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Opinions of Ohio public school superintendents about issues in adult education in relation to selected personal and programmatic variables

Thiel, Kathleen Kastner, Ph.D.

The Ohio State University, 1987
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UMI
OPINIONS OF OHIO PUBLIC SCHOOL SUPERINTENDENTS
ABOUT ISSUES IN ADULT EDUCATION IN
RELATION TO SELECTED PERSONAL AND PROGRAMMATIC VARIABLES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Kathleen K. Thiel, B.A., M.Ed.

****

The Ohio State University
1987

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ACKNOWLEDGMENTS

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PUBLICATIONS


(1985). Job-related basic skills. Overview. ERIC Digest No. 42. ED 259 212.


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CHAPTER I
INTRODUCTION

Statement of the Problem

The State Board of Education and the Ohio Department of Education have cited many issues as they look to the future of education in the state. Among them is the concern for the expansion of "adult programs so that all eligible persons have access to basic skills, literacy, and pre-GED instruction, as well as job training" (State Board of Education, 1986, p.23). Data from the United States Census Bureau ("Changes in America," 1986) reveal that between the years of 1979 and 1984, 11.5 million Americans lost their jobs through plant closings, relocations, or technological innovation, and that 20% of those individuals needed to improve their basic skills in reading, writing, mathematics, and communications if they were to find jobs with chances for advancement. Data also indicate that 13% of the national population or 17 to 21 million people are functionally incompetent and cannot read job notices, complete employment applications, understand instruction manuals, ("Changes in America," 1986), "attain personal
education held by local superintendents.

Specifically, this research focused on the educational leaders of Ohio's school districts, the superintendents of schools, and assessed their opinions concerning salient issues in adult education and the degree to which these opinions were related to selected personal and programmatic variables.

Sub-Questions

To what degree do the superintendents believe that,

1. public school districts in Ohio should provide educational services for persons of all ages;

2. public school systems should provide educational programs to help train and retrain the workers of Ohio;

3. school districts in Ohio should use local tax monies to provide adult education;

4. the superintendent has a responsibility to create an environment which fosters adult education programs on the local level;

5. public school districts are logical agencies to serve adult learners given their geographical accessibility, established organizational and administrative structure, and existing facilities;

6. educational entitlements (tuition-free programs) should be enacted to provide Ohio's adults with the opportunity to complete high school, to obtain equivalency
The board of education of a city, exempted village or local school district may organize evening schools. Any person more than twenty-one years of age may be permitted to attend evening school upon such terms and upon payment of such tuition as the board prescribes.

A second act cited in Ohio law was ORC #3313.54 (1953) which was originally enacted in 1921 and provided for Americanization schools. The law read that

On application of not less than fifteen adult persons born outside the territorial limits of the United States, including Alaska and the Hawaiian Islands, resident in the district, the board of education of a city, exempted village, or local school district may establish and conduct an Americanization school open to all persons twenty-one years of age or over, of foreign birth, resident of the district or of an adjoining district. The board of such school district may charge such pupils a fee.

A third act was ORC #3313.58 (1953) which provided for supervision of social and recreational work and the employment of instructors. Originally enacted in 1915, this law stated that

Boards of education of city, exempted village, or local school districts may, upon nomination of the superintendent of schools, employ persons to supervise, organize, direct, and conduct social and recreational work in such school district. The board of education may employ competent persons to deliver lectures, or give instructions on any educational subject, and provide for further education of adult persons in the community.

A fourth act was ORC #3313.76 (1953) which provided for the use of school buildings for educational and recreational purposes. Dating from 1915, this law read that
The basic premise on which this country was founded was preservation of the democracy for which an educated citizenry was a given. Thomas Jefferson, in the 1800's, stated that "Democracy can be no stronger than the enlightenment of its people" (Solomon, 1961, p.86). In Adult Education in Ohio, Facts and Figures (State Department of Education, 1925), D. K. Mardis wrote:

Ohio easily has enough voters who cannot read to carry any election we have in the state. This is an appalling thought for all who have any realization of the responsibilities of government. It is very clear that the aim to have well-informed voters has failed. It is not enough to have schools for all the children of all the people, but we should have schools at public expense for all the people regardless of age who are unable to read and write (The State Department of Education, p.9).

Dwight D. Eisenhower in 1959 stated that "In America, the basic mission of education is clear and compelling: to provide every person--regardless of race, economic status or locality--the opportunity to develop to the highest capacity of his own self and for the common good" (Hendrickson, 1958, p. 4).

In a message to Congress in 1961, John F. Kennedy (Solomon, 1961) emphasized that the progress of the nation could be no swifter than the nation's progress in education. And in 1985, Ohio Governor Richard F. Celeste reported that

"Education, training, and human service programs are important to the well-being of every Ohioan, regardless of income, age, occupation, race or gender...Education and human service programs contribute to the quality of life of all Ohioans" (Celeste, p. 15).
assists its people in adapting to a rapidly changing world (Berkey, 1984). Franklin (1969), Combs (1981), Gooler (1981), Naisbitt (1984), and Celeste (1985) all speak to the challenges of the coming decades and emphasize the rapidity of economic, technological, and population changes and the primacy of social problems. In addition, they have cited a concern for dealing with the explosion of the information society and the increasing importance of personal fulfillment of citizens in this increasing interdependent society. Adult education has the "incalculable responsibility of developing and maintaining a socially and economically literate people" (AASA, 1948, p.81). Likewise, adult education benefits society by providing individuals with the opportunities (1) to increase employability skills (Celeste, 1985), (2) to make psychological adjustments to their social condition, (3) to develop problem-solving skills (Apps, 1980), (4) to eliminate educational deficiencies through increased literacy and basic skill levels (Gooler, 1981), and (5) to become more effective participants in the democratic society (AASA, 1948). While the public school districts have made a contribution to adult education by assuming a share of the responsibility of programming within their communities, by acting as a clearinghouse for other adult activities, and by helping to keep the public informed (Bergevin, 1967), this programming
There are, however, two national surveys and one specific to the state of Arkansas which have implications for an Ohio study. The first (National Education Association, 1964) focused on the opinions of school superintendents about adult education. The population included superintendents of 12,342 school districts enrolling more than 300 participants in adult education programs. The findings included:

1. Of the superintendents, 61.6% agreed that the public schools should accept the responsibility of adult education; 26.6 percent disagreed and 11.7 percent were undecided.

2. Of the superintendents, 58.3% agreed that adult education was beneficial in improving the public's understanding of the regular school program.

3. Of the superintendents, 67% indicated that adult education should assist other community groups with their programs.

4. Of the superintendents, 60% agreed that areas of importance in adult education programming were community services, public affairs, general education, cultural, and health and safety programs. Among superintendents of large systems (25,000+ enrollment), 7% agreed that both elementary and secondary education for adults were important and 90% agreed that high school education for adults was important.
they considered program implementation and maintenance, (3) favored increased state funding for adult education and (4) felt that funding on the local level was not a viable option within the next five years. Both Morris and Feldmeier (1974) found that demographic factors of a personal, educational, and occupational nature had little relationship to the attitudes of superintendents toward adult education.

When the paucity of research regarding public school adult education is considered, the attitudes of superintendents in Ohio toward adult education and the roles they assume in implementing programs and policies on the local level become significant. This is especially true given the marginal existence of adult education within the public school sector, the common theme which appears in the literature citing the crisis orientation of educational programming for adults, and the fact that legal status for adult education programs within Ohio's public schools has existed since 1839. As the educational leaders of their respective school districts, superintendents have the position, responsibility, and opportunity to be change agents in providing complete services for the adult population.

This research will provide local program administrators, boards of education, the Ohio Department of Education, institutions of higher education, and professional
basic education (Ohio Task Force).

Funding - The means by which a program, such as adult education, is financed.

Functional incompetency - The inability to read, write, and compute beyond the fifth grade level.

Mission - The responsibility of a group to its constituents.

Opinion toward adult education - the view or belief held in regard to adult education.

Public school adult education - Those programs of instruction sponsored by the public schools for persons over 18 years of age who are not regularly attending the day school program.

Superintendent - The person responsible for administration of the school system.

Assumptions

For the purpose of this study, it was assumed that superintendents, as educational leaders of the district, are in a position to effect policy change and to implement programs within the district.

Research Design

This study was descriptive in nature. The population under study was 738 superintendents in the state of Ohio. One superintendent served on the panel of experts which
Limitations

This study was limited to specific self-report data from public school superintendents employed on a full-time basis during the 1986-87 academic year. This study was not an attempt to evaluate various adult programs that presently exist. Rather, it was intended to elicit the opinions of superintendents toward issues in adult education and to analyze their beliefs in relation to selected personal and programmatic variables.

Implications

This research has implications for:

1. Exploring options for establishing and expanding adult education programs within the local school district.
2. Addressing funding concerns of adult education programs by the Ohio Department of Education.
3. Implementing staff development programs for superintendents by professional associations, institutions of higher education, and the Ohio Department of Education.
4. Obtaining a perspective of ways in which superintendents view education in total and adult education in relation to that perspective.
5. Assessing the extent to which superintendents have had experience with adult education.
6. Designing strategies for enacting legislation and for initiating new funding and increasing present funding for adult education on the state and local levels.
ensure the perpetuation of the reading of the Bible. The third force was the Puritans "gospel of work" ethic which was derived from the belief that ignorance begets idleness. The fourth force was the awareness on the part of the citizenry that the success of the new self-government was vested in an educated society. The fifth force was the desire for expanded commerce and industry which necessitated a trained and educated work force.

Hendrickson (1943), Griffith (1969), Knowles (1977), and Hensarling (1983) document the development of adult education in this country as influenced by the churches, town meetings, agricultural and mechanical societies, lyceums, chautauquas, and libraries. At the same time private for-profit evening adult schools were operating in New York (1661), Boston (1724), Philadelphia (1734), and Charleston (1744). Activities by these providers culminated in a steady growth of vocational and cultural subjects from 1750 to 1820 (Mann, Essert, and Repole, 1963). In the ensuing years adult education continued to expand in an organized fashion and pursuant to the specific needs of society. Educational programs were instituted to serve those in need of Americanization and citizenship training, literacy education, vocational, agricultural and technical training, and primary and secondary education (Griffith, 1969).
education began to receive recognition as a possible integral part of the public school setting.

A second factor influencing the growth of public school adult education revolved around the acceptance of the tenet that adult education was most effective when structured through existing institutions and agencies (Bergevin, 1967; Fantini, 1975; Morgan, 1934). Over the years the challenge has been presented to the public schools to implement services for adults. Melchoir (1934) expressed this conviction when he stated that

The public schools were founded in order to perpetuate democracy and at the same time of the founding of these schools it was not realized that education of the masses of the people would need to extend beyond the teen age. Now we know that in addition to educating the children of elementary and high school levels it is necessary to continue the education of the entire adult population. This must be done by extending the function of the public schools and also by the cooperative action of various adult educational organizations (p.49).

Nisonger (1940), Kempfer (1955), Luke (1960), Moorehead (1962), Madry (1963), Bergevin (1967), Fantini (1975) and the Task Force on Adult and Community Education (1985) described the public school as the one agency best equipped to meet the needs of the adult population. It was reasoned that the public schools belong to the people and receive their financial support; have existing facilities, staff and administrative structure; are geographically accessible; and have established leadership and partnerships
elementary and secondary education needs of adults at public expense.

Clark (1968) reported that Americanization and citizenship classes for adults within the public school structure were instituted in California by 1920. These were linked to a widespread concern during World War I over the assimilation of minorities and provided an evolutionary step in the establishment of evening schools and an increase in the vocational and academic programs for adults. Presently California education code affirms the right of all adults to funding, under a spending cap, for education through high school completion (Rachlis, 1983).

The impetus for public school adult education in New York grew out of legislation in the 1840's providing for evening schools for first men and then women. By 1857, 25 schools were operating five nights a week (Mann et al., 1963). Emergency legislation during the depression years resulted in many local school districts assuming strategic positions in sponsoring educational programs for individuals on the relief rolls (Reeves, Fansler, and Houle, 1938).

Rachlis (1983) reported that in Wisconsin adults were to be permitted to attend day elementary and secondary schools so long as their presence does not interfere with the progress of the regular students. Fantini (1975)
the state's economic base. Celeste (1985) maintained that a good education was required for individuals to participate fully in the life of the community and that "education, training, and human service programs are important to the well-being of every Ohioan regardless of income, age, occupation, race or gender" (p.15). The Celeste strategy adhered to linking of education with training programs and to the goal that Ohioans would be able to achieve the highest possible quality of life and economic viability.

Coupled with the Celeste initiative were the recommendations of the Ohio Task Force on Adult and Community Education (1985) which included the expansion and strengthening of educational opportunities for adults in Ohio. To accomplish this goal, the Task Force recommended educational entitlements to provide Ohio's adults with public support to complete elementary and/or secondary education, receive vocational training, and participate in citizenship and English second language instruction. The Task Force emphasized that adult education was needed to assist people in the shift from an industrial to an informational society, to cope with rapid scientific change, to provide alternatives to increased leisure time, to adjust to the mobility of the population, and to bridge the gap between home and school. Also, it reiterated the findings of the Celeste report that
programs. Originally, funds for these programs had been derived mainly from tuition and fees, with minimal tax support on the local and state levels. Federal support was enacted on a stop-gap, specific need basis (Knowles, 1977). In *A State Program of Tax-Supported Adult Education*, Rochte (1950) hypothesized that the state had a responsibility for providing adult education and rested the assumption on the notion that adult education was vital to the preservation of the individual and the state. He cited Cubberly's tenet that the state established and operated schools not because it could do so better than other agencies, but in order to ensure the inherent right to preserve and improve itself. Among principles of tax supported adult education cited by Rochte (1950) were (1) that adult education should provide opportunities to all adults to learn what they choose at a time during their life span when they want to learn, (2) that the state should aid the local community in serving the interests of the adult population, and (3) that adult education should be a part of the total education program of the state and therefore the state should be responsible for it administratively and financially. Rochte (1950) adhered to the belief that while the state should provide financial support, local school districts should remain autonomous in the delivery of adult education.
The Role of the Superintendent

The superintendent is potentially the most influential person in the development and support of adult education programs within the school district, and the role the public school assumes is directly related to the thinking of the superintendent (Kempfer, 1955). Thriving adult education programs are found where the superintendent is active in procuring funds, outlining the organization, selecting professional leadership, giving clear-cut assignments, supporting plans, and granting freedom to the administrator to develop and carry out programs. Kempfer (1955) concluded that if the superintendent considered adult education as an appendage to the school system, then it was; and, likewise, if adult education was viewed as serving the needs of the community, then it did.

Overstreet (1941) elaborated on the qualities exhibited by leaders in adult education. He stressed that leaders of adults must (1) want to go on learning, (2) have some expertness that gives character to what is said and done, (3) have a sense of vision rather than a narrow perspective, and (4) have a sense of community and the power to think and act in terms of real problems and resources.
educated work force, quality of life, and economic viability. However, the societal concerns which nurtured the growth of adult education have not been translated into appropriate funding for these programs. For the most part, the majority of funding has been borne by the participants with minimal contributions from local, state and federal sources. Finally, and in many cases, the benefits cited by program sponsors have been pursuant to self-serving interests of providers and not reflective of the social consciousness from which these programs emerged. The incongruities which have developed between the philosophies of mission, the methods of funding, and the purported benefits of adult education have caused advocates to be concerned about the future of public school adult education. Consequently, this research focused on adult education within the public school setting of Ohio and on the attitudes of superintendents toward the concomitant issues of: (1) the mission of the public schools toward adult education, (2) the funding of public school adult education, and (3) the benefits accrued the local district as a result of adult education programs.
programs to help train and retrain the workers of Ohio;

3. public school districts should use local tax monies to provide adult education;

4. the superintendent has a responsibility to create an environment which fosters adult education programs on the local level;

5. public school districts are logical agencies to serve adult learners given their geographical accessibility, established organizational and administrative structure, and existing facilities;

6. educational entitlements (tuition-free programs) should be enacted to provide Ohio's adults with the opportunity to complete high school, to obtain equivalency certificates, to enroll in basic skills courses, to acquire vocational training, and to obtain citizenship education and English as a second language through programs sponsored by public school districts;

7. the establishment of adult education programs improves school-community relations and the economic development of the community; increases the use of facilities by nonparent taxpayers, the support of citizens in millage campaigns, and the understanding of public school operations on the part of the parents and citizens in the school district;
Research Design

This research assessed the opinions of school superintendents toward adult education. Ary, Jacobs, and Razavieh (1979) stated that the purpose of descriptive research is to "obtain information concerning the current status of phenomena [and] the nature of a situation as it exists today" (p. 295). This research utilized the survey approach which has the advantage of (1) providing a description of a field at a given time, (2) gathering a great deal of representative information, (3) identifying areas where other types of research are needed, and (4) focusing on information about a specific, definable population (Dickinson and Blunt, 1980). At the same time, certain weaknesses in survey research exist. Among them are the concerns for accurate responses on the part of the responders; an adequate response rate; the amount of time, money, and manpower required; and the cooperation of the individuals under study (Dickinson and Blunt, 1980; Dillman, 1978).

To control for these weaknesses, this research was conducted using Dillman's (1978) Mail and Telephone Surveys: The Total Design Method. Dillman recommended three areas of concern to maximize survey response rate and to control for non-response error. The first was to minimize the cost of responding by reducing the time
The purpose of this research was to describe the relationship between the opinions of superintendents toward salient issues in adult education and selected personal and programmatic variables. To accomplish this, a mail survey instrument was developed using a Likert-type system. Babbie (1978) defined scales as composite measures "constructed on the basis of an intensity structure among items comprising the measure" (p. 269). Scales, such as the Likert, are appropriate in social research because they (1) are efficient devices for data reduction; (2) assess attitudes, values, and interests by measuring the degree to which an individual possesses characteristics of interest; and (3) employ a refined and unambiguous ordinal measurement of characteristics (Babbie, 1978; Ary, Jacobs, and Razavieh, 1979). In this research, the superintendents responded to a five point scale which indicated whether they (1) strongly disagreed, (2) mildly disagreed, (3) neither agreed nor disagreed, (4) mildly agreed, or (5) strongly agreed with issues in adult education.

Care was taken in the construction of the instrument to insure that statements similar in content were grouped. In addition, positive psychological effects and feelings of accomplishment were established by use of a vertical flow of statements. Continuity and a sense of flow were maintained through the use of transitional statements.
statements, and .78 for benefit statements. However, the coefficient of stability indicated that responses to individual questions within each domain were unstable over time. Accordingly, this indicated that analysis of the data would not be by individual items but by each of the domains: mission, funding, and benefits.

Instrumentation

This research was conducted using Dillman's (1978) Mail and Telephone Surveys: The Total Design Method and emphasized several key factors indicated to be instrumental in obtaining a high response rate. These included making the respondent feel the individual attention of the researcher, mailing surveys on the actual date indicated on the cover letter, using first-class postage, and editing the follow-up letters to reflect the status of the study. All of these suggestions were observed.

Data collection occurred over a seven week period and was conducted under the endorsement of the Buckeye Association of School Administrators (BASA) and The Ohio Association for Adult and Continuing Education (OAACE). The logos of the two associations appeared on the front of the survey, and a statement of support signed by the executive director of BASA and the president of OAACE appeared on the inside front cover. In addition, OAACE stationery,
Data Analysis

Data received from the superintendents were coded and analyzed using the Statistical Analysis System (SAS) available at the Information and Research Computing Center at The Ohio State University. Frequencies, percentages, means, and standard deviations were used to describe the personal and programmatic variables of the superintendents.

Programmatic variables are described in Tables 1-6. These include: (1) the percentage of superintendents reporting adult education, (2) types of adult education in Ohio's public school districts, (3) percentage of full-time professional time devoted to administration of adult education, (4) percentage of funding for adult education programs, (5) funding levels for adult education, and (6) districts with adult education prior to the employment of the superintendent.
percentages of funding sources.

The measures of association were based on the following conventions (Davis, 1971):

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.70 or higher</td>
<td>Very strong association</td>
</tr>
<tr>
<td>.50 to .69</td>
<td>Substantial association</td>
</tr>
<tr>
<td>.30 to .49</td>
<td>Moderate association</td>
</tr>
<tr>
<td>.10 to .29</td>
<td>Low association</td>
</tr>
<tr>
<td>.01 to .09</td>
<td>Negligible association</td>
</tr>
</tbody>
</table>

In addition to the correlations, $r^2$ (the coefficient of determination) was used to indicate the proportion of variance in the three dependent variables of mission, funding, and benefits that were associated with the personal and programmatic variables.
Programmatic Information

Respondents were asked to provide data regarding adult education programming within their districts. These data were obtained from question 22 of the survey, Appendix A. Specifically, superintendents were asked to indicate the extent to which adult education existed within their districts, the amount of professional time devoted to the administration of the programs, and the nature of funding of the adult education programs. Differences between data reported in this research and that of state agencies are attributed to superintendents reporting the existence of programs within their service area whether or not their districts act as fiscal agent. School district boundaries are not necessarily contiguous with service areas in regard to adult education programming.

Data concerning the number of adult education programs within Ohio's public schools are contained in Table 2.
<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education/Literacy</td>
<td>Yes</td>
<td>267</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>62</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>Yes</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>173</td>
</tr>
<tr>
<td>High School Completion</td>
<td>Yes</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>249</td>
</tr>
<tr>
<td>Citizenship Education</td>
<td>Yes</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>286</td>
</tr>
<tr>
<td>Leisure Time</td>
<td>Yes</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>125</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>Yes</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>186</td>
</tr>
<tr>
<td>High School Equivalency</td>
<td>Yes</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>164</td>
</tr>
</tbody>
</table>
administration of adult education equaled 40.1% of a full-time contract.

Respondents reporting the presence of adult education within the school district (329) were asked to provide data regarding the types of funding for adult education programs. This information is reported in Table 5.

**TABLE 5**

PERCENTAGE OF FUNDING FOR ADULT EDUCATION PROGRAMS AS REPORTED BY 254 SUPERINTENDENTS WHOSE DISTRICTS HAVE FISCAL RESPONSIBILITY

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>107</td>
<td>42.1</td>
</tr>
<tr>
<td>No</td>
<td>147</td>
<td>57.9</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>142</td>
<td>55.0</td>
</tr>
<tr>
<td>No</td>
<td>112</td>
<td>68.9</td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>79</td>
<td>31.1</td>
</tr>
<tr>
<td>No</td>
<td>179</td>
<td>68.9</td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>189</td>
<td>74.4</td>
</tr>
<tr>
<td>No</td>
<td>65</td>
<td>25.6</td>
</tr>
</tbody>
</table>
FIGURE 1
PERCENTAGE OF FUNDING BY CATEGORY FOR ADULT EDUCATION AS REPORTED BY 254 SUPERINTENDENTS
Summary
Based on the analysis of data, there were 329 public school districts in Ohio with adult education programs. The types of programs which existed with the greatest frequency were adult basic education, leisure-time, high school equivalency, vocational, and continuing education. The average professional time devoted to the administration of these programs was 40.1% of a full-time employee. The major source of income was tuition which yielded 51.2% of the funding. The majority of adult education programs existed prior to the employment of the superintendent.
The data in Table 7 indicate that of 606 superintendents, 193 (31.8%) had a history of enrollment in adult education. No participation in adult education was reported by 413 (68.2%) of the superintendents. Those respondents were asked to indicate the types of courses in which they had participated. These data are summarized in Table 8.
Data in Table 8 indicate that of those superintendents with personal involvement, the majority had enrolled in leisure time activities (67.0%). Continuing education had a participation rate of 41.0% and vocational education a rate of 17.6%. There was negligible participation in high school completion (1.0%), citizenship (1.0%), and high school equivalency (1.0%). No one participated in adult basic education.

Superintendents were asked to report involvement in adult education on the part of immediate family members. These data are reported in Table 9.

**TABLE 9**

PERCENTAGE OF SUPERINTENDENTS WITH FAMILY INVOLVEMENT IN ADULT EDUCATION

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>214</td>
<td>35.4</td>
</tr>
<tr>
<td>No</td>
<td>392</td>
<td>64.6</td>
</tr>
<tr>
<td>Total</td>
<td>606</td>
<td>100.0</td>
</tr>
<tr>
<td>Type</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Adult Basic Education/Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>2.3</td>
</tr>
<tr>
<td>No</td>
<td>209</td>
<td>97.7</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>39</td>
<td>18.2</td>
</tr>
<tr>
<td>No</td>
<td>175</td>
<td>81.8</td>
</tr>
<tr>
<td>High School Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>2.8</td>
</tr>
<tr>
<td>No</td>
<td>208</td>
<td>97.2</td>
</tr>
<tr>
<td>Citizenship Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>No</td>
<td>213</td>
<td>99.5</td>
</tr>
<tr>
<td>Leisure Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>138</td>
<td>64.5</td>
</tr>
<tr>
<td>No</td>
<td>76</td>
<td>35.5</td>
</tr>
<tr>
<td>Continuing Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>70</td>
<td>32.7</td>
</tr>
<tr>
<td>No</td>
<td>144</td>
<td>67.3</td>
</tr>
<tr>
<td>High School Equivalency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>3.7</td>
</tr>
<tr>
<td>No</td>
<td>206</td>
<td>96.3</td>
</tr>
</tbody>
</table>
Of 606 respondents, 254 (42.0%) had direct administrative experience in adult education. No adult education administrative experience was reported by 352 (58.0%) of the respondents. The extent to which superintendents reported administrative experience in adult education is contained in Table 12.
Data in Table 12 indicate that of the 254 respondents with administrative experience in adult education, 57.0% had experience in administration of leisure-time programs, 52.8% in adult basic education/literacy, 43.3% in vocational education, 42.5% in continuing education, 42.1% in high school equivalency, 31.1% in high school completion, and 15.0% in citizenship programs.

Superintendents were asked to provide information regarding the number of years they had served in their present position. The results are contained in Table 13.

<table>
<thead>
<tr>
<th>TABLE 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF YEARS SUPERINTENDENT SERVED IN PRESENT POSITION</td>
</tr>
<tr>
<td>( \bar{X} )</td>
</tr>
<tr>
<td>5.8</td>
</tr>
</tbody>
</table>

\( N=576 \)

The data in Table 13 indicate that the mean number of years that the 576 reporting superintendents had served in their present positions was 5.8 years. The range was from 0 to 27 years.
Opinions of Superintendents About Issues in Adult Education

Issues which are currently under discussion in the field of education in general and in public school education in particular include the role of public school districts in providing adult education, the nature of funding for adult education programs, and the benefits to the local school district as a result of the presence of adult education.

Respondents were asked to specify their opinions on these issues in adult education by selecting from a scale that measured from 1 (strongly disagree) to 5 (strongly agree) on 17 questions (Appendix A). There were five questions in the mission domain, five in the funding domain, and seven in the benefit domain. Because the results of the test-retest in the pilot study indicated that opinions concerning individual questions in the survey were unreliable over time, the data were analyzed by each domain: mission, funding, and benefits. Data regarding the opinions of superintendents on the mission of public schools in providing adult education are reported in Table 14.
source of funding for adult education. Data regarding their opinions are contained in Table 15.

| TABLE 15 |
|.OPINIONS OF SUPERINTENDENTS REGARDING ADULT EDUCATION BY FUNDING DOMAIN |
| Domain N X SD |
| Funding 606 3.75 1.01 |

Data in Table 15 indicated that superintendents, as a group, approached mild agreement on the role of educational entitlements in providing adult education for individuals desiring (1) to complete their high school education, (2) to complete their basic education (K-8), (3) to obtain their certificates of high school equivalency (GED), (4) to obtain vocational training and (5) to foreign born desiring citizenship education and English as a second language.

The benefits that accrue to local school districts as a result of the establishment of adult education programs are cited in the literature. Superintendents were asked to indicate their opinions regarding such benefits. The data are contained in Table 16.
Correlations of Opinions with Personal and Programmatic Variables

The final section of this chapter focuses on the correlations under investigation in this research. Correlations indicate the degree of association between two variables. In this research, the dependent variables of mission, funding, and benefits were correlated with the independent variables of personal and programmatic information. The correlations are reported in Tables 17 and 18. In addition to calculating correlations, the coefficient of determination ($r^2$) was used to measure the extent of the association (proportion of variance) that existed between the three domains and the specific personal and programmatic variables.

Two types of correlations were used in this study. The Pearson product-moment correlation coefficient was used to calculate the relationship between each of three domains and the (1) years served by the superintendent, (2) the percent of time of the designated administrator, and (3) the percent of funding, local, state, federal, and tuition. Point-biserial correlation coefficient was used to calculate the relationship between each of the three domains with (1) personal enrollment, (2) family enrollment, (3) administrative experience, (4) existence of adult education within the district, and (5) the existence of adult education prior
Family enrollment in adult education was associated more with the mission of the public school in providing adult education than with funding and benefits. This association was low in magnitude ($r^2=.04$).

Administrative experience in adult education was associated more with the mission of public schools toward adult education than with funding and benefits. This association was of a low magnitude ($r^2=.05$).

Correlations between programmatic variables and the three domains of mission, funding and benefits are displayed in Table 18.
Results of correlations between programmatic variables and the opinion of superintendents toward the domains of mission, funding, and benefits are displayed in Table 18.

The percent of time devoted to the administration of adult education was more closely associated with the opinions of superintendents toward the mission domain than with their opinions on funding and benefits. The association was moderate in magnitude ($r^2 = .10$).

The existence of adult education within the district was more closely associated with the opinions of superintendents toward the mission domain than with their opinions toward funding and benefit domains. This relationship was low in magnitude ($r^2 = .07$).

The presence of adult education in districts which had no programs prior to the employment of the superintendent was more closely associated with the superintendents' opinions toward the benefit statements than with their opinions toward mission and funding. This association was negative and negligible ($r^2 = .00$).

Financial support of adult education on the local level was more closely associated with superintendents' opinions toward mission than with their opinions on funding and benefits. The association was negligible ($r^2 = .00$).

The presence of state funding for adult education was negatively associated with superintendents' opinions toward
Seven programmatic variables were investigated. These included: (1) the percent of time devoted to adult education by the designated administrator, (2) the presence of adult education within the district, (3) the presence of adult education prior to the employment of the superintendent, and the amount of (4) local, (5) state, (6) federal and (7) tuition support of adult education. The presence of the four programmatic variables of percent of time devoted to administration, local funding, state funding, and federal funding were more closely associated with superintendents' opinions toward the mission domain than with their opinions toward funding and benefits. The presence of funding by tuition payments was more closely correlated with the opinions toward the funding domain than with opinions on mission and benefits. Finally, the existence of adult education within districts which had no programs prior to the employment of the superintendent was more closely related to the superintendents' opinions concerning the benefit domain than with their opinions on mission and funding.

Summary

This chapter contains the personal information of the 606 respondents; programmatic information about the 329 districts with adult education programs; and the opinions of
CHAPTER V

SUMMARY, CONCLUSIONS AND DISCUSSION, AND RECOMMENDATIONS

Summary

Within Ohio's public school systems, adult education has been provided in varying degrees and with varying levels of financial and administrative support. Given the number of adults in Ohio who are functionally incompetent and lack a high school diploma and/or vocational training, the concern expressed by state government, business, and industry regarding the necessity for undereducated and underemployed adults to have access to programs which provide basic skills, literacy, and job training becomes even more imperative. To date, many of these adult education programs have been provided by the public schools. The direction and accomplishment of these programs and services are affected significantly by the views held by the superintendent of schools. The leadership roles they assume become strategic in determining the status of adult education within the public school setting and its relationship to the K-12 operation.

The purpose of this study was to determine the opinions of Ohio's superintendents in regard to the (1) mission of
enroll in basic skills courses, to acquire vocational training, and to obtain citizenship and acquire English as a second language;

7. the establishment of adult education programs improves school-community relations and the economic development of the community; increases the use of facilities by nonparent taxpayers, the support of citizens in millage campaigns, and the understanding of public school operations on the part of parents and citizens in the district; and

8. the academic achievement levels of students whose parents have participated in adult education programs have increased.

Procedures and Instrumentation

The population for this study was 697 city, local, exempted village, joint vocational school, and county superintendents who were employed during the 1986-87 academic year.

The data were collected via a mail survey. The survey had three sections: (1) 17 opinion questions with a Likert-type response scale ranging from 1 (strongly disagreed) to 5 (strongly agreed) on adult education issues of mission, funding, and benefits as they related to the public schools; (2) four questions regarding the superintendents' personal,
degree of relationship of the domains with administrative experience, personal and family enrollment, the prior existence of adult education, and the presence and types of adult education within the superintendents' districts. Pearson product-moment correlation was used to calculate the relationship of domains with years served in the present position, percent of administrative time, and types and percentages of funding sources.

Findings

Findings were summarized under four headings: (1) programmatic information, (2) personal information, (3) opinions of superintendents about issues in adult education, and (4) correlations between opinions and personal and programmatic factors.

Program Information

Data yielded from 606 superintendents indicated that there are 329 public school districts in Ohio with adult education programs. The types of programs which exist with the greatest frequency are adult basic education, leisure-time, high school equivalency, vocational, and continuing education. Programs which exist with less frequency are English as a second language and citizenship education. The average professional time devoted to the administration of those programs is 40.1% of a full-time employee. The
Opinions of Superintendents About Issues in Adult Education

The mean score for the mission domain was 3.45, and the standard deviation was .94. This indicates that superintendents were ambivalent regarding the mission of public schools in Ohio in providing K-12 educational services for individuals of all ages and educational programs to assist in training and retraining the workers of Ohio. In addition, the mean score indicates they were ambivalent in three other areas: (1) the use of local tax monies in providing adult education, (2) the responsibility of the superintendent in creating an environment which fosters adult education, and (3) the role of the school district as a provider of adult education because of geographical accessibility, established organizational and administrative structures, and physical facilities.

The opinion of two-thirds of the superintendents on the funding domain ranged from 2.74 to 4.76 with a mean score of 3.75 (standard deviation of 1.01). This indicates that as a group they approach mild agreement on the value of educational entitlements in providing adult education for individuals desiring to (1) complete their high school education, (2) complete their basic education (K-8), (3) obtain their certificates of high school equivalency (GED), (4) obtain vocational training, and (5) acquire citizenship education and English as a second language.
Seven programmatic variables were investigated. These included (1) the percent of administrative time devoted to adult education; (2) the presence of adult education within the district; (3) the presence of adult education prior to the employment of the superintendent; and (4) the amount of local, (5) state, (6) federal, and (7) tuition support for adult education. Four of the programmatic variables, percent of time devoted to administration, local funding, state funding, and federal funding, tended to be more closely associated with the mission domain than with funding and benefits. Funding by tuition payments tended to be more closely associated with the funding domain than with mission and benefits. The existence of adult education within the district prior to the employment of the superintendent tended to be more closely related to the benefit domain than with mission and funding.

Conclusions and Discussion

1. Adult education is present in one-half of the Ohio school districts. Approximately 25% of the school districts which have adult education share the function of program administration and fiscal responsibility through cooperative agreements with adjacent school districts.
3. The administration of adult education within the public school setting is tangential to the administration of the K-12 operation. This is evidenced by the fact that the average time devoted to the administration of adult education by the designated administrator is less than one-half of that of a full-time employee. It is clear that superintendents have not bought into the Ponitz's (1958) belief that public schools should "recognize adult education as an integral and essential part of the total public education program" (p.111).

4. The major funding source for adult education is tuition payments thus supporting the feeling expressed by one superintendent that "Adult education should be a pay as you go proposition—Adults should not become another drain on the public tax dollars." This clearly demonstrates that Ohio superintendents do not view adult education as an integral element of their overall mission.

5. On the average, superintendents have been in their present administrative positions for less than six years, and the existence of a majority of adult
have a sense of vision. Two anomalies become apparent. First, it is curious that while some superintendents have participated in leisure-time and continuing education activities and many more have continued to enroll in course work to renew and upgrade their administrative certificates, they do not consider these experiences to be within their vision of adult education. Second, even in cases in which superintendents have participated in adult education they do not relate their own experiences with those provided adults within their districts. Therefore, it is not surprising that they do not exhibit a strong commitment to or leadership role in providing education for adults in their school districts.

7. Most superintendents have not had immediate family members involved in adult education courses. However, the family enrollment that does exist parallels their own which has been in the areas of leisure-time and continuing education.

8. More superintendents have had administrative experience in adult education than personal or family experience. The major portion of this experience has been in the high frequency areas of
10. The philosophical support for public school adult education that does exist is often tempered by concerns for funding. Among the superintendents there is less agreement on the funding issue than on the mission and benefit issues. The concern for proper K-12 funding supersedes the desire to deal with funding for adult education. The repeated concern is "Where is the money going to come from for the funding of adult education? I am sure it will hurt K-12 education financially." Any moves towards entitlements is cautiously received by superintendents who believe that funds diverted to an adult education line item would have otherwise flowed to the coffers of the K-12 operation. The presence of tuition payments as a means of support for adult education evidences the lack of conviction of superintendents that the mission of public schools includes the provision of adult education.

11. Superintendents agree more on the issue of benefits as a result of adult education than on mission and funding. Comments by one superintendent tied the benefits of adult education to self-serving interests of the district as indicated by a statement which attributed the
public school adult education in Ohio as it relates to the mission, methods of funding and ascribed benefits and the attitudes of public school administrators toward it.

Recommendations

The following section contains recommendations for practice and recommendations for research.

Recommendations for Professional Associations

1. Professional associations of superintendents and other administrators' associations should be used as a vehicle to promulgate the role of adult education within the public school setting.

2. The Ohio Association for Adult and Continuing Education (the general professional, non-institution specific adult education association in Ohio) should be surveyed to assess opinions of members toward public school adult education. This research would provide data from a wide range of adult educators who represent basic education/literacy, higher education, vocational and technical education, community agencies, business and industry, and the providers of the general education development test.

3. The Ohio Association for Adult and Continuing Education should develop a marketing campaign and
3. To strengthen the tangential relationship of adult education within the public school setting, the designated administrator of adult education should be included as a full member of the administrative team.

**Recommendations for Higher Education**

1. Since adult education has not progressed within the public school setting, appears to be tied to the self-serving interests of school districts, and has the capacity to become embroiled in the politics among the state agencies, local school districts, and other providers, students in graduate programs in adult education should investigate alternative delivery systems for providing adult education in the state of Ohio. This research could be funded through special demonstration funds through the Ohio Department of Education or grants from private sources and would provide a framework to strengthen the relationship between research and practice.

2. Institutions of higher education should implement teacher education course work that focuses on pedagogy through andragogy and require it of all students in teacher education because of the need
possible quality of life for Ohioans, Governor Celeste should initiate legislation designed to achieve the objectives and provide for educational programs to assist those Ohioans who need improvement of their basic skills and completion of their high school educations prior to entering vocational training programs and/or the work force.

Recommendations for the Ohio General Assembly

1. The Ohio General Assembly should carry out the 1985 recommendations of the Ohio Task Force on Adult and Community Education and enact legislation providing for entitlements which would grant 2000 clock hours of education on a tuition-free basis to Ohioans to complete their basic educations (K-8) and/or their high school educations (9-12).

Recommendations for Research

1. Since the nature of the relationship between boards of education and the superintendent does not guarantee working in consonance, the research reported here should be replicated with local boards of education in Ohio to determine the perspective from which they approach the public
course work within their vision of adult education. Accordingly, research should be conducted to determine the scope and definition of adult education as envisioned by superintendents and to determine if, in their minds, a difference exists between the mandatory types of adult education and adult education on a voluntary basis.

5. Business and industry is assuming within its training programs the added function of providing basic education for their employees and often doing so begrudgingly. Many chief executive officers of corporations view some of these educational programs as substance for the K-12 setting. Therefore, an investigation should be conducted to assess the opinions of chief executive officers toward providing K-12 adult education to their employees and to determine viable options for developing working relationships with the K-12 operations.

6. Sponsors of adult education include public school districts, community colleges, technical colleges, non-profit agencies, and institutions of higher education. While different in name, many of the adult education courses offered by these entities
APPENDIX A

ADULT EDUCATION IN OHIO: A STATEWIDE SURVEY OF SUPERINTENDENTS CONCERNING PUBLIC SCHOOL ADULT EDUCATION
Adult education is increasingly on the agendas of private and public agencies, educational institutions, professional associations, and state and federal legislatures. Since a legislative enactment in 1839, adult education has existed in Ohio's public schools in varying degrees and with varying levels of financial and administrative support.

Kathleen K. Thiel is seeking your help in assessing the opinions of Ohio's superintendents toward adult education. The results of her research will have implications for the funding of adult education, the continued growth and expansion of adult education within Ohio's public schools, implementation of staff development programs, and the garnering of legislative support.

We are requesting your assistance with this project. The Buckeye Association of School Administrators and The Ohio Association for Adult and Continuing Education, the professional associations representing school administrators and adult educators in Ohio, have a vested interest in this research. We encourage you to take a few minutes to indicate your opinions concerning adult education and, at the same time, add to the knowledge base of our profession.

Thank you for your support.

J. Roderick Rice  
Executive Director  
The Buckeye Association of School Administrators

James V. Bina  
President  
The Ohio Association for Adult and Continuing Education
II. There are a variety of funding sources for adult education programs. Educational entitlements refer to those programs that are made available to adults on a tuition-free, publicly support basis.

Indicate your opinion toward educational entitlements as a funding source for the following adult education programs.

Q-6 Educational entitlements should be provided to enable Ohio's adults to complete their high school educations (9-12). (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE

Q-7 Educational entitlements should be provided to enable Ohio's adults to complete their basic educations (K-8). (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE

Q-8 Educational entitlements should be provided to enable Ohio's adults to obtain their certificates of high school equivalency (GED). (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE

Q-9 Educational entitlements should be provided to enable Ohio's foreign-born population to obtain citizenship education and English as a Second Language. (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE

Q-10 Educational entitlements should be provided to enable Ohio's adults to obtain vocational training. (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE
Q-16 The establishment of adult education programs increases citizen support in levy campaigns. (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE

Q-17 The academic achievement levels of students increase as participation levels of their parent(s) in adult education programs increase. (Circle one)

1 STRONGLY DISAGREE
2 MILDLY DISAGREE
3 NEITHER AGREE NOR DISAGREE
4 MILDLY AGREE
5 STRONGLY AGREE

IV. Below are listed three levels of involvement in adult education. Please indicate the level and manner of your involvement.

Q-18 Have you ever been enrolled in adult education classes? (Check one)

NO
YES...If yes, check the area(s) of your enrollment.
___ ADULT BASIC EDUCATION
___ VOCATIONAL EDUCATION
___ HIGH SCHOOL COMPLETION
___ LITERACY EDUCATION
___ CITIZENSHIP
___ LEISURE TIME/RECREATION
___ CONTINUING EDUCATION
___ HIGH SCHOOL EQUIVALENCY (GED)

Q-19 Has an immediate family member ever been enrolled in adult education? (Check one)

NO
YES...If yes, check the area(s) of enrollment.
___ ADULT BASIC EDUCATION
___ VOCATIONAL EDUCATION
___ HIGH SCHOOL COMPLETION
___ CITIZENSHIP
___ LEISURE TIME/RECREATION
___ CONTINUING EDUCATION
___ HIGH SCHOOL EQUIVALENCY (GED)
Is there anything else you would like to comment on concerning adult education in Ohio? If so, please use this space for that purpose.

Your participation in this project is greatly appreciated. If you wish to have a summary of the results, please print your name and address on the back of the return envelope (NOT on this questionnaire) and write RESULTS REQUESTED.
Within Ohio's public school systems, adult education courses have been provided in a wide variety of areas and to varying degrees. To date, the paucity of research regarding the opinions of Ohio superintendents toward these programs has resulted in conjecture concerning the support of, interest in, and obligation of superintendents in Ohio for providing services to the adult population within their school districts.

Your opinions regarding adult education, as superintendent of schools, are important in assessing the future of these programs. In particular, your opinions in relation to the mission of public schools toward adult education, the nature of adult education funding, and the benefits to a district as a result of adult education are requested. The Buckeye Association of School Administrators and the Ohio Association for Adult and Continuing Education join me in asking you to complete and return the enclosed survey regarding key issues in adult education. Your response will be an important contribution to the study.

Be assured that your response will be treated in a confidential manner. Each questionnaire has been coded solely for follow-up purposes.

Please complete and return the questionnaire within five working days. A self-addressed, stamped envelope is provided for your convenience.

Thank you for your assistance in this project. The results of this study will be made available to agencies, institutions, professional associations, and individuals interested in adult education concerns. You may receive a summary of the results by writing "RESULTS REQUESTED" on the back of the return envelope. If you have any questions or comments, please contact me at (614) 294-4516 or (614) 466-3593.

Sincerely,

Kathleen K. Thiel
The Ohio Association for Adult and Continuing Education
P.O. Box 1201
Columbus, OH 43216-1201
KKT/jir
Enclosure
On June 8, 1987, you were sent a questionnaire seeking your opinion on issues in adult education.

If you have already responded, please accept my thanks. If not, please do so today. In order to obtain an accurate description of Ohio's superintendents, it is important to obtain your response.

If, by chance, you did not receive the questionnaire, or if it was misplaced, please contact me at (614) 466-3593. Thank you very much for your assistance.

Sincerely

Kathleen K. Thiel
The Ohio Association for Adult and Continuing Education
PO Box 1201
Columbus, OH 43216-1201
On June 8, 1987, I wrote to you regarding your participation in a study to seek the opinions of Ohio superintendents toward adult education. This study is endorsed by the Buckeye Association of School Administrators and the Ohio Association for Adult and Continuing Education. As of today your questionnaire has not been received.

This research is being undertaken to ascertain the perceptions that superintendents have toward the role of public schools in providing educational opportunities for the adult population, the funding of those programs, and the benefits accrued to the local school district as a result of offering adult education.

I am writing to you to solicit your support of this project by returning your questionnaire. In order for the results to be representative of the superintendents in Ohio, it is important that your response be received.

If by chance you did not receive the questionnaire or it has been misplaced, a replacement is enclosed.

Your assistance with this project is greatly appreciated. Please direct any questions or comments to me at (614) 466-3593.

Sincerely,

Kathleen K. Thiel
The Ohio Association for Adult and Continuing Education
P.O. Box 1201
Columbus, OH 43216-1201

KKT/jr

Enclosure
July 20, 1987

I am writing you to ask your assistance in a study that is being conducted to ascertain the opinions of Ohio superintendents toward adult education. This study is endorsed by the Buckeye Association of School Administrators and the Ohio Association for Adult and Continuing Education. To date, your questionnaire has not yet been received.

While a large number of questionnaires have been returned, the degree to which the results will accurately describe superintendents' attitudes toward adult education depends upon receipt of your response. You may hold views which are quite different from those who have previously returned the questionnaire. Therefore, your response is important.

In case you have not received previous mailings, a replacement questionnaire is enclosed. May I encourage you to complete and return it by the earliest possible mail.

If you are interested in obtaining results of this project, write your name, address, and "RESULTS REQUESTED" on the back of the return envelope.

Your contribution to this study is greatly appreciated.

Sincerely,

Kathleen K. Thiel
The Ohio Association for Adult and Continuing Education
P.O. Box 1201
Columbus, OH 43216-1201

KKT/jir

Enclosure


Rochte, N.C. (1950). *A state program of tax-supported adult education in Ohio.* Unpublished doctoral dissertation. The Ohio State University, Columbus, OH.


