My goal is to get the assignment done as quickly as possible with little emphasis placed on quality of the work or time*" ( $F [1,61] = 2.133$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.37$ ) indicated that there was a small effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I am more interested in being told what information I need to know for the exams or assignments with very little interest in the discussion on the topic*" ( $F [1,61] = 2.763$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.42$ ) indicated that there was a medium effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*When absent from class, I wait to talk to the instructor at the next class instead of contacting him/her at the office*" ( $F [1,61] = 1.737$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.33$ ) indicated that there was a small effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I believe it is the instructor's responsibility to ask me to remove my hat or any other inappropriate attire*" ( $F [1,61] = .297$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value



was greater than 0.003. Additionally, the effect size (Hedges  $g=0.138$ ) indicated that there was no effect (Durlak, 2009). The confidence interval around the effect included zero, which also indicates that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*I am interested in participating in a variety of professional experiences whether they are part of the class or not*" ( $F [1,61] = .689$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.21$ ) indicated that there was a small effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

In this study, there is not a significant difference in the means for the item, "*When I get an assignment or exam back, I am interested only in the grade or points and pay little attention to the instructor's comments or the reason(s) for lost points*" ( $F [1,61]=1.929$ ) between students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. Additionally, the effect size (Hedges  $g=0.353$ ) indicated that there was a small effect (Durlak, 2009). The confidence interval around the effect included zero, which may indicate that there was not a significant effect.

Table 12

*ANOVA and Effect Size Table*

Measure	Passed		Non-Passed		F (1, 61)	Effect Size	Confidence Interval for Effect Size
	M	SD	M	SD			
I have several unexcused absences	1.97	0.15	2.06	0.95	.177	-0.13	[-0.62, .37]
I proofread my work before turning it in to be graded	2.24	1.15	2.18	1.19	.048	0.05	[-0.45, 0.55]
I am excited about coming to a class that focuses on my profession	3.83	0.60	3.59	0.86	1.591	0.32	[-0.18, 0.81]
I eat or drink during class	1.97	1.05	2	1.02	.017	-0.03	[-0.52, 0.47]
I talk to or distract a classmate when the teacher or someone else is talking	1.31	0.76	1.29	0.68	.008	0.03	[-0.47, 0.52]
I work on other projects in class (either during lecture, discussion, or small group work)	1.48	0.83	2	1.21	3.799	-0.50	[-0.99, 0.01]
I find myself falling asleep or space out during class	1.83	1.07	1.29	0.72	5.523	0.60	[0.09, 1.10]
I am early or on time for class	3.59	0.83	3.29	0.87	1.847	0.35	[-0.15, 0.85]
My goal is to get the assignment done as quickly as possible with little emphasis placed on quality of the work or time	2.31	1.11	2.74	1.19	2.133	-0.37	[-0.87, 0.13]
I am more interested in being told what information I need to know for the exams or assignments with very little interest in the discussion on the topic	2.21	1.08	2.68	1.15	2.763	-0.42	[-0.92, 0.09]
When absent from class, I wait to talk to the instructor at the next class instead of contacting him/her at the office	1.76	0.95	2.12	1.18	1.737	-0.33	[-0.83, 0.17]
I believe it is the instructor's responsibility to ask me to remove my hat or any other inappropriate attire	1.41	0.98	1.29	0.76	.297	0.138	[-0.36, 0.6323]
I am interested in participating in a variety of professional experiences whether they are part of the class or not	3.24	0.91	3.03	1.09	.689	0.21	[-0.29, 0.70]
When I get an assignment or exam back, I am interested only in the grade or points and pay little attention to the instructor's comments or the reason(s) for lost points	1.83	1.2	2.24	1.13	1.929	-0.353	[-0.848, 0.151]

## Discussion

Although, the Cronbach alpha ( $\alpha=.489$ ) indicates that the *Abbreviated Rubric for Self-Assessment's* may not be a reliable tool to measure success however, the inter-item matrix indicates 13 of the 14 individual items correlate well with each other with values ranging from .203 to .406. The chi-square calculations both have a  $p$ -value greater than .05 indicating there is not a significant difference in race or gender for students who successfully passed compared to those who did not successfully pass. The quantitative results from the ANOVA found there is not a significant difference in the means for the items (dependent variable) on the *Abbreviated Rubric for Self-Assessment* between our groups of students who were successful in the program and those that were not successful, as the  $p$ -value was greater than 0.003. The effect size (Hedges  $g=.2$  to  $.6$ ) for 11 of the items indicated those dispositions had a small to medium effect on the sample. The confidence interval around the effects include zero, for the 10 items that show a small to medium effect, which may indicate that there is not a significant effect. However, the confidence interval around the effect for item number 7 "*I find myself falling asleep or space out during class*" did not include zero, which may indicate that there may be a significant effect had there been a sufficiently large sample size with more power to detect differences. Overall, we fail to reject the null hypothesis. In other words, the *Abbreviated Rubric for Self-Assessment* did not show a relationship between the measured dispositions and success in Adult Basic Education programs. The small sample size may have had some bearing on these results.

The results also call into question the use of the *Abbreviated Rubric for Self-Assessment* with students in Adult Basic Education programs. The rubric was designed for pre-service physical education teachers. As indicated in Chapter 2, pre-service physical education teachers have successfully demonstrated their ability to navigate both situational and institutional barriers by graduating from high school and enrolling in higher education. It is possible that this rubric is not reliable tool for adult education students. However, due the small sample size, it is not possible to reject the use of this rubric in future. Further research is needed.

It is also possible that the language of the rubric, rather than the dispositions themselves, proved challenging or ill-suited to the participants. For example, item number 3 "*I am excited about coming to a class that focuses on my profession*" could be reworded to state "*I am excited about coming to a class that leads to my GED*".

In addition to rewording items, individual vocabulary might have been confusing to adult education students. For example, differentiating between a lecture and a discussion might be a challenge for some adult education students. The reading level of the rubric may need to be adjusted to students with less than a 6<sup>th</sup> grade reading level.

## Chapter 5 Conclusion

### Summary of Themes

As society has evolved from industry-based to informational-based employment, the basic skill requirements for employees thereby changed creating a skills gap. Employers want to hire individuals who possess employability skills. These skills include basic academic skills, critical thinking, the ability to work with others and exercise judgement, personal responsibility, and a positive attitude (O'Neil, 1997). This is true whether employees are graduating from high school, adult education, or college. In other words, employers want personnel that possess the disposition to be successful in the workplace; someone who is ready (on time, prepared, basic education), willing (shows initiative and thinks critically), and able (positive attitude and demonstrates personal responsibility) to do the work required for the position.

Adult education was enacted, over 55 years ago, to provide education and training for the less-educated and most disadvantaged adult citizens. This included foreign-born immigrants who the US government wanted to assimilate into mainstream society, to enable them to contribute to the economic productivity of the nation (Rose, 1991; Stubblefield & Keane, 1994). With the ability to serve over 2 million students, Adult Education programs are perfectly positioned to help close the skills gap. Adult Education programs struggle with retaining and matriculating students despite the evidence that suggests education is associated with higher wages (Bureau of Labor Statistics 2015; Carnevale, Rose, & Cheah 2011). Students enrolled in Adult Education programs primarily are from low socioeconomic backgrounds and are high school dropouts. These students face many situational (childcare), institutional (policies), and dispositional (low-confidence) barriers that prevent them from enrolling, persisting, and completing school. With students facing dispositional barriers including self-perceptions, lack of motivation and personal desire, and their attitude and belief about their ability to succeed (Spellman, 2007), adult education can no longer focus exclusively on academics.

Before Adult Education programs can increase the dispositional capacity of their students the programs must define disposition and how to measure it. The **PETE** program's definition of disposition

and its tools for measuring it were applied to the Adult Education program. PETE defines dispositions as value statements that can be measured by observable behaviors that demonstrate a professional attitude toward success in program and workplace (Wayda & Lund, 2005). It is for these reasons that the *Abbreviated Rubric for Self-Assessment* was chosen to help answer the following research question:

RQ1. What dispositions of adult learners predict success in an Adult Basic Education program?

### **Summary of Methods**

To answer the research question, a quantitative study, using a quasi-experimental design, was executed with students enrolled in an Adult Education program. Adult education serves students who are 16 years of age and older who do not have a high school diploma. For this study, the sample consisted of students enrolled in adult basic education courses (NRS levels 2-4). This level indicates that students in the sample had grade levels in reading, language, and math between second and eighth grade. For this sample, their reading levels were specifically NRS Level 4 indicating a 6<sup>th</sup> to 8<sup>th</sup> grade. This was a convenience sample for several reasons:

- 1) they were enrolled in adult education;
- 2) they were accessible;
- 3) their TABE scores were housed in the state college's student information system making the score more accessible than GED scores;
- 4) all of this information is afforded to me because of my affiliation to the state college.

During the 15-week semester, emails were sent to faculty members who taught adult basic education courses inviting them to bring their classes to a workshop on "How to Navigate the Student Portal". The week before spring break, I conducted 6 workshops on one campus, during one week, over 2 days, at 3 times per day. During this workshop, the study and informed consent were explained and students who wanted to participate were given the *Abbreviated Rubric for Self-Assessment*.

The *Abbreviated Rubric for Self-Assessment* is a survey used to measure observable behaviors that align to dispositions that are indicative of success in pre-service teacher programs. This instrument

consists of 14 Likert-type items that was analyzed using descriptive statistics to find the mean, standard deviation, the minimum, and maximum. Next, chi-square and Cronbach alpha, and inter-item correlation were run to confirm internal reliability and consistency. Lastly, Analysis of Variance (ANOVA) and the effect size calculator were run to determine the differences in dispositions between student who successful passed and those who did not pass.

### **Summary of Results**

The sample of convenience was comprised of 63 participants who were enrolled in Adult Basic Education courses at a state college in Northeast Florida. Over 74% of the participants were enrolled in two or more courses (see Table 4), 78% were Black and 22% non-Black, and 71% females and 29% males (Table 3) with a mean age of 32 years old.

The mean scores on the survey items range from 1.35 ( $s=.710$ ) to 3.70 ( $s=.754$ ). Item 5, "*I talk to or distract a classmate when the teacher or someone else is talking*" had a mean score of 1.30, ( $S=.710$ ) with the lowest standard deviation. Item 14, "*When I get an assignment or exam back, I am interested only in the grade or points and pay little attention to the instructor's comments or the reason(s) for lost points*" averaged 2.05 ( $S=2.05$ ) with the largest standard deviation. This illustrates a 1- to 2-point difference in standard deviations between the responses provided by the participants for the items.

The Chi-square Test was used to determine if there was an association between gender and success and race and success. For students enrolled in Adult Basic Education courses there were no significant differences in their responses based on race or gender. It was concluded that success or lack of success were not dependent on race (Table 8) or gender (Table 9) in this sample.

Internal consistency and reliability were determined using Cronbach alpha, and an inter-item correlation matrix. The Cronbach alpha ( $\alpha=.489$ ) indicates low internal reliability and consistency indicating the items on the *Abbreviated Rubric for Self-Assessment* may not be closely related as a group in measuring success. However, the inter-item correlation matrix range values indicate that the meaningful correlations between 13 of the 14 items on the survey are measuring some level of success. Item 11 "*When absent from class, I wait to talk to the instructor at the next class instead of contacting*

*him/her at the office*” is the only item does not have range value between .15 and .5 indicating there is likely not a correlation to the other 13 items. Although, each of the items had correlations with most of the other items, overall, they did not have strong internal consistency reliability. This contradiction indicates the need for a larger sample with more statistical power.

The ANOVA determined there was no significant difference in the dispositions of students who were successful in the program and those that were not successful. This means the variation between and within each group (passed and non-passed) of students for each individual item was associated to another unknown factor and not success. The means and standard deviations of most of the students' responses in each group were within 1- to 2-point standard deviation. This shows that students in both groups were responding to the items in a similar mode. The effect size (Hedges  $g=.2$  to  $.6$ ) for half (7) of the items varied from small to large. This variation may signify that this study replicated with a larger sample size ( $n=63$ ) may show a significant difference in the dispositions of students who were successful in the program and those that were not successful. In other words, the *Abbreviated Rubric for Self-Assessment* did not show a relationship between the measured dispositions and success in Adult Basic Education programs. The small sample size may have had some bearing on these results.

## **Conclusion**

In conclusion, we fail to reject the null hypothesis. This study has not statistically proven that the measurable behaviors (that are aligned to dispositions) are predictive of success. The study found no statistical difference in the responses between students in this sample who successfully passed and those who did not successfully pass. Although 46% percent of the students passed a course not one of the study participants registered for a course in the following semester.

One positive outcome is the effect sizes and the meaningful correlations between items suggest further research is needed with a larger sample. Furthermore, dispositions may have relationships with success in a study with more statistical power.

As it stands today, employers want workers who possess the disposition to be successful in the workplace. Adult Education programs have the populations and the means to produce the students who



possess the dispositions needed to meet the demand of the 21<sup>st</sup> century workforce. Adult Education programs will need to improve retention and matriculation that lead to completion and employment. Adult education can no longer afford to teach only basic academic skills. Adult education must focus more intentionally on developing the dispositional capacity of their students toward success by using all the tools afforded to them by the Workforce Innovation and Opportunity Act. Adult Education programs must leverage the workforce activities provided in the curriculum frameworks, create integrated education and training programs, or create career pathways.

### **Limitations**

The first limitation for this study was timing. The study was intended to take place over the course of the 15-week semester. The pre-test survey was to be deployed via the student portal during the sixth week and the post-test survey during the ninth week of the semester. IRB approved the study 4 weeks into the semester. As a result, there was a narrow window of time to upload the survey to the student portal. This delay changed the timeline and design of the study. The timing limitation altered the design from a pre- and post-test design to a pre-test that was not uploaded to the student portal but rather collected via a paper survey.

The second limitation that impacted the study was COVID-19. The global pandemic changed the definition of success for the study due to the inability of adult education students to take the TABE post-test. The definition of success was modified from passing the TABE test and registration in the next semester to a passing grade in the course. Additionally, the study came to a halt as the Adult Education program was attempting to recapture the students for courses that moved to an online platform. This proved challenging as some of the instructors and students struggle with technology. Unable to return to campus to facilitate face-to-face workshops coupled with technology issues led to a small sample size ( $n=63$ ). Sample sizes of 100 or more are recommended when conducting a quantitative study with multiple variables.

### **Delimitations**

In this study, the following choices to limit certain aspects of the study was intentional.

- 1) The use of only one of the northeastern state colleges that have an Adult Education program was intentional. This limit was part of the design and allowed for a convenience sample.
- 2) Another limitation was the number of variables used in the study confined to only race and gender.
- 3) Additionally, race was further limited into two categories (Black and non-Black). This was done because the Hispanic, Asian, Caucasian and multi-racial combined percentages were very low, however, the collective percentage of this group was worth noting in the study.
- 4) Finally, the *Abbreviated Rubric for Self-Assessment* is designed to be completed by both students and faculty. This study included only student assessments.

### **Implications for Practice**

The information derived from this study will be shared with the Adult Education community at large including leadership team, faculty, and students at the northeastern state college. With the results of the Cronbach alpha (.489) and the inter-item correlations, it is suggested that the potential of internal consistency and reliability of the *Abbreviated Rubric for Self-Assessment* continue to be strengthened through use in other Adult Education programs throughout the state. Another suggestion would be to use the *Abbreviated Rubric for Self-Assessment* as formative assessment during the orientation process to help students identify their current behaviors compared to those identified as behaviors of successful students. The potential gap between current dispositions and those dispositions associated with success could provide essential information for student advising. Faculty would require professional development in the area of dispositions and the use of the rubric.

### **Implications for Research**

The lack of differences in dispositional behaviors between students who passed and those who did not pass indicates a need for further research on the roles of dispositions in Adult Education. The

*Abbreviated Rubric for Self-Assessment* was a formative assessment that was not meant to be used as a stand-alone tool to measure dispositions (although it shows potential reliable instrument). As a formative assessment tool, it should be used in concert with the *Disposition Rubric* that is completed by faculty member about the student's behaviors in class throughout the semester. It would be beneficial to the Adult Education community to use both the student assessment (*Abbreviated Rubric for Self-Assessment*) and the faculty assessment (*Disposition Rubric*). The assessments should be completed during the last week of classes with a thorough explanation given to students at the beginning of the semester.

Another recommendation would be to replicate this study in its original design of a pre-and post-test therefore allowing dispositions to be measured over time and compared for growth. In this design the pre-test would function not only as the instrument but as the intervention. The intervention would involve a more-in-depth discussion of the survey with time built in for reflection. This discussion and reflection time will allow students think intentionally about their behaviors before answering.

Finally, it is also possible that the language of the rubric, rather than the dispositions themselves, proved challenging or ill-suited to the participants. For example, item number 3 "*I am excited about coming to a class that focuses on my profession*" could be reworded to state "*I am excited about coming to a class that leads to my GED*".

In addition to rewording items, individual vocabulary might have been confusing to adult education students. For example, differentiating between a lecture and a discussion might be a challenge for some adult education students. The reading level of the rubric may need to be adjusted to students with less than a 6<sup>th</sup> grade reading level. It may be necessary to rework and test a version of the *Abbreviated Rubric of Self-Assessment* that is intended for adult education students.

In conclusion, the study is one that produced results the warrant further investigation into the relationship between dispositions and success in Adult Education Programs. Several adjustments to the methodology have been suggested herein. In addition, modifying the language of the rubric itself and using it as originally designed could provide enormous service to the both the field of adult education and adult education students.

Appendix A

**Abbreviated Rubric for Self-Assessment**

**Directions:** Please take your time reading and reflecting each of the statements below and check the box that matches with how often you demonstrate this behavior or attitude in class.

SID #:	DATE:			
Statement	Often (≥ 4x)	Sometimes (≥ 2x)	Rarely (=1x)	Never (=0)
1. I have several unexcused absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I rarely proofread my work before turning it in to be graded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am excited about coming to a class that focuses on my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I eat or drink during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I talk to or distract a classmate when the teacher or someone else is talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I work on other projects in class (either during lecture, discussion, or small group work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I find myself falling asleep or space out during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am early or on time for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My goal is to get the assignment done as quickly as possible with little emphasis placed on quality of the work or time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am more interested in being told what information I need to know for the exams or assignments with very little interest in the discussion on the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When absent from class, I wait to talk to the instructor at the next class instead of contacting him/her at the office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I believe it is the instructor’s responsibility to ask me to remove my hat or any other inappropriate attire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am interested in participating in a variety of professional experiences whether they are part of the class or not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I get an assignment or exam back, I am interested only in the grade or points and pay little attention to the instructor’s comments or the reason(s) for lost points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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