An Analysis of Factors Related to Participation in Public School Adult Education Programs by Kentucky School Superintendents

James Halcomb
Western Kentucky University

Follow this and additional works at: https://digitalcommons.wku.edu/theses

Part of the Adult and Continuing Education Commons, Adult and Continuing Education Administration Commons, Educational Assessment, Evaluation, and Research Commons, and the Educational Leadership Commons

Recommended Citation
https://digitalcommons.wku.edu/theses/2426

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Masters Theses & Specialist Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.
AN ANALYSIS OF FACTORS RELATED TO PARTICIPATION
IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS BY
KENTUCKY SCHOOL SUPERINTENDENTS

Recommended April 8, 1976
(Date)

V. J. Christenson
Director of Thesis

Ronald W. Adkins
Claude Hardy

Approved 4-29-76
(Date)

K. E. L. Gray
Dean of the Graduate School
ACKNOWLEDGMENTS

The author wishes to recognize and extend gratitude to those persons who contributed to the conduct and publication of this study.

Grateful appreciation is expressed to the members of the advisory committee, Dr. V. J. Christenson, Dr. Edward Ball, Dr. Gene Farley, Dr. Claude Frady, Dr. Wallace Nave, Dr. Ronald Adams, and Dr. Norman Ehresman, for their interest, counsel, support and inspiration throughout this investigation.

Appreciation is extended to Dr. Tom Madron, Director of Computer Services, Mrs. Carolyn Marks and Mr. Michael Furlong, Computer Services Staff, Mr. John Foe, Supervisor of Data Processing, and his staff, for their assistance in the computer programming and interpretation of the data involved in this study.

Special recognition and gratitude are expressed to Mrs. Charlotte Halcomb, Miss Rachel Nave, Mrs. Olive Faries and Mrs. Margaret Caudill for their efforts in the editing and typing of the preliminary and final manuscript.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>5</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Scope and Delimitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>Scope</td>
<td>7</td>
</tr>
<tr>
<td>Delimitations</td>
<td>7</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>8</td>
</tr>
<tr>
<td>Objectives of the Study</td>
<td>10</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>10</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE AND RESEARCH</td>
<td>15</td>
</tr>
<tr>
<td>Introduction</td>
<td>15</td>
</tr>
<tr>
<td>Overview of Adult Education in Kentucky</td>
<td>15</td>
</tr>
<tr>
<td>Definitions of Adult Education</td>
<td>15</td>
</tr>
<tr>
<td>Federal Legislation and Program Administration</td>
<td>17</td>
</tr>
<tr>
<td>Adult Education Programs in Kentucky</td>
<td>19</td>
</tr>
<tr>
<td>Advantages of Adult Education</td>
<td>23</td>
</tr>
<tr>
<td>Review of Research Related to Hypotheses One through Five</td>
<td>24</td>
</tr>
<tr>
<td>Review of Research Related to Hypothesis Six</td>
<td>26</td>
</tr>
<tr>
<td>Review of Literature Related to Hypotheses Seven through Eleven</td>
<td>30</td>
</tr>
</tbody>
</table>
### III. METHODOLOGY AND DESIGN

- Sampling .......................................................... 33
- Collection of Data .............................................. 33
- Research Design .................................................. 34
- Preparation of the Research Instrument ...................... 34
- Pretesting the Instrument ....................................... 35

### IV. ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

- Analysis of Data .................................................. 37
- Presentation of Findings ......................................... 38

### V. CONCLUSIONS AND RECOMMENDATIONS

- Conclusions ....................................................... 68
- Recommendations ............................................... 72

### APPENDICES

- Appendix 1 ....................................................... 76
- Appendix 2 ....................................................... 85

### REFERENCES CONSULTED

- 88
LIST OF TABLES

1. Comparison of Participating and Non-Participating Kentucky School Superintendents by Educational Attainment Level ........................................... 39

2. Comparison of Participating and Non-Participating Kentucky School Superintendents by Experiences as an Educator ................................................. 41

3. Comparison of Participating and Non-Participating Kentucky School Superintendents by Type of Teaching Experience ............................................. 43

4. Comparison of Participating and Non-Participating Kentucky School Superintendents by Prior Leadership Experience .............................................. 45

5. Comparison of Participating and Non-Participating Kentucky School Superintendents by Age ................................................................. 47

6. Comparison of Participating and Non-Participating Kentucky School Superintendents by Type of Community Served ............................................ 49

7. Comparison of Participating and Non-Participating Kentucky School Superintendents' Perceptions of Adult Education Programs in General ......................... 51
8. Percentage of Responses by Categories of Participating and Non-Participating Kentucky School Superintendents According to Their Perceptions of Adult Education Programs in General ............. 52


10. Percentage of Responses by Categories of Participating and Non-Participating Kentucky School Superintendents According to Their Perceptions of the Adult Education Act of 1966 (Revised) ............... 56

11. Comparison of Participating and Non-Participating Kentucky School Superintendents' Perceptions of the Adult Education Unit's Operation .......... 59

12. Percentage of Responses by Categories of Participating and Non-Participating Kentucky School Superintendents According to Their Perceptions of the Adult Education Unit's Operation ...................... 60

13. Comparison of Participating and Non-Participating Kentucky School Superintendents' Perceptions of the Need for Adult Education Programs ............... 62

14. Percentage of Responses by Categories of Participating and Non-Participating Kentucky School Superintendents According to Their Perceptions of the Need for Adult Education Programs ...................... 64

15. Comparison of Participating and Non-Participating Kentucky School Superintendents by Solicited Comments and Recommendations ...................... 66
ABSTRACT

AN ANALYSIS OF FACTORS RELATED TO PARTICIPATION IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS BY KENTUCKY SCHOOL SUPERINTENDENTS

James O. Halcomb May 1976 91 pages

Directed by: V. J. Christenson, Edward Ball, Claude Frady, Gene Farley, Wallace Nave, Ronald Adams, and Norman Ehresman

Department of Educational Administration and Foundations
Western Kentucky University

The purpose of this study was to identify some of the variables which may be factors in the decision of Kentucky public school superintendents to develop adult education programs in their school district.

A mail questionnaire was developed and submitted to all of Kentucky's 189 public school superintendents. Two groups of superintendents were compared; the experimental group was comprised of ninety-three superintendents who elected to implement adult education programs; while the control group consisted of ninety-six superintendents who did not implement adult education programs. Returns were received from eighty-five of the superintendents in the experimental group and seventy-three of the superintendents in the control group. An 84 percent questionnaire return was achieved for this study.

Eleven null hypotheses were tested to determine differences between the experimental and control groups in regard to the following variables: (1) educational attainment level, experiences as an educator and age, (2) type of community served by the superintendent, and
(3) superintendents' perceptions about adult education programs. Four of the eleven hypotheses were rejected at the .05 level of confidence.

The statistical techniques employed in the data analysis included the t-test and chi-square. The t-test was utilized to test for differences between the means for variables; while chi-square was used to test for differences between the distribution for variables.

For those variables related to the superintendents' professional preparation and experience, the findings indicated that: (1) superintendents who participate in adult education programs possess a significantly higher educational attainment level (Master's Degree plus 30 credits and beyond) than non-participating superintendents; (2) superintendents who decide to have adult education programs have significantly fewer years of experience as a principal than superintendents without programs; (3) there were significantly more program participating superintendents with assistant secondary principal and other types of prior leadership experiences than non-participating superintendents; and (4) the superintendents' type of prior teaching experience and age appeared not to be significant factors in their decision to have programs.

The findings indicated that the type of community served by the superintendent does not seem to be a factor in his decision to implement adult education programs.

For those variables related to the superintendents' perceptions, the results of this study indicated that: (1) the superintendents' perceptions regarding adult education programs in general, the Revised Adult Education
Act of 1966, and the Adult Education Unit’s operation of adult education programs were not significant factors in their decision to develop adult education programs; and (2) the superintendents’ perceptions of the need for adult education programs seemed to be significant factors in their decision to implement programs.

Although the superintendents’ solicited comments and recommendations about adult education did not appear to be significant factors in their decision to develop adult education programs, most of the superintendents in both groups that responded: (1) felt that adult education programs (ABE/GED) have been successful and are important to adults, and (2) expressed a need for adult education programs to be implemented, expanded and made more comprehensive.
CHAPTER 1

INTRODUCTION

Background of the Problem

Our society is rapidly becoming highly automated and industrialized as a result of new developments in science and modern technology. Industrialization requires career specialization in order to be employable, efficient and productive. Career specialization necessitates the gaining of knowledge and skills. The knowledge explosion evident in today’s society demands that adults have basic educational skills which will enable them to analyze and synthesize that knowledge which is relevant to their needs and interests. Adults need an education that will enable them to improve their opportunities for employment and their participation as a citizen in our democratic society.

In Kentucky, there are many adults who have not acquired the basic education skills. The 1970 U.S. Bureau of Census Report reveals that 56.7 percent of Kentucky adults eighteen years of age and over had completed less than twelve years of school. Statistics also show that 23.6 percent of Kentucky adults age twenty-five and over had less than eight years of schooling. The median number
of school years completed by Kentucky adults age twenty-five and over was only 9.9.¹

Research studies seem to show that a lack of schooling results in lower earning capacity, higher rates of unemployment, low pay, and low skill vocations. There is a direct relationship between an adult's educational attainment, his occupation, and consequently his earnings. Adult males twenty-five years of age and over earn more money annually and over a lifetime in relation to greater levels of educational attainment. For example, an adult male with twelve years of school will earn $92,000 more than an adult with eight years of school and $154,000 more than an adult with less than eight years of school over a lifetime. Those adults who complete high school will earn double the annual salary of an adult with less than eight years of school. Also, studies reveal that adults eighteen years of age and older who have four years of high school are more likely to earn higher salaries in blue and white collar jobs and less likely to be low-paid farm and service workers.²

Unskilled workers have the highest rates of unemployment and the lowest level of education. Unemployment in most areas of Kentucky in 1971 for adults sixteen years of age and over in the labor force was 5.8 percent; however, in

¹Wallace K. Nave, "Educational Attainment of Adults in Kentucky," Western Kentucky University, Bowling Green, Kentucky. 1973, pp. 1 and 3. (Mimeographed.)

areas such as the Appalachian region, unemployment was 8.8 percent. In 1969, 19.2 percent of Kentucky families were receiving below the national average low-income level of $3,410.

President Kennedy, in his February 6, 1962, education message, described the price society pays for low educational attainment when he said:

The twin tragedies of illiteracy and dependency are often passed on from generation to generation. There is no need for this. Many nations--including our own--have shown that this problem can be attacked and virtually wiped out.

One solution to the problem of undereducated adults in Kentucky was the creation of adult education programs which would provide the skill training necessary for career preparation and enjoyment of life. Adult education and federal financial aid to adult education are not new concepts. As early as 1904, educators were concerned about illiteracy among the adult population. The superintendent of Rowan County Kentucky Schools, Cora Wilson Stewart, established the "Moonlight Schools" in 1911. The main purpose of these schools was to provide a basic education to adults so that illiteracy could be

3 Ibid., pp. 222 and 334.
4 Ibid., pp. 329 and 331.
eliminated in Kentucky. The most significant federal legislation for the support and recognition of adult public education programs was the Economic Opportunity Act of 1964. Title II, part B of this act provided for the funding and establishment of adult education programs. The passage of the Adult Education Act of 1966 and the amendment of this act in 1969 have also helped in the establishment of many adult education programs in Kentucky.

Presently, there are some ninety-three Kentucky school districts which have adult education programs. The purposes of these programs are to provide education to adults 16 years of age and over to the equivalent level of high school and make available training that will help them prepare for a career and be more responsible citizens.

There are many Kentucky adults with limited education who need and desire educational programs which will help them to become productive citizens. There is great need for all school districts in Kentucky to

---


design and implement adult education programs that will meet the individual needs and interests of their adults. These programs appear to be one solution toward solving the problem of undereducated adults in Kentucky.

Statement of the Problem

Do Kentucky public school superintendents who are participating in adult public education programs differ significantly on selected variables from non-participating Kentucky public school superintendents?

Need for the Study

There are many adults in Kentucky with low educational attainment. Statistics from the U. S. Bureau of Census in 1970 revealed that in Kentucky only 38.5 percent of the total number of persons twenty-five years of age and over had completed four years of high school. Research studies indicate that the median number of school years completed by adults in Kentucky is 9.9.

Kentucky public school districts are eligible to receive funds for the establishment of adult public education programs through a yearly contractual agreement with the State Department of Education. Each year the Adult Education Unit of the State Department of Education forwards an application for adult public education program

---

9Wallace K. Nave, "Educational Attainment of Adults in Kentucky," Western Kentucky University, Bowling Green, Kentucky, 1973, p. 1. (Mimeographed.)

10Ibid., pp. 5-10.
participation to each Kentucky public school superintendent. Superintendents are responsible for initiating action toward accepting adult education programs. In 1973-74 only 93 out of 189 Kentucky school districts returned the application for program participation. Since funds are available to school districts and program participation is still low, there appear to be factors in addition to finances that may be responsible for this failure to apply for funds to implement adult education programs.

Why do superintendents still not participate in adult education programs? Do public school superintendents not understand the Adult Education Act of 1966 and 1969 provisions? Are the available funds from federal and state sources not sufficient? Are local administrators not well-informed about adult education aims, goals, opportunities and benefits? Do local school superintendents not understand the educational need of adults in their school district? Answers to the above questions and knowledge about superintendents' perceptions of adult education may be beneficial in the development of better communications between superintendents and adult education leaders. An identification and understanding of other variables associated with the decision of superintendents to apply for adult public education funds might be useful in overcoming obstacles to program development.

**Purpose of the Study**

The major purpose of this research study was to identify some of the variables which may be factors in the

decision of Kentucky public school superintendents to develop adult education programs in their school district. More specifically, this study was concerned with an analysis of certain personal, biographical, demographic variables, superintendent’s perceptions about adult education programs and the superintendent’s decision to develop adult education programs in his school district. It was hoped that this research would identify how participating and non-participating superintendents differ on the above selected variables.

Scope and Delimitations of the Study

Scope

This study included all of Kentucky’s public school superintendents. There are presently 189 school districts in Kentucky with a superintendent in each. The 189 superintendents were divided into two groups on the basis of whether their school district was participating in an adult public education program.

Delimitations

There were several possible delimitations of this study. The pre-selected variables may not have been all inclusive. The variables were selected as a result of the writer’s review of related literature and research; thus, additional significant variables probably were omitted. The relatively short length of the questionnaire, necessary to facilitate returns, may have reduced the number of desirable questions to be answered by the superintendents; thus the quantity and quality of the information received may have been limited. The general limitations of a mailback questionnaire methodology should be considered. The difficulty of interpreting some of the
Questionnaire items and the lack of 100 percent returns may have limited the validity of this study.

**Definition of Terms**

1. **Adult Education**—Services or instruction below the college level for adults who do not have the equivalent of a high school education and are not currently required to be enrolled in schools.  

2. **Adult**—Any individual who has attained the age of sixteen.

3. **Adult Basic Education (ABE)**—Education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their abilities.

4. **Adult Education Unit**—The administrative unit charged with the responsibility of administering the provisions of the adult education act. This unit is a part of the Bureau of Vocational Education, State Department of Education.

5. **High School Equivalency Certificate**—Certificate earned when an adult successfully passes the General

---


13 Ibid.

14 Ibid.
Education Development test. This certificate is generally accepted in lieu of the regular high school diploma. 15

6. General Education Development (GED) test -- Test which is used to determine if an adult who has not received a high school diploma has learned the necessary academic proficiencies to earn a high school equivalency certificate. 16

7. Eighth Grade Equivalency Certificate -- Certificate earned when an adult has completed at least one class of Adult Basic Education and achieved a minimum average test score of 8.0 or above on an approved test. This certificate indicates that an adult has the equivalent of an eighth grade education. 17

8. Attitude -- "A relatively stable and enduring predisposition to behave or react in a certain way toward persons, objects, institutions, or issues. Attitudes are tendencies to respond to people, institutions or events either positively or negatively." 18


Objectives of the Study

The major objective of this study was to determine if there were significant differences between public school superintendents who participated in adult education programs and non-participants in regard to the following selected variables:

1. Professional preparation level, professional experiences, (eg. types and length of teaching and administrative experience, etc.), and age.

2. Type of community in which the superintendent serves (urban, suburban, rural farm, rural non-farm, other).

3. Superintendent's perceptions of adult education programs in general, the Adult Education Act of 1966, the Adult Education Units' operation of adult education programs, and perceptions of the need for adult education programs.

4. Superintendents' solicited comments and recommendations about adult education programs.

It is recognized that there probably are other variables which influence superintendents to participate in adult education programs. However, in order to make this study more manageable, the above listed variables were all that were investigated.

Hypotheses

Hypotheses formulated to test for differences between the two groups (program participants and non-participants) and stated in the null form were the following:
Null Hypothesis No. 1. -- There are no significant differences between participants and non-participants concerning educational attainment level.

Null Hypothesis No. 2. -- There are no significant differences between participants and non-participants concerning experiences as an educator.

Null Hypothesis No. 3. -- There are no significant differences between participants and non-participants concerning the type of teaching experience (secondary, elementary, other).

Null Hypothesis No. 4. -- There are no significant differences between participants and non-participants concerning prior leadership experiences.

Null Hypothesis No. 5. -- There are no significant differences between participants and non-participants concerning age.

Null Hypothesis No. 6. -- There are no significant differences between participants and non-participants regarding the type of community served.

Null Hypothesis No. 7. -- There are no significant differences between participants' and non-participants' perceptions concerning adult education programs in general.

$H^*_7$ -- There are no significant differences between participants' and non-participants' perceptions concerning adult education programs being provided to teach only the basic education and/or high school skills.

*For the null hypotheses 7-10, the symbols $H^*_7-H^*_{10}$ were used rather than the traditional $H^*_0$ designation.
$H_7$ -- There are no significant differences between $b$ participants' and non-participants' perceptions concerning all adults having the opportunity to take courses in basic education and/or high school skills.

$H_7$ -- There are no significant differences between $c$ participants' and non-participants' perceptions concerning adult education programs providing a comprehensive education program for adults.

$H_7$ -- There are no significant differences between $d$ participants' and non-participants' perceptions concerning adult education teachers and supervisors being required to take graduate level courses in the area of adult education.

Null Hypothesis No. 8. -- There are no significant differences between participants' and non-participants' perceptions concerning the revised Adult Education Act of 1966.

$H_8$ -- There are no significant differences between $a$ participants' and non-participants' perceptions concerning the Adult Education Act of 1966 being written so that community laymen could understand the contents of the Act.

$H_8$ -- There are no significant differences between $b$ participants' and non-participants' perceptions concerning the Adult Education Act of 1966 being an indication of more state and federal control over education.

$H_8$ -- There are no significant differences between $c$ participants' and non-participants' perceptions concerning the requirement of the Adult Education Act of 1966 for local school districts to provide ten percent of the program funds working a hardship on that district.

$H_8$ -- There are no significant differences between $d$ participants' and non-participants' perceptions concerning local school districts making a careful study and analysis of the Adult Education Act of 1966 as it applies to that district.
Null Hypothesis No. 9.--There are no significant differences between participants' and non-participants' perceptions concerning the Adult Education Units' operation of adult education programs.

$H_{9a}$ --There are no significant differences between participants' and non-participants' perceptions concerning the Adult Education Unit preparing a booklet which outlines the services it performs and explaining how these services can be obtained in order to implement programs of adult education.

$H_{9b}$ --There are no significant differences between participants' and non-participants' perceptions concerning the Adult Education Unit providing additional guidelines which would assist superintendents to develop adult education programs.

$H_{9c}$ --There are no significant differences between participants' and non-participants' perceptions concerning the need for regional information meetings to be conducted by the personnel of the Unit of Adult Education to help interpret the current adult education program application forms and information materials.

$H_{9d}$ --There are no significant differences between participants' and non-participants' perceptions concerning the provision of more consultive services by the Unit of Adult Education to assist superintendents in the establishment and operation of adult education programs.

Null Hypothesis No. 10.--There are no significant differences between participants' and non-participants' perceptions concerning the need for adult education programs.

$H_{10a}$ --There are no significant differences between participants' and non-participants' perceptions concerning there not being enough adults 25 years of age and over in the local school district with a low educational attainment to justify an adult education program.
There are no significant differences between participants’ and non-participants’ perceptions concerning the programs for adults in basic education and/or high school skills helping them become more employable and productive people.

There are no significant differences between participants’ and non-participants’ perceptions concerning the need for adult education programs in school districts that have adults with an educational attainment of less than 12 years.

There are no significant differences between participants’ and non-participants’ perceptions concerning every adult having the opportunity to pursue a well-rounded education.

Null Hypothesis No. II. --There are no significant differences between participants and non-participants concerning solicited comments and recommendations about adult education.
CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

The purpose of this research was to study how Kentucky public school superintendents who participated in developing adult education programs in their school district differ on selected variables from those superintendents who have not participated in developing adult education programs in their school district. The purpose of this chapter was to present a review of literature and research which seemed significant to this study. Particular attention was given to an overview of adult education in Kentucky and research studies and literature which seemed related to the hypotheses of this study.

Overview of Adult Education in Kentucky

Definitions of Adult Education

The term "adult education" appears to have different meanings to the various authorities in the field. Knowles\textsuperscript{19} defines adult education in the following manner:

Adult education is the process by which men and women continue learning after formal schooling is completed. This includes all forms of experience engaged in by mature people for the purpose of learning. Adult Education describes a set of organized activities for mature men and women carried on by a wide variety of institutions in order to accomplish specific educational objectives (technical).

Verner explains adult education as a relationship when he says:

Adult education is a relationship between an educational agent and a learner in which the agent selects, arranges and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation is subsidiary and supplementary to a primary role in society.

Blakey suggests that adult education implies the following:

Purposeful systematic learning in contrast to random unexamined experience. Adult education implies a respect for the purposes and integrity of the learner, in contrast to attempts to fool, cheat, or exploit. Adult education cannot be satisfactorily defined.

---


The Kentucky Adult Education Unit defines adult education as:

"Services or instruction below the college level (as determined by the commission) for adults who (1) do not have a certificate of graduation from a school providing a secondary education and who have not achieved an equivalent level of education, (2) are not currently required to be enrolled in school.

Although there are many definitions provided to explain the term adult education, the definition provided by the Kentucky Adult Education Unit will be the one to which reference will be made whenever this term further appears in this paper.

Federal Legislation and Program Administration

Federal legislation has had a significant impact upon the recognition and establishment of adult education programs. The most significant federal legislations have been the passage of the Economic Opportunity Act in 1964 (Public Law 88-452), the Adult Education Act of 1966 (Public Law 89-750) and the Title III Amendments to the Adult Education Act of 1966 (Public Law 91-230).

Congress passed the Economic Opportunity Act in 1964. Title II, part B of this act, provided for the funding and organization of adult education programs. The primary

---


23 Interview with Wallace K. Nave, Office of Continuing Education, Western Kentucky University, Bowling Green, Kentucky, 7 January 1974.
The purpose of these programs was to provide basic education for persons who had attained the age of eighteen (adults) and whose inability to read and write the English language hindered their ability to get or retain employment and meet adult responsibilities. The Director of the Office of Economic Opportunity, at the federal level, was to direct the program; however, the powers of program direction were delegated to the Secretary of the Department of Health, Education and Welfare. Delegation of individual program administration within each state was made to the state's administrative agency for education, and then to the local school districts for program design and implementation.24

The program jurisdiction was removed from the Office of Economic Opportunity and placed under the Department of Health, Education and Welfare in the second session of the 89th Congress. Under the provisions of the Adult Education Act of 1966 (Public Law 89-750), the Adult Basic Education Program became the responsibility of the U.S. Office of Education to be administered through state education agencies and local school districts.25

The 91st Congress amended the Adult Education Act of 1966. The title of this act was cited as the Adult Education Act. Another significant change was the


redefinition of the term adult to mean any individual who has attained the age of sixteen. Previously, the term adult had meant any person who had attained the age of eighteen. The purposes of adult education and program administration remained the same as those listed under the Adult Education Act of 1966.26

Adult Education Programs in Kentucky

The Kentucky State Board of Education is the agency responsible for the administration of the State Adult Education Plan. The State Superintendent of Public Instruction is the official who has the responsibility and authority to sign and submit the Adult Basic Education State Plan and Amendments. The development of a plan for administering and supervising all Kentucky adult education programs is the responsibility of the Adult Education Unit, Bureau of Vocational Education. The State Director (Mr. Ted Cook) and staff (Adult Education Unit) develop and administer programs on the high school level, adult basic education programs, and special interest adult education programs.27 At the local school district level, the superintendent is responsible for negotiating a contract with the Adult Education Unit to receive program participation funds. The program is administered on the

---


local level by the superintendent of schools and his administrative staff under the authority of the local board of education of the public common schools. 28

Adult education programs are funded jointly by federal and state funds. The federal sources provide 90 percent and the state sources contribute 10 percent of the total program funds. The local school districts are required to provide 10 percent of the total program funds; however, this 10 percent can be of the nature of in-kind contributions. 29

The Adult Education Program in Kentucky is defined as:

A nonvocational, nongraded, noncredited program providing individualized learning experiences in a wide range of need and interest areas for adults sixteen years of age and older. The two approaches used in implementing an adult program are the classroom setting and the learning center. 30

The classroom setting approach is designed to meet the needs of adults in a classroom. This classroom unit is organized on the beginning level I (grades 1-4) and the intermediate level II (grades 5-8) and the advanced


29 Ibid.

level III (grades 9-12). Classes are usually scheduled to meet six hours per week, divided into two three-hour sessions, during the regular school year. The minimum number of instructional hours is 100 with a maximum of 225 hours. All programs must complete on or before June 15 of the school calendar year.  

The learning center (lab) instructional approach includes three different levels of instruction. Instruction is usually on an individualized basis and the materials are usually programmed. Each center is open approximately twelve hours a day with continuous operation throughout a twelve-month period.  

The curriculum of both the classroom approach and the learning center approach is planned to fit the goals, needs, and interests of each individual adult student. Special emphasis is given to identifying skill deficiencies and providing learning experiences that would help remediate those deficiencies. Students are accepted in adult classes at any time during the planned school year and can progress at their individual learning rates. The adult student is not required to pay fees for participation in the ABE/GED programs.  

Adult students may participate in an instructional program which would prepare them for the eighth grade.

---

31 Ibid.  
32 Ibid.  
33 Interview with George Esters, Bowling Green Adult Learning Center, Bowling Green, Kentucky, 2 January 1974.
equivalency test (ABE program) and/or the high school equivalency test, (GED program). Upon successful completion of these programs, participants are issued a certificate which shows that they have earned the equivalent of any eighth grade and/or high school education. The High School Equivalency Certificate is usually accepted in lieu of the High School Diploma.

The objectives of all Kentucky Adult Education Programs are in compliance with the Adult Education Act and are as follows:

1. To provide literacy training for the adult whose language and education act as barriers to his ability to function efficiently in society.
2. To raise the educational level of adult students in preparation for job-training programs.
3. To raise the educational level of students for (1) entry into the labor force, (2) job retention or promotion, and/or re-training.
4. To provide educational experiences for the adult who is interested in acquiring an Eighth Grade Equivalency Certificate and/or a High School Equivalency Certificate by using various individualized instruction, and the broadcast media.

34 Adult Education Unit, Bureau of Vocational Education, Kentucky’s Cooperative Program for Awarding High School Equivalency Certificates (Frankfort, Kentucky: State Department of Education Publication, 1972), pp. 1-2.

5. To provide enrichment learning experience for the adult in specialized interest areas.

6. To provide a program of learning experiences for the adult leading to a more productive use of his leisure time.

7. To develop and foster attitudes in the adult which will lead to a better acceptance of civic responsibilities, of decision-making as a consumer, and of his role as a parent.

8. To foster in the adult an attitude of pride in his achievements and learning capabilities at all educational levels.

9. To encourage the individual to develop his educational potential to the fullest by relating success to education.

Advantages of Adult Education

Adult education programs provide many advantages to participants and to the community. Participants in adult education programs have the opportunity to develop themselves toward their better potential. Programs are provided to the functionally illiterate to learn the basic skills needed to enter or advance in the labor force. Opportunities are provided for the public school dropout to earn the equivalent of a high school education. Adult education provides community leaders the opportunity to discover and develop themselves through community involvement. Comprehensive adult education programs provide the average citizen or retired citizen chances to
discover new interests and improve on skills such as homemaking, art, hobbies, and the like.  

The implementation of adult education programs can be most advantageous to a community. Many participants in these programs learn knowledge and skills which help them become more productive local citizens. These programs seem to promote better school-community relations; thus public attitudes toward the local school district appear better. Many professional and lay leaders become involved in adult education projects that help the community. There seems to be greater utilization of community facilities and a betterment of community pride and spirit when adults are involved in educational programs.  

Review of Research Related to Hypotheses One through Five

Hypotheses one through five were concerned with the relationship between the superintendents' professional preparation level, their teaching and administrative experiences, their age and their decision to participate in adult education programs through submitting applications for state and federal adult education program funds.

The personal and biographical variables (formal education level, teaching and administrative experiences, 

36 Wallace K. Nave, "Adult Education: New Emphasis to an Old Endeavor," Western Kentucky University, Bowling Green, Kentucky, 1971, pp. 6-7. (Mimeographed.)

37 Ibid.
and age) were selected in this research because studies have shown many of these factors to be related to attitude, and attitude seems to be related to educational program adoption and participation.

Kerr, Burton and Alspaugh found that a significant relationship exists between attitudes held by administrators and the extent of involvement in Title III projects. The investigation results indicated that administrators who participated in Title III projects had a more positive attitude toward curriculum change and the improvement of instruction than non-participating administrators.

Cole’s research shows that public school superintendents differ in their attitudes toward federal aid to education and the specific provisions and requirements of federal aid programs. Cole also found that a significant relationship exists between the superintendents’ age, formal education, number of years as a superintendent and the superintendents’ attitude toward federal aid.

Hearn found in his research that younger superintendents who had doctoral degrees and those superintendents


with more years of experience as a superintendent had the
greater adoption rates for Title III and ESEA (Elementary
and Secondary Education Act of 1965) programs.

Wright and Saunders\textsuperscript{41} report that the type of
educator experiential background prior to becoming an
administrator may be related to the perceptions of admin-
istrators toward their supervisory functions.

Sach’s\textsuperscript{42} work shows that experience is an important
factor in forming the individual’s attitudes and decision-
making behavior. He believes that experience is part of
the individual’s present social and psychological per-
ception and that the interaction of experience and personal
factors forms the behavior of an individual’s present
decision-making power and notions.

\begin{center}
\textbf{Review of Research Related to Hypothesis Six}
\end{center}

Hypothesis six was concerned with the relationship
between the type of community (urban, suburban, rural non-
farm, rural farm, other) in which the superintendents
serve and their decision to participate in adult education
programs.

The type of community was chosen as a variable be-
cause research investigations seem to indicate that this

\textsuperscript{41}Robert E. Wright and Jack O. Saunders, “Experi-

\textsuperscript{42}B. M. Sachs and G. V. Pitcock, \textit{Educational Administration: A Behavioral Approach} (Boston: Houghton
variable may be related to the educational beliefs and decisions of superintendents regarding the initiation of new programs within the school district.

Gehlen reports research concerning the political aspect of communities and how superintendents view the community pressure groups that may affect educational change. Gehlen found that superintendents perceive the following local groups and individuals as pressure groups: parents and the PTA, school board members, teachers, taxpayers' associations, town finance committees and city councils, politicians, business groups, individuals with economic influence, and personal friends.

Donohew and Parker observe that in some rural communities the public is very resistive to change. Local public office holders and public officials in some communities seem to feel that their present community organizations and institutions are good and these officials seem to have reservations with respect to outside influences and change.

---


Caudill\textsuperscript{45} found in his research that Kentucky superintendents from urban districts held a more favorable attitude toward federal aid to implement educational programs than superintendents from the more rural school districts.

Goldhammer\textsuperscript{46} reports in his study that the small community is more tradition-bound, restrictive and less likely to accept change than the larger community.

Pellegrin's\textsuperscript{47} research relates that the superintendent is viewed by researchers as the initiator and key figure in the change process at the local level. He feels that the superintendent and educational assistants are the effecters of educational improvement and are responsible to make decisions that relate to educational change and innovations.

Gehlen's\textsuperscript{48} studies seem to agree with Pellegrin's in that Gehlen views the superintendent as the key promoter


\textsuperscript{46}Keith Goldhammer, Issues and Strategies in the Public Acceptance of Educational Change (Eugene: University of Oregon, Center for the Advanced Study of Educational Administration, 1965), pp. 49-50.


and implementor of innovations. Gehlen indicates that change is more likely to be accepted by local communities if the change is introduced through the superintendent and his assistants.

Educational programs and innovations can be successfully implemented if the community accepts the change. Goldhammer reports that the public acceptance of change in education may be related to the following factors:

1. The image the public holds of the person introducing the change (usually the superintendent) is most important. The superintendent must be accepted as a professional authority by the local community. The local public must feel that the superintendent is sensitive and loyal toward the needs and desires of the community in which he serves.

2. The change agent (superintendent) must be aware that the public’s image of the educational organization and its purposes will be relevant to the acceptance of future changes within the organization.

3. The change agent’s (superintendent) proposed innovation and change must be clear, understandable and have significant advantages for the local community citizens. The public is not likely to accept vague programs that do not meet the community needs and goals.

Review of Literature Related to Hypotheses
Seven through Eleven

Hypotheses seven through eleven related to the superintendents’ perceptions about adult education programs in general, the Revised Adult Education Act of 1966, the Adult Education Unit’s operation of adult education programs, the need for adult education programs, and solicited comments and recommendations from superintendents. Psychologists and sociologists seem to feel that individuals’ decisions and attitudes are formed on the basis of their perceptions. A brief discussion about the meaning of perception and factors which influence perception might help one to better understand what is involved in forming perceptions and how they might influence one’s decision making and attitudes.

There are many definitions and meanings of the term perception found in the review of literature. Allport defines perception in the following manner:

> It is the way things look to us, or the way they sound, feel, taste, or smell. Perception also involves an understanding awareness, a meaning or recognition of these objects. We can include all the senses and can interpret perception as covering the awareness of complex environmental situations as well as of single objects.


Hilgard's\textsuperscript{52} definition of perception refers to the cognitive function and its role in relation to knowledge of the environment in addition to the effects of stimuli on the organism. He feels that values, needs, experiences, readiness for experiences, and selection of stimuli perceived all affect one's perception. Hilgard\textsuperscript{53} explains perception in the following manner:

Perception is the process of becoming aware of objects, qualities or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is more than a passive registration of stimuli impinging on the sense organs.

Bartley\textsuperscript{54} reports the meaning of perception when he states:

Perceiving has been taken by all psychologists to be a process by which the organism relates to its surroundings. In perceiving, the individual interprets, discriminates, and identifies objects and conditions experienced to be existing in the environment.

In a review of literature, it was revealed that the individual's perceptions depended upon many factors. Sperling\textsuperscript{55} reports that one's perception depends upon the stimuli that impinge on the sense organs, the background and experiences of the individual, his feelings, prejudices, desires, attitudes and goals.


Sargent 56 discusses factors which influence perception in this manner:

Each of us perceives and interprets a situation via his sensory capacities, attention, past experience, motives, attitudes, expectations, and the like--i.e., in terms of his unique pattern of experience and personality.

Sherif and Sherif 57 feel that perception is influenced by factors that are external and internal. They explain perception in the following manner:

Perceptual structuring is not only a cognitive affair. It is jointly determined by the totality of functionally related external and internal factors coming into the structuring process at a given time. The external factors are stimulating events, other persons, groups, cultural products, and the like. The internal factors and motives, emotions, attitudes, general status of the organism, effects of past experience, the individual's values, ideas, attitudes, the individual's experiences, his frame-of-reference and assigned meaning to what he perceives, his perceptions of relationships, and the environment or setting in which he perceives.


CHAPTER III

METHODOLOGY AND DESIGN

Sampling

The population in this study was defined as all of Kentucky’s public school superintendents. There are some 189 public school districts in Kentucky with a superintendent as the educational leader in each district. These leaders and their respective boards of education have the responsibility for contracting with the State Department of Education for adult education program funds with which to develop adult education programs in their district.

Collection of Data

The data for this research were obtained through the use of a mail questionnaire. Letters of transmittal from the researcher and his research committee chairman accompanied each questionnaire. The letters described the purpose of the study, how the findings were to be used, and requested the respondent’s cooperation in completing the questionnaire. A self-addressed, stamped envelope accompanied each questionnaire for convenience. Follow-up letters to non-respondents requesting cooperation in the return of the completed questionnaire were forwarded at two week intervals. A maximum of two follow-up letters
were sent. June 17, 1974 was the date of termination for the collection of data.

An 84 percent questionnaire return was achieved for this study. There was a total return of 158 of the 189 instruments mailed. Eighty-five of the ninety-three adult education program participating superintendents returned completed questionnaires.

**Research Design**

This study utilized a simple quasi experimental design. The study included two groups (experimental and control). The experimental group was comprised of ninety-three Kentucky public school superintendents who elected to implement adult education programs; while the control group consisted of ninety-six Kentucky public school superintendents who do not participate in implementing adult education programs. The experimental and control groups comprised the total population. The graphic display of the design follows:

- X 0 Experimental Group
- 0 Control Group

The treatment (X), adult education program participation, was not applied by the researcher but happened in the past. The observation (0) consisted of the questionnaire instrument.

**Preparation of the Research Instrument**

A questionnaire comprised of three major sections was designed for this study. The first section included
questions related to personal, biographical, and demographic data about the respondents. These data consisted of: age, level of educational attainment, total years and types of leadership experiences, types of teaching experiences, and the type of community in which the superintendent serves (urban, suburban, rural, rural non-farm, other).

The second section of the questionnaire consisted of a series of questions designed to solicit from the various superintendents their perceptions concerning adult education. These questions related to: Adult education programs in general, the Revised Adult Education Act of 1966, the Adult Education Unit operation of adult education programs, and the need for adult education programs.

Section three of the research questionnaire was designed to solicit from the superintendents possible suggestions and recommendations concerning the improvement of adult education program planning, execution and evaluation.

A copy of the research questionnaire is located in Appendix 1 of this paper.

Pretesting the Instrument

In order to improve the validity and reliability of the questionnaire, several pretests were conducted. The questionnaire was pre-tested by two groups. Western Kentucky University graduate students were asked to appraise the clarity and organization of the questions encompassed within the questionnaire. Following the
initial pretest, the researcher tested the questionnaire with a group of Western Kentucky University educators that had previous experience as a public school superintendent. Suggestions obtained from these pretest groups were carefully reviewed by the researcher and his committee and needed changes were made in the instrument. The questionnaire was revised and developed into final form for distribution to the respondents in May, 1974.
CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

Analysis of Data

The purpose of this analysis has been to determine which of the variables discussed in Chapter One were factors in the decision of Kentucky's public school superintendents to develop adult education programs in their school district.

All of the data on each of the 158 returned questionnaires were pre-coded and key punched on IBM cards for computer analysis. All punch cards were verified by the computer services. The facilities and equipment located in the Area of Research and Computer Services at Western Kentucky University were utilized in the analysis of data.

Appropriate statistical techniques were employed in the data analysis to determine if a significant difference existed for dependent variables between participants and non-participants in adult education programs. The t-test was used to determine if significant differences existed between means for continuous variables; while chi-square was used to test the differences between distributions for non-continuous variables. The .05 level of confidence was used to determine significance.
Presentation of Findings

Eleven null hypotheses were tested to determine differences between public school superintendents who participated in developing adult education programs in their school districts and non-participating superintendents.

**Null Hypothesis No. 1.** -- There are no significant differences between participants and non-participants concerning educational attainment level.

**Analysis of Hypothesis.** -- This hypothesis was tested by computing a chi-square. The chi-square of 14.46 with four degrees of freedom was significant at the .05 level of confidence, thus the null hypothesis was rejected.

The data presented in Table 1, Comparison of Participating and Non-Participating Kentucky School Superintendents by Educational Level, indicated the educational attainment level of Kentucky public school superintendents who have and who do not have adult education programs in their school districts. The data also indicated the number and percentage of those participating and non-participating superintendents that have attained each educational level. All superintendents had an educational attainment level beyond the Bachelor's Degree. Superintendents who participate in adult education programs possess a significantly higher educational attainment level (Master's Degree plus 30 credits and beyond) than non-participating superintendents.

**Null Hypothesis No. 2.** -- There are no significant differences between participants and non-participants concerning experiences as an educator.
TABLE 1

COMPARISON OF PARTICIPATING AND NON-PARTICIPATING KENTUCKY SCHOOL SUPERINTENDENTS BY EDUCATIONAL ATTAINMENT LEVEL

<table>
<thead>
<tr>
<th>Educational Attainment Level</th>
<th>Adult Education Program Participation</th>
<th>Adult Education Program Non-Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's Degree plus 15 Credits</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>11</td>
<td>12.9</td>
</tr>
<tr>
<td>Master's Degree plus 15 Credits</td>
<td>4</td>
<td>4.7</td>
</tr>
<tr>
<td>Master's Degree plus 30 Credits (Specialist Degree or Rank I)</td>
<td>52</td>
<td>61.2</td>
</tr>
<tr>
<td>Doctor's Degree</td>
<td>16</td>
<td>18.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[ X^2 = 14.46 \]
\[ d/f = 4 \]
\[ Sig. Level = .01 \]
Analysis of Hypothesis.--This hypothesis was tested by computing a t-test. The mean, standard deviation, significance level and t-value were computed for each of the listed education variables. Since one of the education variables was significant at the .05 level of confidence, the null hypothesis was rejected.

Table 2, Comparison of Participating and Non-Participating Kentucky School Superintendents by Experiences as an Educator, reported the different types and years of education experiences of adult education program participating and non-participating Kentucky public school superintendents. These data also indicated the mean number of years experience, standard deviation, t-value, and the significance level comparison of participating and non-participating superintendents according to the educational variables. The education variable, years of experience as a classroom teacher, indicated the least difference between the mean number of years of the participating (9.25 years experience) and non-participating (9.37 years experience) superintendents. The t-value for this variable was -0.10. The education variable, years of experience as a principal, indicated the greatest difference between the mean number of years of the participating (5.72 years experience) and non-participating (7.77 years of experience) superintendents. The t-value for this variable was -2.17. The only education variable that was significant at the .05 level of confidence was years of experience as a principal.

Null Hypothesis No. 3.--There are no significant differences between participants and non-participants
TABLE 2

COMPARISON OF PARTICIPATING AND NON-PARTICIPATING KENTUCKY SCHOOL SUPERINTENDENTS BY EXPERIENCES AS AN EDUCATOR

<table>
<thead>
<tr>
<th>Education Variable</th>
<th>Group</th>
<th>No. of Cases</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-Value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of Experience as Superintendent of Present School District</td>
<td>P</td>
<td>85</td>
<td>6.93</td>
<td>6.92</td>
<td>-0.37</td>
<td>.71</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>7.33</td>
<td>6.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Years of Experience as Superintendent</td>
<td>P</td>
<td>85</td>
<td>7.81</td>
<td>7.19</td>
<td>-0.38</td>
<td>.70</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>8.25</td>
<td>7.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of Experience as Principal</td>
<td>P</td>
<td>85</td>
<td>5.72</td>
<td>5.70</td>
<td>-2.17</td>
<td>.03</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>7.77</td>
<td>6.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of Experience as Classroom Teacher</td>
<td>P</td>
<td>85</td>
<td>9.25</td>
<td>7.10</td>
<td>-0.10</td>
<td>.92</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>9.37</td>
<td>8.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of Experience as a Coach</td>
<td>P</td>
<td>85</td>
<td>3.86</td>
<td>5.58</td>
<td>-1.30</td>
<td>.20</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>5.04</td>
<td>5.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation
N-P = Adult Education Program Non-Participation
concerning the type of teaching experience (secondary, elementary, other).

**Analysis of Hypothesis.**--This hypothesis was tested by computing a chi-square. The chi-square of 4.22 with five degrees of freedom was not significant at the .05 level of confidence; thus, the null hypothesis was accepted.

The data shown in Table 3, Comparison of Participating and Non-Participating Kentucky School Superintendents by Type of Teaching Experience, indicated the type of teaching experience of Kentucky public school superintendents who have and do not have adult education programs in their school districts. The data also related the number and percentage of those participating and non-participating superintendents that have had each type of teaching experience. A greater percentage of participating (50.6 percent) than non-participating (41.1 percent) superintendents had high school teaching experience. The same percentage of participating and non-participating superintendents (41.1 percent) had combination elementary and high school teaching experience. More non-participating than participating superintendents have elementary, junior high or middle school, and other teaching experiences.

**Null Hypothesis No. 4.**--There are no significant differences between participants and non-participants concerning prior leadership experiences.

**Analysis of Hypothesis.**--This hypothesis was tested by computing a chi-square for each of the different types of leadership experiences. Since two of the leadership
### TABLE 3

**COMPARISON OF PARTICIPATING AND NON-PARTICIPATING KENTUCKY SCHOOL SUPERINTENDENTS BY TYPE OF TEACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Type of Teaching Experience</th>
<th>Adult Education Program Participation</th>
<th>Adult Education Program Non-Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>High School</td>
<td>43</td>
<td>50.6</td>
</tr>
<tr>
<td>Elementary</td>
<td>4</td>
<td>4.7</td>
</tr>
<tr>
<td>Combination Elementary and High School</td>
<td>35</td>
<td>41.1</td>
</tr>
<tr>
<td>Junior High or Middle School</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>85</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[
x^2 = 4.22 \\
d/f = 5 \\
\text{Sig. Level} = .52
\]
experience variables were significant at the .05 level of confidence, the null hypothesis was rejected.

Table 4, Chi-Square Comparison of Participating and Non-Participating Kentucky School Superintendents by Prior Leadership Experience, reported the different types of prior leadership experiences of adult education program participating and non-participating Kentucky public school superintendents. The data also presented the number and percentage of those participating and non-participating superintendents that have had each type of prior leadership experience. Included in Table 4 was the computed chi-square and significance level comparison of participating and non-participating superintendents according to each type of prior leadership experience.

The data in Table 4 indicated that the greatest percentage of participating (52.9 percent) and non-participating (67.1 percent) superintendents had prior leadership experience as a secondary principal. The least percentage of participating (8.2 percent) and non-participating (2.7 percent) superintendents had prior leadership experience as a counselor. There were 29.4 percent participating and 13.7 percent non-participating superintendents that had prior experience as an assistant secondary principal. This 15.7 percent difference between the two groups was significant. There were 35.3 percent participating and 13.7 percent non-participating superintendents with other types of prior leadership experience. This 21.6 percent difference between the two groups was significant.
<table>
<thead>
<tr>
<th>Type of Prior Leadership Experience</th>
<th>Adult Ed. Program Participation</th>
<th>Adult Ed. Program Non-Participation</th>
<th>$X^2$</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>42</td>
<td>49.4</td>
<td>36</td>
<td>49.3</td>
</tr>
<tr>
<td>Assistant Secondary Principal</td>
<td>25</td>
<td>29.4</td>
<td>10</td>
<td>13.7</td>
</tr>
<tr>
<td>Secondary Principal</td>
<td>45</td>
<td>52.9</td>
<td>49</td>
<td>67.1</td>
</tr>
<tr>
<td>Director of Pupil Personnel</td>
<td>11</td>
<td>12.9</td>
<td>9</td>
<td>12.3</td>
</tr>
<tr>
<td>Counselor</td>
<td>7</td>
<td>8.2</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Curriculum Supervisor</td>
<td>15</td>
<td>17.6</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>35.3</td>
<td>10</td>
<td>13.7</td>
</tr>
</tbody>
</table>

*Significant at .05 Level
Null Hypothesis No. 5.--There are no significant differences between participants and non-participants concerning age.

Analysis of Hypothesis.--This hypothesis was tested by computing a chi-square. The chi-square of 4.95 with four degrees of freedom was not significant at the .05 level of confidence; thus, the null hypothesis was accepted.

The data presented in Table 5, Comparison of Participating and Non-Participating Kentucky School Superintendents by Age, indicated the age in years of adult education program participating and non-participating superintendents. The data also reported the frequency and percentage of participating and non-participating superintendents that fall within each age range. There were 0 percent participating and only 2.7 percent non-participating superintendents age 29 or less. Most participating (41.2 percent) and non-participating (34.3 percent) superintendents were in the age range of 40-49 years. Only 16.5 percent participating and 19.2 percent non-participating superintendents were in the age range 60-69 years.

Null Hypothesis No. 6.--There are no significant differences between participants and non-participants regarding the type of community served.

Analysis of Hypothesis.--This hypothesis was tested by computing a chi-square. The chi-square of 2.68 with four degrees of freedom was not significant at the .05 level of confidence; thus, the null hypothesis was accepted.
<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Adult Education Program Participation Frequency</th>
<th>Adult Education Program Non-Participation Frequency</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 or less</td>
<td>0</td>
<td>2</td>
<td>0.0</td>
<td>2.7</td>
</tr>
<tr>
<td>30 - 39</td>
<td>16</td>
<td>9</td>
<td>18.8</td>
<td>12.5</td>
</tr>
<tr>
<td>40 - 49</td>
<td>35</td>
<td>25</td>
<td>41.2</td>
<td>34.3</td>
</tr>
<tr>
<td>50 - 59</td>
<td>20</td>
<td>23</td>
<td>23.5</td>
<td>31.5</td>
</tr>
<tr>
<td>60 - 69</td>
<td>14</td>
<td>14</td>
<td>16.5</td>
<td>19.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

$X^2 = 4.95$
$d/f = 4$
Sig. Level = .29
Table 6, Comparison of Participating and Non-Participating Kentucky School Superintendents by Type of Community Served, reported the different types of school communities served by adult education program participating and non-participating superintendents. Most participating (50.6 percent) and non-participating (41.1 percent) superintendents served the rural farm type of community. The fewest participating (1.2 percent) and non-participating (1.4 percent) superintendents served other types of communities.

Null Hypothesis No. 7.--There are no significant differences between participants’ and non-participants’ perceptions concerning adult education programs in general.

H₇ₐ --There are no significant differences between participants’ and non-participants’ perceptions concerning adult education programs being provided to teach only the basic education and/or high school skills.

H₇ₐ --There are no significant differences between participants’ and non-participants’ perceptions concerning all adults having the opportunity to take courses in basic education and/or high school skills.

H₇₉ --There are no significant differences between participants’ and non-participants’ perceptions concerning adult education programs providing a comprehensive education program for adults.

H₇₉ --There are no significant differences between participants’ and non-participants’ perceptions concerning adult education teachers and supervisors being required to take graduate level courses in the area of adult education.
## TABLE 6

COMPARISON OF PARTICIPATING AND NON-PARTICIPATING KENTUCKY SCHOOL SUPERINTENDENTS BY TYPE OF COMMUNITY SERVED

<table>
<thead>
<tr>
<th>School Community Served</th>
<th>Adult Education Program Participation</th>
<th>Adult Education Program Non-Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Urban</td>
<td>16</td>
<td>18.8</td>
</tr>
<tr>
<td>Suburban</td>
<td>11</td>
<td>12.9</td>
</tr>
<tr>
<td>Rural Farm</td>
<td>43</td>
<td>50.6</td>
</tr>
<tr>
<td>Rural Non-Farm</td>
<td>14</td>
<td>16.5</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>100.0</td>
</tr>
</tbody>
</table>

$\chi^2 = 2.68$

d/f = 4

Sig. Level = .61
Analysis of Hypothesis. --This hypothesis and sub-hypotheses were tested by computing a t-test and a chi-square. The mean, standard deviation, t-value and significance level were computed for each sub-hypothesis. None of the sub-hypotheses were found to be significant at the .05 level of confidence; thus, the null hypothesis was accepted.

Presented in Table 7 were the null sub-hypotheses related to participating and non-participating superintendents' perceptions of adult education programs in general. The data also reported the mean response, standard deviation, t-value, and the significance level comparison of the participating and non-participating superintendents according to the null-sub-hypotheses. Null sub-hypothesis 7a indicated the least difference between the mean response of participating (3.54 mean) and non-participating (3.56 mean) superintendents. The t-value for this null sub-hypothesis was -.10. Null sub-hypothesis 7d indicated the greatest difference between the mean response of participating (4.19 mean) and non-participating (4.49 mean) superintendents. The t-value for this null sub-hypothesis was -1.85.

Table 8 reported a comparison of participating and non-participating superintendents' perceptions of adult education programs in general according to the percentage of response by category. The data indicated very few differences between participants' and non-participants' responses by category. Hypothesis 7a data suggested that the greatest percentage of participants (30.6) and non-participants (42.5) were in the category of disagree;
### Table 7

**Comparison of Participating and Non-Participating Kentucky School Superintendents' Perceptions of Adult Education Programs in General**

<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>No. of Cases</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis 7_a</td>
<td>P</td>
<td>85</td>
<td>3.54</td>
<td>1.37</td>
<td>-1.37</td>
<td>.10</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>3.56</td>
<td>1.16</td>
<td>-1.22</td>
<td>.23</td>
</tr>
<tr>
<td>Hypothesis 7_b</td>
<td>P</td>
<td>85</td>
<td>5.12</td>
<td>.97</td>
<td>5.23</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.97</td>
<td>.85</td>
<td>4.89</td>
<td>.00</td>
</tr>
<tr>
<td>Hypothesis 7_c</td>
<td>P</td>
<td>85</td>
<td>4.87</td>
<td>.97</td>
<td>4.89</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.75</td>
<td>.91</td>
<td>4.75</td>
<td>.00</td>
</tr>
<tr>
<td>Hypothesis 7_d</td>
<td>P</td>
<td>85</td>
<td>4.19</td>
<td>1.13</td>
<td>-1.85</td>
<td>.07</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.49</td>
<td>.92</td>
<td>-1.92</td>
<td>.06</td>
</tr>
</tbody>
</table>

**P** = Adult Education Program Participation  
**N-P** = Adult Education Program Non-Participation
### TABLE 8

PERCENTAGE OF RESPONSES BY CATEGORIES OF PARTICIPATING AND NON-PARTICIPATING KENTUCKY SCHOOL SUPERINTENDENTS ACCORDING TO THEIR PERCEPTIONS OF ADULT EDUCATION PROGRAMS IN GENERAL

<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>Percent of Response by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Hypothesis 7a</td>
<td>P</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>5.5</td>
</tr>
<tr>
<td>Hypothesis 7b</td>
<td>P</td>
<td>37.6</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>24.7</td>
</tr>
<tr>
<td>Hypothesis 7c</td>
<td>P</td>
<td>27.1</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>20.5</td>
</tr>
<tr>
<td>Hypothesis 7d</td>
<td>P</td>
<td>11.8</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>6.8</td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation\( (N = 85)\)
N-P = Adult Education Program Non-Participation\( (N = 73)\)
while hypotheses 7b, 7c, and 7d data showed most participants and non-participants in the category of agree.

**Null Hypothesis No. 8.**—There are no significant differences between participants’ and non-participants’ perceptions concerning the Revised Adult Education Act of 1966.

- $H_8^a$—There are no significant differences between participants’ and non-participants’ perceptions concerning the Adult Education Act of 1966 being written so that community laymen could understand the contents of the Act.

- $H_8^b$—There are no significant differences between participants’ and non-participants’ perceptions concerning the Adult Education Act of 1966 being an indication of more state and federal control over education.

- $H_8^c$—There are no significant differences between participants’ and non-participants’ perceptions concerning the requirement of the Adult Education Act of 1966 for local school districts to provide ten percent of the program funds working a hardship on that district.

- $H_8^d$—There are no significant differences between participants’ and non-participants’ perceptions concerning local school districts making a careful study and analysis of the Adult Education Act of 1966 as it applies to that district.

**Analysis of Hypothesis.**—This hypothesis and sub-hypotheses were tested by computing a t-test and chi-square. The mean, standard deviation, t-value, and significance level were computed for each null sub-hypothesis. A chi-square was computed to determine the percent of responses by category for each sub-hypothesis. Since none of the
### Table 9

#### Comparison of Participating and Non-Participating Kentucky School Superintendents' Perceptions of the Adult Education Act of 1966 (Revised)

<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>No. of Cases</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-value</th>
<th>Sig. Level</th>
<th>t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis 8a</td>
<td>P</td>
<td>85</td>
<td>4.76</td>
<td>1.18</td>
<td>1.85</td>
<td>.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.60</td>
<td>1.34</td>
<td>1.57</td>
<td>.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 8b</td>
<td>P</td>
<td>85</td>
<td>3.19</td>
<td>3.45</td>
<td>1.07</td>
<td>.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>3.45</td>
<td>1.07</td>
<td>1.50</td>
<td>.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 8c</td>
<td>P</td>
<td>85</td>
<td>4.19</td>
<td>1.59</td>
<td>-1.47</td>
<td>.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.29</td>
<td>1.55</td>
<td>-1.47</td>
<td>.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 8d</td>
<td>P</td>
<td>85</td>
<td>5.16</td>
<td>5.16</td>
<td>1.22</td>
<td>.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>5.11</td>
<td>5.11</td>
<td>1.22</td>
<td>.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation
N-P = Adult Education Program Non-Participation
<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>Percent of Response by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Hypothesis ga</td>
<td>P</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>15.1</td>
</tr>
<tr>
<td>Hypothesis gb</td>
<td>P</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>2.7</td>
</tr>
<tr>
<td>Hypothesis gc</td>
<td>P</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>16.4</td>
</tr>
<tr>
<td>Hypothesis gd</td>
<td>P</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>19.2</td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation (N = 85)
N-P = Adult Education Program Non-Participation (N = 73)
perceptions concerning the Adult Education Unit's operation of adult education programs.

$H_9^a$ -- There are no significant differences between participants' and non-participants' perceptions concerning the Adult Education Unit preparing a booklet which outlines the services it performs and explaining how these services can be obtained in order to implement programs of adult education.

$H_9^b$ -- There are no significant differences between participants' and non-participants' perceptions concerning the Adult Education Unit providing additional guidelines which would assist superintendents to develop adult education programs.

$H_9^c$ -- There are no significant differences between participants' and non-participants' perceptions concerning the need for regional information meetings to be conducted by the personnel of the Unit of Adult Education to help interpret the current adult education program application forms and informational materials.

$H_9^d$ -- There are no significant differences between participants' and non-participants' perceptions concerning the provision of more consultive services by the Unit of Adult Education to assist superintendents in the establishment and operation of adult education programs.

**Analysis of Hypothesis.** -- This hypothesis and sub-hypotheses were tested by computing a t-test and chi-square. The mean, standard deviation, t-value, and significance level were computed for each sub-hypothesis. A chi-square was computed to determine the percentage of responses by category for each sub-hypothesis. None of the sub-hypotheses were found to be significant at the .05 level of confidence; thus, the null hypothesis was accepted.
Presented in Table II were the null sub-hypotheses related to participating and non-participating superintendents' perceptions of the Adult Education Unit's operation. The data also reported the mean, standard deviation, t-value and significance level comparison of participating and non-participating superintendents according to the null sub-hypotheses. Null sub-hypothesis 9a indicated no difference between the mean response of participating (5.16 mean) and non-participating (5.16 mean) superintendents. The t-value for this null sub-hypothesis was .00. Null sub-hypothesis 9b indicated the greatest difference between the mean response of participating (4.56 mean) and non-participating (4.71 mean) superintendents. The t-value for this null sub-hypothesis was -.86.

Table 12 presented a comparison of participating and non-participating superintendents' perceptions of the Adult Education Unit's operation according to the percentage of response by category. The data indicated very few differences between participants' and non-participants' responses by category. Hypothesis 9c data suggested that the greatest percentage of participants (38.8) were in the category of disagree; while the greatest percentage of non-participants (35.6) were in the category of agree. Hypotheses 9a, 9b, and 9d data implied that most participating and non-participating superintendents were in the category of agree.

Null Hypothesis No. 10.--There are no significant differences between participants' and non-participants'
<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>No. of Cases</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis 9a</td>
<td>P</td>
<td>85</td>
<td>5.16</td>
<td>.87</td>
<td>.00</td>
<td>.99</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>5.16</td>
<td>.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 9b</td>
<td>P</td>
<td>85</td>
<td>4.56</td>
<td>1.04</td>
<td>-.86</td>
<td>.39</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.71</td>
<td>1.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 9c</td>
<td>P</td>
<td>85</td>
<td>3.73</td>
<td>1.26</td>
<td>-.05</td>
<td>.96</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>3.74</td>
<td>1.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 9d</td>
<td>P</td>
<td>85</td>
<td>4.51</td>
<td>.98</td>
<td>-.76</td>
<td>.45</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.63</td>
<td>1.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation
N-P = Adult Education Program Non-Participation
TABLE 12
PERCENTAGE OF RESPONSES BY CATEGORIES OF PARTICIPATING AND NON-PARTICIPATING KENTUCKY SCHOOL SUPERINTENDENTS ACCORDING TO THEIR PERCEPTIONS OF THE ADULT EDUCATION UNIT'S OPERATION

<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>Percent of Response by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Hypothesis 9a</td>
<td>P</td>
<td>32.9</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>24.7</td>
</tr>
<tr>
<td>Hypothesis 9b</td>
<td>P</td>
<td>14.1</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>8.2</td>
</tr>
<tr>
<td>Hypothesis 9c</td>
<td>P</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>4.1</td>
</tr>
<tr>
<td>Hypothesis 9d</td>
<td>P</td>
<td>14.1</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>12.3</td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation (N = 85)
N-P = Adult Education Program Non-Participation (N = 73)
perceptions concerning the need for adult education programs.

\( H_{10a} \)--There are no significant differences between participants' and non-participants' perceptions concerning there not being enough adults 25 years of age and over in the local school district with a low educational attainment to justify an adult education program.

\( H_{10b} \)--There are no significant differences between participants' and non-participants' perceptions concerning the programs for adults in basic education and/or high school skills helping them become more employable and productive people.

\( H_{10c} \)--There are no significant differences between participants' and non-participants' perceptions concerning the need for adult education programs in school districts that have adults with an educational attainment of less than 12 years.

\( H_{10d} \)--There are no significant differences between participants' and non-participants' perceptions concerning every adult having the opportunity to pursue a well-rounded education.

Analysis of Hypothesis.—This hypothesis and sub-hypotheses were tested by computing a t-test and chi-square. The mean, standard deviation, t-value and significance level were computed for each sub-hypothesis. A chi-square was computed to determine the percentage of responses by category for each sub-hypothesis. Sub-hypotheses \( 10a, 10b, \) and \( 10c \) were found to be significant at the .05 level of confidence; thus, the null hypothesis was rejected.

Table 13 exhibited the null sub-hypotheses associated with participating and non-participating superintendents' perceptions of the need for adult education programs. This table also presented the mean, standard
<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>No. of Cases</th>
<th>Mean</th>
<th>S. D.</th>
<th>t-value</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis 10a</td>
<td>P</td>
<td>85</td>
<td>2.64</td>
<td>.91</td>
<td>-3.27</td>
<td>.00*</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>3.14</td>
<td>1.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 10b</td>
<td>P</td>
<td>85</td>
<td>5.46</td>
<td>.73</td>
<td>2.88</td>
<td>.01*</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>5.05</td>
<td>1.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 10c</td>
<td>P</td>
<td>85</td>
<td>5.09</td>
<td>.81</td>
<td>2.11</td>
<td>.04*</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>4.80</td>
<td>.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis 10d</td>
<td>P</td>
<td>85</td>
<td>5.42</td>
<td>.62</td>
<td>1.75</td>
<td>.08</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>73</td>
<td>5.25</td>
<td>.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation
N-P = Adult Education Program Non-Participation

* Significant at .05 Level
deviation, t-value, and significance level comparison of participating and non-participating superintendents according to the null sub-hypotheses. The differences between the mean responses of null sub-hypotheses 10a, 10b, and 10c were found to be significant. Null sub-hypothesis 10a indicated the greatest difference between the mean responses of participants (2.64 mean) and non-participants (3.14 mean). The t-value for this sub-hypothesis was -3.27. Null sub-hypothesis 10d indicated the least difference between the mean response of participants (5.42 mean) and non-participants (5.25 mean); however, this difference was not found to be significant. The t-value for sub-hypothesis 10d was 1.75.

Presented in Table 14 was a comparison of participating and non-participating superintendents' perceptions of the need for adult education programs according to their percentage of response by category. The data indicated significant differences between participants' and non-participants' responses by category. Hypothesis 10a data suggested that the greatest percentage of participants (48.2) were in the category strongly disagree; while, the greatest percentage of non-participants (50.7) were in the category disagree. Hypothesis 10b data implied that the greatest percentage of participants (52.9) were in the category strongly agree; while the greatest percentage of non-participants (57.5) were in the category agree. The data related to hypothesis 10c indicated that the greatest percentage of participants (50.6) and non-participants (57.5) were in the category agree. Hypothesis 10d data suggested that
## TABLE 14

PERCENTAGE OF RESPONSES BY CATEGORIES OF PARTICIPATING AND NON-PARTICIPATING
KENTUCKY SCHOOL SUPERINTENDENTS ACCORDING TO THEIR PERCEPTIONS
OF THE NEED FOR ADULT EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Null Hypotheses</th>
<th>Group</th>
<th>Percent of Response by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Hypothesis10a</td>
<td>P</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>2.7</td>
</tr>
<tr>
<td>Hypothesis10b</td>
<td>P</td>
<td>52.9</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>30.1</td>
</tr>
<tr>
<td>Hypothesis10c</td>
<td>P</td>
<td>31.8</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>17.8</td>
</tr>
<tr>
<td>Hypotheses10d</td>
<td>P</td>
<td>48.2</td>
</tr>
<tr>
<td></td>
<td>N-P</td>
<td>32.9</td>
</tr>
</tbody>
</table>

P = Adult Education Program Participation (N = 85)
N-P = Adult Education Program Non-Participation (N = 73)
the greatest percentage of participants (48.2) were in the category strongly agree; while the greatest percentage of non-participants (61.6) were in the category agree.

**Null Hypothesis No. I I.**—There are no significant differences between participants and non-participants concerning solicited comments and recommendations about adult education.

**Analysis of Hypothesis.**—This hypothesis was tested by computing a chi-square. The chi-square of 8.89 with nine degrees of freedom was not significant at the .05 level of confidence; thus, the null hypothesis was accepted.

The data presented in Table 15, Comparison of Participating and Non-Participating Kentucky School Superintendents by Solicited Comments and Recommendations, indicated the solicited comments and recommendations of participating and non-participating superintendents. The data also reported the frequency and percent of the two groups of superintendents that made each comment and recommendation. Most participating (44) and non-participating (38) superintendents made no response. The last three comments and recommendations listed indicated the least frequency for participating (0) superintendents; while the comment and recommendation regarding the community not needing adult education programs indicated the least frequency for non-participating (0) superintendents.
<table>
<thead>
<tr>
<th>Solicited Comments and Recommendations</th>
<th>Adult Education Program Participation</th>
<th>Adult Education Program Non-Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>No Response</td>
<td>44</td>
<td>51.7</td>
</tr>
<tr>
<td>Adult education programs (ABE/GED) have been successful and are important to adults.</td>
<td>22</td>
<td>25.9</td>
</tr>
<tr>
<td>Adult education programs (ABE/GED) need to be implemented, expanded and/or more comprehensive.</td>
<td>12</td>
<td>14.1</td>
</tr>
<tr>
<td>Adult interest in the programs is difficult to maintain and it is difficult to keep attendance high.</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>More state consultative assistance, information and materials would be of value.</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Adult education should be the responsibility of the Community College.</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>This Community does not need adult education programs (ABE/GED).</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Solicited Comments and Recommendations</td>
<td>Adult Education Program Participation</td>
<td>Adult Education Program Non-Participation</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>More supervision of the present programs is needed.</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>More local facilities for programs are needed.</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Some state paper work in the adult programs could be eliminated.</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>85</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

\[X^2 = 8.89\]
\[d/f = 9\]
\[Sig. Level = .45\]
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The major purpose of this study was to identify some of the variables which may be factors in the decision of Kentucky public school superintendents to develop adult education programs in their school district. A mail interview questionnaire was employed to survey each of Kentucky's 189 public school superintendents. The results of the survey led the author to the following conclusions:

1. The superintendents who developed adult education programs in their school district possessed a significantly higher educational attainment level (Master's Degree plus 30 credits and beyond). Therefore, it appears that superintendents with a greater academic preparation level are more likely to decide to develop adult education programs.

2. The superintendent's experiences as an educator prior to becoming superintendent seemed to be a significant factor in his decision to develop adult education programs. Superintendents who did not develop adult education programs possessed a significantly greater number of years experience as a principal than superintendents who developed programs.
3. The superintendent’s type of teaching experience (secondary, elementary, other) prior to becoming superintendent did not seem to be a significant factor in his decision to develop adult education programs.

4. The superintendent’s type of leadership experience before becoming superintendent appeared to be a significant factor in his decision to develop adult education programs. There were significantly more superintendents with assistant secondary principal and other types of prior leadership experiences that developed adult education programs.

5. The superintendent’s age did not seem to be a significant factor in his decision to develop adult education programs.

6. The type of community (urban, suburban, rural farm, rural non-farm) served by the superintendent did not appear to be a significant factor in his decision to develop adult education programs.

7. The superintendent’s perceptions regarding adult education programs in general did not seem to be significant factors in his decision to develop adult education programs.

8. The greatest percentage of adult education program participating and non-participating superintendents agreed with the following:

   a. All adults should have opportunities to take courses in basic education and/or high school skills.

   b. Adult education programs should provide a comprehensive education program for adults.
c. Adult education teachers and supervisors should be required to take graduate courses in adult education.

9. The greatest percentage of adult education program participating and non-participating superintendents disagreed that adult education programs should be provided to teach only the basic education and/or high school skills.

10. The perceptions of the superintendents concerning the revised Adult Education Act of 1966 did not appear to be significant factors in their decision to develop adult education programs.

11. The greatest percentage of adult education program participating and non-participating superintendents agreed with the following:

- a. The Adult Education Act of 1966 should be written so that community laymen could understand the contents of the act.
- b. The requirement of the Adult Education Act of 1966 to provide ten percent of the program funds works a hardship on their school district.
- c. Local school districts should make a careful study and analysis of the Adult Education Act of 1966 as it applies to that district.

12. The greatest percentage of adult education program participating and non-participating superintendents disagreed that the revised Adult Education Act of 1966 is an indication of more state and federal control over education.

13. The superintendent’s perceptions about the Adult Education Unit’s operation of adult education programs did not seem to be significant factors in his decision to implement adult education programs.

14. The greatest percentage of adult education program participating and non-participating superintendents agreed with the following:
a. The Adult Education Unit should prepare a booklet which outlines the services it performs and explains how these services can be obtained.

b. The Adult Education Unit should prepare additional guidelines which would assist superintendents to develop adult education programs.

c. More consultive services should be provided by the Unit of Adult Education to assist superintendents in the establishment and operation of adult education programs.

15. The greatest percentage of program participating superintendents disagreed that more regional information meetings conducted by the Adult Education Unit were needed to help interpret the informational materials; however, the greatest percentage of non-program participating superintendents agreed with the need for more regional meetings.

16. The superintendent's perceptions concerning the need for adult education appeared to be significant factors in his decision to implement adult education programs. The data indicated the following about how participating and non-participating superintendents differ in their perceptions about the need for adult education programs:

a. A significantly greater percentage of program participating superintendents strongly disagreed with the statement regarding there not being enough adults 25 years of age and over in the local school district with a low educational attainment level to justify an adult education program; however, a significantly greater percentage of non-program participating superintendents only disagreed with the statement.
b. A significantly greater percentage of superintendents that participate in adult education programs strongly agreed with the statement concerning the programs for adults in basic education and/or high school skills helping them become more employable and productive people; however, a significantly greater percentage of non-participating superintendents only agreed with the statement.

c. A significantly greater percentage of superintendents that have adult education programs strongly agreed with the statement concerning the need for adult education programs in school districts that have adults with an educational attainment level of less than 12 years; however, a significantly greater percentage of non-participating superintendents only agreed with the statement.

17. A greater percentage of superintendents that have adult education programs strongly agreed with the statement regarding every adult having the opportunity to pursue a well-rounded education. A greater percentage of non-participating superintendents agreed with the above statement; however, they did not strongly agree.

18. The comments and recommendations solicited from the superintendents did not appear to be significant factors in their decision to implement adult education programs.

19. Over 74 percent of those superintendents that made comments and recommendations indicated that adult education programs have been successful and need to be implemented, expanded and/or more comprehensive.

Recommendations

This study represents an attempt to determine the variables that were factors in the decision of public school
superintendents to implement adult education programs. The recommendations presented herein are a result of the knowledge gained in conducting the study as well as specific findings of the study. On the basis of such knowledge and findings, it would appear that more superintendents would probably decide to implement adult education programs if the following recommendations were considered:

1. Adult education programs in Kentucky should be implemented, continued and expanded.
2. Efforts should be made to obtain additional state aid for school districts to continue and implement adult education programs.
3. Kentucky public school superintendents should continue their academic preparation beyond the Masters' Degree plus 15 credits level.
4. At least one graduate level course in adult education should be included in the academic preparation program of school administrators and adult education supervisors.
5. The Adult Education Unit should make every effort through counseling to assure that all superintendents fully understand the provisions of the revised Adult Education Act of 1966 and efforts should be made to help superintendents interpret these provisions to their community.
6. The Adult Education Unit should assure that there are adequate booklets and printed guidelines available that will assist superintendents in developing programs.
7. The Adult Education Unit should assure that adequate consultive services are available to assist superintendents in the establishment and continuous operation of adult education programs.

8. The positive advantages of adult education programs should be fully explained to superintendents who do not have adult education programs in their district.

9. More adult education program promotional materials and regional in-service workshops should be developed for school administrators.

10. The present need for adult education programs in school districts should be fully explained to each superintendent. Statistical data related to these needs should be available and discussed with each superintendent.

11. The Adult Education Unit should develop and forward mail surveys to superintendents for the purpose of soliciting their comments and suggestions regarding adult education programs.
APPENDICES
APPENDIX 1

Data Collection Instruments
Dear Educator:

Adult education in Kentucky is receiving more emphasis than ever before. Because of this increased emphasis, the state-level agencies responsible for administering adult education programs need information related to the beliefs and needs of local administrators in the area of adult education. Therefore, it is hoped that this survey will provide information and data that will be helpful in future adult education program planning, design, and implementation. The data for this study will be collected through a mailed questionnaire submitted to all of Kentucky's public school superintendents.

We realize that your time is one of your most valuable resources; therefore, this survey was developed with this in mind. You may respond to most of the items by simply placing a check mark (✓) in the appropriate space for the response you select as representing your best answer.

Please understand that your responses will be treated in a highly confidential manner and will be treated in terms of group responses, and no attempt will be made to refer to your responses individually. The code added is strictly for statistical analysis and follow-up purposes.

The pilot study results seem to indicate that the average time required to read and respond to this survey is 10-15 minutes.

PLEASE RESPOND TO THE FOLLOWING ITEMS AND RETURN THE SURVEY IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

THANK YOU FOR YOUR COOPERATION AND ASSISTANCE IN THIS STUDY.
Dear Superintendent:

The enclosed questionnaire is a data-collecting instrument for a specialist degree project being conducted by Mr. James Halcomb. Mr. Halcomb is one of the first candidates to our specialist degree program in School Administration and is undertaking this survey for the purposes of developing his specialist degree project thesis.

We would certainly appreciate your completing the instrument and returning it to Mr. Halcomb because we do feel that the findings will be significant in the area of vocational education for the state of Kentucky and also to give us a sense of direction in the development of administrative programs to meet the needs of adult education.

We certainly urge your cooperation in completing this survey and please be aware that if we in the Department of School Administration at Western Kentucky University can in any way be of service to you, do not hesitate to let us know.

Sincerely,

V. J. Christenson
Head of the Department
Department of School Administration
Western Kentucky University

lk
QUESTIONNAIRE

Part 1

Instructions for items 1-24: Please check the appropriate boxes and fill in the blanks when indicated

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 29 years or less</td>
<td>4. 50-59 years</td>
</tr>
<tr>
<td>2. 30-39 years</td>
<td>5. 60-69 years</td>
</tr>
<tr>
<td>3. 40-49 years</td>
<td></td>
</tr>
</tbody>
</table>

Highest level of educational attainment you have is (check one)

<table>
<thead>
<tr>
<th>Highest Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor's degree</td>
<td>4. Master's degree plus 15 credits</td>
</tr>
<tr>
<td>2. Bachelor's degree plus 15 credit hours</td>
<td>5. Master's degree plus 30 credits (Rank I or Specialist degree)</td>
</tr>
<tr>
<td>3. Master's degree (Rank II)</td>
<td>6. Doctor's degree</td>
</tr>
</tbody>
</table>

Your experience as an educator (as of the beginning of this academic year) (fill in each blank)

- Total years of experience as superintendent of this school district
- Total years of experience as a superintendent
- Total years of experience as a principal
- Total years of experience as a teacher
- Total years of experience as a coach before becoming a superintendent

(Please Continue To Next Page)
Type of teaching experience (check one)
1. High School
2. Elementary
3. Combination Elementary and High School
4. Junior High or Middle School
5. Other (Please Specify)

Type of leadership experience before becoming a superintendent (check yes or no for each level of experience)

Elementary Principal
Assistant Secondary Principal
Secondary Principal
Director of Pupil Personnel
Counselor
Curriculum Supervisor
Other (Please Specify)

Your school community is predominately (check one)
1. Urban
2. Suburban
3. Rural Farm
4. Rural Non-Farm
5. Other (Please Specify)

Is there presently an adult education program in your district? (check one)

yes no

If "no" to the above, have you ever had an adult education program in your district? (check one)

yes no

(Please Continue To Next Page)
Part II

Directions: Part II is designed to learn how you perceive adult education in general and the operating procedures of the Unit of Adult Education (State Department of Education). Please respond to each statement in terms of your own personal beliefs or opinions. Make your response to each statement by circling the number in the appropriate column which best describes your feelings about the content of the statement.

EXAMPLE: This person circled number 6 in the statement below; thus he strongly agreed with the statement.

UNDEREDUCATED ADULTS ARE ENTITLED TO AN EDUCATION ..................... 6 5 4 3 2 1

Key: 6 = Strongly Agree
5 = Agree
4 = Undecided
3 = Disagree
2 = Strongly Disagree
1 = Not Familiar With

Adult education programs should be provided to teach only the basic education and/or high school skills ................................. 6 5 4 3 2 1

A well-written presentation of the Adult Education Act (Revision of Adult Education Act 1966) which is easily understood by laymen would be very helpful to me in interpreting the Act to my community ............................. 6 5 4 3 2 1
The Adult Education Unit (State Department of Education) should prepare a booklet which outlines the services it performs and explains how these services can be obtained in order to implement programs of adult education.

There are not enough adults 25 years of age and over in my school district with a low educational attainment to justify an adult program.

Programs for adults in basic education and/or high school skills seem to help them become more employable and productive.

The Adult Education Act is just one more indication of the growing problem of state and federal control over education.

Additional guidelines which would assist superintendents to develop adult educational programs should be provided by the Unit of Adult Education.

School districts that have adults with an educational attainment of less than 12 years need adult education programs.
Every adult regardless of ability should have the opportunity to take courses in basic education and/or high school skills................. 6 5 4 3 2 1

The requirement of the Adult Education Act for local school districts to provide ten percent of the program funds works a hardship on our district ................. 6 5 4 3 2 1

Due to the complexity of the current programs available in adult education, application forms and informational materials cannot be adequately interpreted without the benefit of regional informational meetings conducted by the personnel of the Unit of Adult Education ......................... 6 5 4 3 2 1

Every adult should have the opportunity to pursue a well-rounded education ......................... 6 5 4 3 2 1

Adult education programs should provide a comprehensive education program for adults ......................... 6 5 4 3 2 1

Local school districts should make a careful study and analysis of the Adult Education Act as it applies to that district ......................... 6 5 4 3 2 1
More consultive services should be provided by the Unit of Adult Education to assist superintendents in the establishment and operation of adult education programs 

\[ \begin{array}{cccccc}
6 & 5 & 4 & 3 & 2 & 1 \\
\end{array} \]

Adult education teachers and supervisors should be required to take graduate-level courses in the area of adult education 

\[ \begin{array}{cccccc}
6 & 5 & 4 & 3 & 2 & 1 \\
\end{array} \]

Part III

Directions: We are interested in soliciting your feelings about adult education programs. Please make any comments, suggestions, recommendations in the space below. If more space is needed, please use the back of this sheet.

NOTE: Thank you for your time and effort in completing this form. Please check to see that you have responded to all items.

Please place only the questionnaire (not the cover letters) in the self-addressed envelope and return promptly.
APPENDIX 2

Follow-Up Letters to Superintendents
Dear (Superintendent's Name):

A short time ago you should have received a research questionnaire related to adult education in Kentucky.

Completed forms have already been returned by many Kentucky public school superintendents. As of today, we have not received a completed form from you, and this letter is to remind you of the importance of that survey and to let you know that there is still time to complete and return the questionnaire.

If you have already completed and mailed the questionnaire, I would like to thank you for your invaluable assistance.

If, however, the normal busy schedule has delayed your completing the form, I am once again asking for your assistance. If the questionnaire and/or return envelope has been misplaced or lost, please contact me and I shall be glad to send another.

Thank you for your consideration and cooperation.

Sincerely yours,

James O. Halcomb
Graduate Student
School Administration
June 7, 1974

Dear (Superintendent's Name):

A questionnaire concerning adult education was mailed to all of Kentucky's public school superintendents in early May.

To date, approximately 75% return has been achieved; however, a completed form has not been received from you.

Since June 17, 1974 is the cut-off date for this study, I am resubmitting the original materials to each superintendent who has not responded.

If you did not have the opportunity to return the first questionnaire, it would very much be appreciated if you would complete the enclosed copy and return it in the enclosed stamped, self-addressed envelope prior to June 17, 1974.

Thank you for your assistance.

Sincerely yours,

James O. Halcomb
Graduate Student
School Administration
REFERENCES CONSULTED

Journal references


Book references


Booklet references


Department of Government references


Microform references


Interview references


Nave, Wallace K. Office of Continuing Education, Western Kentucky University, Bowling Green, Kentucky. Interview, 7 January, 1974.

Unpublished references


Nave, Wallace K. "Adult Education: New Emphasis to an Old Endeavor." Western Kentucky University, Bowling Green, Kentucky, 1971. (Mimeographed.)

Nave, Wallace K. "Educational Attainment of Adults in Kentucky." Western Kentucky University, Bowling Green, Kentucky, 1973. (Mimeographed.)

Nave, Wallace K. "Kentucky State Plan for ABE." Western Kentucky University, Bowling Green, Kentucky, 1973. (Mimeographed.)