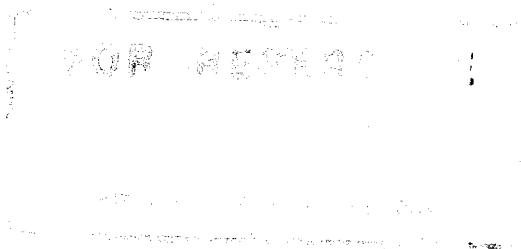NEEDS ASSESMENT IN ADULT EDUCATION

IN REFERENCE TO

ŞİŞLİ-GÜLTEPE PEOPLE'S EDUCATION CENTER IN ISTANBUL

by

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A C K N O W L E D G E M E N T S

I am greatly indebted to Prof.Dr.Turhan Oğuzkan, my project advisor, for his guidance throughout this study. It is by his help that I learned so much during the accomplishment of the task. Given this opportunity, I would like to express my infinite thanks and deep appreciation for all the valuable experience I have shared with him.

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Finally, I wish to express my gratitude to all the teaching staff in Boğaziçi University the Department of Educational Sciences for their most kind interest and advice provided through the completion of the study.

A B S T R A C T

The purpose of this study is to assist the Şişli-Gültepe People's Center in planning its adult education activities to serve the residents of the Şişli district in Istanbul by a need assessment survey.

The Şişli district was conceived in terms of three socio-economically distinct regions. The survey was conducted on a sample of 140, using one respondent from each household. A total of 58 men and 82 women were interviewed, who were selected randomly using the cluster of streets in two regions, and the cluster of apartments in one region. An interview guide was developed by the investigator in order to collect compatible data.

The survey findings indicated that there was a range of needs as expressed by the sample in the district for adult education courses and activities to be offered by the center. The majority of these expressed needs centered around home-activities, reflecting the preferences of the larger number of females over males in the sample. It was also found that the Şişli-Gültepe People's Education Center needed better publicity in the district.

The findings of this study should be considered as an attempt to identify the major areas which need attention. Due to the limited size of the sample and the other practical limitations associated with the project, the study stands as an exploratory work in the area of need assessment where, at present, little research is available.

KISA ÖZET

Bu çalışma, bir ihtiyaç saptama araştırması ile İstanbul'da Şişli ilçesi halkına hizmet eden Şişli-Gültepe Halk Eğitim Merkezine yetişkin eğitimi çalışmalarının planlanmasında yardımcı olmak amacını gütmektedir.

Şişli ilçesi sosyo-ekonomik üç farklı bölge olarak ele alınmıştır. Araştırma, her hanehalkından bir denek esasına göre 140 kişilik bir örneklem üzerine uygulanmıştır. İki bölgede sokak kümeleri ve bir bölgede daire kümeleri kullanılarak tesadüfi örneklem yöntemiyle seçilen toplam 58 erkek ve 82 kadınla görüşme yapılmıştır. Uygun bilgi toplamak üzere araştırmacı tarafından bir görüşme cetveli hazırlanmıştır.

Araştırma sonuçlarına göre, bölgede Halk Eğitimi Merkezinin sağladığı yetişkin eğitimi kurslarına karşı belirgin bir ihtiyaç vardır. Örneklem içindeki kadın nüfusun örnek nüfusuna göre fazla olmasına paralel olarak ifade edilen ihtiyaçların çoğunluğu ev çalışmalarıyla ilgilidir. Şişli-Gültepe Halk Eğitim Merkezinin kendini ilçede daha iyi tanıtması gerektiği de saptanmıştır.

Örneklem büyüklüğünün sınırlı olması ve projeyle ilgili diğer pratik nedenlerle bu çalışmanın sonuçları benzeri çalışmaların problem noktalarını saptamaya yönelik olması çerçevesinde ele alınmalıdır. Sonuç olarak, bu çalışma çok az araştırmanın mevcut olduğu ihtiyaç saptama alanında bir ön-araştırma niteliği taşımaktadır.

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I. INTRODUCTION

This study is an attempt to assess adult education
needs in the Şişli district of the city of Istanbul. It is
intended to serve the district in the planning and evaluation
of adult education courses offered by the Şişli-Gültepe
People's Education Center (Halk Eğitim Merkezi), abbreviated
as PEC in this study. The term need which is broadly used in
this study refers to a combined set of tendencies and prefe-
rences as expressed by the subjects in the sample. The study
is limited to need assessment in the field of adult educa-
tion, which is abbreviated in this text as AE. The introduc-
tory section presents the background of the study and states
the problem, followed by the sections devoted to the method
of investigation and the findings. The study ends with a
summary and discussion of major findings.

As part of the requirement for the master's program,
the writer did his field experience at the Şişli-Gültepe PEC
in 1981. The PEC at that time had completed a need assessment
survey in its service area. While recording the collected
data and putting the results into an easily accessible form,
the writer observed that there were gaps to be filled judged
from the viewpoint of a more systematic need assessment
(abbreviated as NA in the text) survey. In an attempt to
provide some practically valuable data for the above- mention-
ed center as well as to explore the applicability of NA surveys
in general, this study was taken up as an MA project.

People's Education Centers

People's education centers in Turkey, as they exist in
1983, lie at the center of the conceptual framework of this
study. In order to understand the evolution and function of
PECs in Turkey, the earlier efforts and developments in the

field of Turkish adult education ought to be mentioned to
indicate the way in which they led to the formation of PECs.
Two adult education institutions bearing great significance
in this connection played an important part in this devel-
opment (Oğuzkan, 1973). The first one was the Turkish Hearth
(Türk Ocakları), an association providing adult educational
services established in 1911. People's Houses (Halkevleri),
which succeeded Turkish Hearths, appeared in 1932, reflecting
the adult education goals of the Turkish Republic. People's
Houses were abolished in 1951. By that time, a social and
educational tradition had been formed for the renewal of this
type of institutions.

Although the PECs appeared first in 1953, they gained
considerable support after the establishment of a General
Directorate of Adult Education at the Ministry of National
Education in the early 1960's. Following this development,
the first regulations for PECs were published in 1963. Today
PECs occupy an important position in the overall picture of
Turkish AE. Table I illustrates the quantitative growth of
PECs in Turkey.

TABLE 1- Growth of PECs, 1953-1983

YEARS	NUMBER OF PEC
1953-1960	10
1965	104
1970	213
1975	244
Total of 1975	571
Total of 1983	639

Source: Geray, 1978. p.295; Istanbul Provincial Directorate
of Adult Education, November 1983.

According to the regulations for the AE institutions put into effect in 1979, a directorate of AE is established in each provincial directorate of education, serving as the offical link between the Ministry of National Education and the PECs and also as the official supervisor over the provincial PECs. In a typical PEC the administraditional task is undertaken by a center director as well as assistant directors whose number may vary from one center to another. There are also positions available for other staff members such as guidance counselors, course instructors, specialists and master instructors, technicians and other personnel.

Şişli-Gültepe People's Education Center

The PEC within the focus of this study, the Şişli-Gültepe People's Education Center, was established in 1972 and has received substantial cooperation from the local Soroptimist Club since then. The center has been organizing AE courses and activities both at the center building and in the outlying area within the Şişli district. Most of the participants at the center activities consist of females and the center has consequently provided a child-care room with a babysitter in charge. The services of the center have been steadily developing.

The 1981 national literacy campaign required all PECs to carry out literacy courses both at the center premises and in the outlying areas using primary schools, public buildings and factories. It has been a big move on a national scale and required additional effort from the PECs with its high priority relative to a number of other AE courses Due to this development, literacy issue had to be a central concern in any need assessment related to PECs.

The work that the writer had the occasion to examine

during his field experience carried the title of field work
dated September 22 1981, and run by the Şişli-Gültepe PEC.
Interview technique was used to collect qualitative and
quantitative data. It was conducted by the regular instruc-
tors employed at the center. The purpose was to assess the
outstanding AE needs in the service area of the center. The
interviewees comprised:

    a) School administrators in the Şişli district,
    b) Headmen (muhtarlar) in the district.

For this reason, two distinct interview guides were prepared,
addressed to the two distinct groups interviewed. That parti-
cular NA survey covered aspects of AE on a large scale,
including several items on literacy.

    Considering the social roles of the interviewees the
research could be termed as a key informant survey. The
informant was assumed to be knowledgeable about the issues,
and he was expected to be familiar with the concepts and
terminology required by the subject matter. The selection of
the key informants, however, was not completely based on a
systematic scheme. The survey intended to cover the largest
number of the total population of key informants without a
systematic approach. The level of measuring the need in the
interview guide was done in terms of distinct classification
and also ordering them by rank. After the survey, some inter-
view guide items were noted to be blank, and the recorded ans-
wers had a wide range of wording for the same response. This
indicated that there had been no agreement on data-recording
procedures for the interviewers could be given adequate
training. Consequently the evaluation task was difficult and
far from being clear without an appropriate self-lending
data scheme. In spite of its weaknesses, this particular
exercise in need assessment led to increased interest in

further research in this area.

One interesting view obtained from a headman during
this early PEC survey was that the investigators had better
ask the people themselves about their needs rather than ask
the key informants. In fact, there is considerable support in
the literature for approaching the potential clients directly
in order to assess their needs. Thus, the study in hand is
intended to be an "Individual Client Survey" using regular
interview and questionnaires based on direct reporting
procedures.

> "In these procedures respondents are ask-
> ed to indicate what information, skills
> or services they need or what problems
> they have which require assistance.
> Clients respond by simply indicating the
> particular need they have. In addition,
> information can be collected about the
> relative importance or desirability of
> a need".
>
> (Kline, 1979 (b) p.16)

Furthermore, choosing inhabitants of the town district
may permit the PEC administrator to have a comparative look
at assessed needs reported by key informants and the clients
themselves. The PEC may compare the findings of its own need
assessment survey with this study and arrive at more reliable
criterion for drawing conclusions and making decisions at the
management level. This study focuses on the same need assess-
ment issues, but utilizes a different reference group from
that of the PEC survey.

Information Needs in Adult Education

In the short run the PEC administrator could take
immediate measures in case a particular educational need has
been pointed out by a substantial number of potential clients.

In the long run the PEC administrator would benefit from such surveys by using the data for an understanding of trends. Information about the prevailing conditions and future needs would allow to identify the implications about the present as well as future activities. The ultimate goal of carrying out such need assessment surveys may be further clarified when considered in relation to the existing information storage available. It is important for the planner to know the following:

- What the ideal set of information required for the decision-making mechanism at the PEC is.
- What information is already available.
- What information, consequently, needs to be collected by further studies.

Therefore, information needs should be put into a conceptual framework prior to the preparation of the survey. As far as the practising administrator is concerned, the planning and evaluation of AE programs necessitates consideration of several critical questions.

It is proposed that informed decision-making in adult education depends to a great extent on:

- the demand for nonformal education,
- objectives,
- alternative strategies, their past successes and failures and the reasons for them,
- organization,
- resources,
- clients,
- costs, and also
- information the relationship of adult education to other socio-economic development activities, organizations, sectors, and policies (Kline, 1979 (a)).

Among the above-listed points of concern on information needs,
two prior issues are of particular relevance to the scope of
this study. In explicit terms, the AE administrator would need
to find out:

1- What the personal, social or economic needs are,
   that are likely to be influenced by AE.
2- What the demand for AE is, both in terms of numbers
   and types of individuals, and in terms of types and
   content of AE.

Therefore, assessing needs as specified in the first
two items above should be a crucial prerequisite to the
planning and evaluation of AE programs. Not all AE programs
could be initiated on the basis of local findings of needs
because of the administrative and cultural realities. However
the presence of such information would certainly facilitate
the improvement of planning and evaluation procedures. If the
question is for the AE administrator to find out the most
effective and efficient combination of AE programs with
limited or scarce resources, then the decision-making mecha-
nism should rely on assessing what the needs are and also
which ones should be given priority. An information storage
system, including data on needs, should prove beneficial to
the AE administrator.

The Şişli PEC Information Storage

As for the Şişli-Gültepe PEC, the information storage
system generally consists of two kinds of data sources:

- Official standard data forms required by the Ministry
  of National Education, which are completed as an
  official requirement for a central storage of
  national data.

- Various forms designed separately and put in circu-
  lation for temporal and particular use by the Şişli
  PEC itself.

The official forms are of three types:

- Baseline Data Form (Kurs Başı Tespit Cetveli).
- Final Data Form (Kurs Sonu Tespit Cetveli)
- Resumés of Social and Cultural Programs (Sosyal ve
  Kültürel Çalışmalar Uygulama Bildirimi).

These official forms are completed by the course instructor
after the initiation and termination of AE programs. Then,
they are sent to the Ministry of National Education after
they are confirmed by the PEC director and the provincial
head of AE directorate. For the socio-cultural programs, one
form is completed after the program is over, which follows
the same type of official procedure.

As for miscellaneous forms, there are great variety of
locally-made forms to serve particular purposes. With regard
to the literacy program, for instance, a particular form,
Literacy Course Data Form (Okuma Yazma Kursu Bilgi Formu),
has been in circulation to collect data from all service
places in the locality where literacy courses are held. These
temporal data forms have no fixed form and content because
they are primarily dependent on the objectives of that
particular situation. Nevertheless, it is possible to point
out some similarities among the data collection forms. Their
common components may be listed as follows:

- Geographic identification of the place where AE
  program is held,
- Details on the instructor of the program,
- Initiation and termination dates of the program,

- Number of trainees by gender in the program,
- Approval of the official authority.

With such information available it should be possible, then,
to have a set of tabular representation of all AE programs
offered during the previous years of the center and the number
of enrollees, drop-outs and successful graduates of each
program by variables such as gender, age-group, etc. Such a
lay-out of AE programs at the Şişli-Gültepe PEC was attempted
by the writer as part of his field experience in AE.

Most of the information available at the center is
concerned with past AE programs and the trainees in them. The
information storage system allows the PEC administrator to
have a desired picture of what has been done related to the
AE programs at the center. There is hardly any information
concerning the present tendencies of the potential clients,
such as needs in the district to justify what has been done
and is being done at the center. For these reasons, there
have recently been periodical surveys on different topics
carried out by the center in order to fill the information
gaps in the existing information storage system. Owing to
these surveys the PEC administrator has access to locally
assessed information in addition to the official data.

As far as the practical methodology of such surveys
is concerned, the center uses the regular staff at the center
and others working under the sponsorship of the center. The
center staff are familiar with the characteristics of the
local people due to their previous experience and they also
have an official identity based on their post at the center.
These are advantages that would yield a larger number of
respondents in the sample population and more reliable infor-
mation concerning the district population, provided that the
survey procedures have a systematic basis. The collected

data are usually recorded in a summary form without any
statistical elaboration. Having such raw data is an advantage
for it allows for different approaches and statistical
calculations, but what is available has been mostly at a
descriptive level and often lacked analysis to illuminate
explanatory or causal relations.

The usage of the information storage system at the PEC
is limited to the decision-making authority, namely the PEC
director and the PEC planning council. The planning council
consists of the PEC director, the AE branch (ko1) leaders at
the PEC, and some provincial AE executives (as specified in
the PEC regulations under item 5). This council meets every
three months to discuss planning and evaluation issues and
makes short-term and long-term decisions. The decision-making
authority needs reliable as well as up-to-date data in order
to make the best possible decisions. In this connection, a
number of techniques of data collection from all relevant
sources of information would help the improvement of the
information storage system and would lead to the better
running of the PEC.

Uses of Need Assessment Studies for the PEC Administrator

Since the PEC administrator needs reliable and current
information on needs in order to reach the best possible out-
come of planning and evaluation schemes, need assessment should
become an important area of concern for all PECs. The exis-
tence of information on needs would certainly prove to be a
useful guide to specification and ordering of objectives.
Once the current needs in AE in the service area are
determined, the administrator would arrange them in an order
of priority and feasibility with respect to available
resources, and then the educational objectives would stem
from these needs, or at least there would be a significant

parallel between the assessed needs and the objectives. Since
establishing the ojbectives is a must to planning and the
designing of educational activities, need assessment task
becomes inevitable in relation to setting up the objectives
within a conceptual framework of educational planning.

In practice, however, there may be a number of diffi-
culties with conducting NA studies and using the findings in
the planning of AE programs. Then, it may be stated in ideal
terms that the PEC administrator may be visualized to occupy a
mid-position between the top officials of the Ministry of
National Education setting up certain general policies,
principles and objectives and the potential clients who are
expected to benefit from the AE programs. Thus, it would be
wise for the PEC administrator to act as a prism of needs
reflected both from the top authorities (ascribed needs) and
from the potential clients (felt needs).

Need Assessment Techniques

Following the discussion on the ways in which the AE
administrator may employ need assessment, the question of
"what exactly is need assessment?" should be clarified. The
term need may have different implications to different people.
According to the Oxford Dictionary, need is defined as the
"circumstances in which something is lacking or necessary, or
requiring some course of action". It may be concluded that it
is that part of a total scheme of conditions which is unmet
as compared to a certain criterion accepted by the majority.
In short, need is the gap between what is and what should be.
In the educational context, need may be conceptualized as the
discrepancy between an acceptable state of the educational
conditions and an observed state of conditions. As far as a
definition of need assessment is concerned, it may be
conceived as a technique for identifying what needs exist in

a particular individual, population or situation, and for
ordering such needs according to priority for solution (Lowe,
1975). Certain needs are prevalent in the society but what is
a need for some fragment of the society may not be a need for
another, particularly between urban and rural areas. A broad
set of societal needs, then, ought to be modified and
tailored according to actual local needs. In this respect,
the service area of a particular PEC is an important aspect
of planning issues since needs ascribed as belonging to the
whole of the population in total may not actually correspond
to the needs assessed in the service area of a PEC, and
therefore the local needs should be internalized into the
societal needs. As for the concept of need used in this study,
however, it is defined as expressed need viewed by the
subjects in the sample, and conceptualized operationally, as a
combination of tendencies and preferences related to AE.

The need assessment task deals with identifying the gap
between the desirable   and the existing states of condition.
It is concerned with the nature of the gap as well as its
size and dimension.

In this sense, need assessment consists of three sub-
tasks:

- Determining what constitutes a need,
- Determining how to measure it,
- Determining how to order it by priority.

Once the needs have been identified, they may be listed in
one of the following ways:

- Classifying them into distinct categories,
- Ordering needs by rank from the greatest gap to the
smallest,

- Ordering needs in terms of specifying the relative distance between each other so that one could see the extent to which a certain need is more important than another.

Along with a general analysis of need assessment task and ways of expressing the needs assessed, a brief look at need assessment techniques would yield the following broad categorization:

- Individual client survey techniques,
- Group process techniques,
- Environmental and organizational analysis techniques,
- Basic social science research techniques.

This study is an example of individual client survey technique. It is a method that collects information about needs directly from the potential client audience. This technique includes interview, questionnaire and observational survey techniques. It is based on both sample and census survey methods. In this study, need was taken as expressed tendencies and preferences in AE which were specified in distinct categories. The method of assessing the needs was the interview technique conceptualized within the category of individual client survey techniques.

As for the frequency of need assessment studies, an NA study should not be an exercise yielding definite answers once and for all. Instead, it is an approximation, it should be a continuing process, revised and revisable whenever new data are uncovered and documented. Needs assessed at a certain point in time could not be reliable for a long period of time since the social phenomena are in a continous process of change. Needs of potential client audience would accordingly differ with the socio-economic changes brought about in the course of time. Conducting need assessment surveys on a

periodical basis, therefore, would yield an approximate
picture of the actual trends related to needs in the community.

One assumption in a situation where the needs are
centrally determined is that the educationally disadvantaged
may not properly define what their needs are. Using the right
technique and the instrument suitable for that group of poten-
tial clients may help to obtain useful data from the educa-
tionally disadvantaged (e.g. illiterate people). Thus, imple-
menting the survey instrument requires a great deal of thought
and care as to the characteristics of the potential clients to
be served. Need assessment, then, should be multi-dimensional
in terms of potential clients and techniques to be used.

Survey Objectives and Hypotheses

The objectives of this study were specified as follows:

- To explore the issue of need assessment in planning
  and evaluation of AE.
- To clarify the information available at the Şişli
  PEC in relation to a need assessment survey done by
  the center.
- To provide meaningful implications for the Şişli
  PEC by means of survey results based on interviews
  with household respondents in its service area.
- To provide some preliminary background for further
  NA studies.

The basic aim of this survey was to assess the
demographic characteristics of the target population in the
Şişli district and their position and tendencies with respect
to AE. Secondly it was desired to test the relationship bet-
ween some demographie variables and some AE variables. In this
regard the following hypotheses were formulated:

Hypothesis 1:

Gender, a demographic variable, is associated with subject's preference for the subject-matter of AE course or activity.

Hypothesis 2:

Gender is associated with the subject's idea of the subject-matter of seminars needed in the district.

Hypothesis 3:

Gender is associated with subject's idea of the subject-matter for AE courses or activities needed by other people in the district.

Hypothesis 4:

Occupational category, a demographic variable, is associated with subject's preference for the subject-matter of AE course or activity.

Hypothesis 5:

Occupational category is associated with subject's idea of the subject-matter of seminars in the district.

Hypothesis 6:

Age group, a demographic variable, is associated with subject's preference for the subject-matter of AE course or activity.

Hypothesis 7:

Age group is associated with subject's idea of the subject-matter of seminars needed in the district.

Hypothesis 8:-

Level of education completed, a demographic variable, is associated with subject's preference for the subject-matter of AE course or activity.

Hypothesis 9:

Level of education completed is associated with subject's preference for the subject-matter of seminars needed in the district.

It should be noted that the relationship between the variables as stated in the hypotheses above are not causal relationships and no direction of relationship is indicated. The hypotheses are at associative level.

The demographic variables; gender, occupational category, age group, and level of education completed, are directly taken from statistical analyses and documents of the Ministry of National Education in Turkey as the most commonly used variables. The information storage at the Şişli PEC embodies these four variables as the most frequent dimensions of data collection system.

II. METHOD

The subjects were all inhabitants of the Şişli district
of Istanbul. The minimum age requirement was 15 years of age
for all. The survey was concerned with the population beyond
the school age. There was no upper age limit. As for the
gender, both sexes were involved in the survey, with a view
to approximating number of males and females in the sample
population. Whenever subjects of both sexes in a household
were available, the subject of the desired sex was asked for
the interview. Since the actual sample population tended to
comprise a larger number of females, the male figure was
always preferred whenever the interviewer had the choice. The
survey was administered on the basis of households, and there-
fore, each subject represented a particular household in
terms of survey results. The number of subjects was equal to
that of households called on. Family relationship among the
household members was not a requirement for household member-
ship. People who permanently lived together in the same unit
of residence were considered a household. All subjects were
contacted in their residences. The person who presented him-
self or herself during the call, as long as he/she met the
age requirement was considered to be the respondent, or the
source of information about that particular household.

The study may be conceptualized as applied research
in respect to the survey purpose. As for the level of
explanation, it is descriptive for the most part, but also
seeks any significant correlation between variables, thus
presenting an associative level of explanation in part. The
data collected are both qualitative and quantitative. The
results are expected to be generalizable in the area studied
The survey used the interview technique accompanied by an
interview guide.

Şişli is situated on the European side of Istanbul. It is a centrally organized residential area with relatively higher socio-economic status inhabitants to a large extent. There are a number of slum areas and non-urban outskirts of Şişli, with an irregular, dispersed outlook.

The study directly addressed to the population in the Şişli district, falling within the boundaries of Şişli-Gültepe PEC is geographically situated in Gültepe but is in charge of all official adult educational activities in the Şişli district.

In terms of demographic variables, the following statistics should be helpful for an accurate description of the Şişli district. According to the census held in 1980.

1- the total population was 467,685 (The total population of Istanbul was 4,741,890 with 19 districts. Şişli is the fourth largest district in terms of population).

2- the urban population in the Şişli district was 282,471 and the rural population was 185,214 (Şişli is the third largest district in terms of urban population, and the fourth largest district in terms of rural population).

3- the male population in Şişli was 239,369 while the female population was 228,316.

4- the population in Şişli at and above the age of 15 was 201,425.

5- the illiterate population at and above the age of 15 was 32,799.

6- the illiterate female population at and above the age of 15 was 25,171.

Thus, it may be briefly concluded that Şişli is quite a big district of İstanbul in respect to population size. Although

the majority of the population lives in urban areas, there
is a considerable number of people living in non-urban areas.
Distribution of gender in the district is nearly equal. The
majority of the population is younger than 15 years of age.
16.28 % of the population above the age of 14 is illiterate,
and furthermore, 76.74 % of the illiterate population above
that age limit is female.

Considering the advantages and disadvantages of various
need assessment techniques, it was decided that the interview
technique would best suit the facilities and limitations of
the study. The following points were considered for making
this choice:

1- It was likely that some subjects would be illiterate.
Therefore, a self-administered written ques-
tionnaire would not be fit due to literacy as a
requirement. In the same way, the mailed ques-
tionnaire could introduce a biasing effect with
regard to gender. Since the male figure is consi-
dered the head of the family according to the
cultural values, there could be a danger of having
too many responses from the male population. By
choosing interview technique. The investigator
wanted to minimize this possibilitily.

2- The interviewer would provide direct help by clarify-
ing points of confusion for the subject.

3- The interview technique would ensure a greater
opportunity to obtain a representative sample of
respondents.

4- The interviewer has considerable control over the
situation. He may employ adaptations to the inter-
view technique due to unforeseen conditions or
particular problems. He may also observe, which
allows him to check on responses.

5- Since the writer himself had to do all the inter-
   views, the problem of training interviewers did not
   exist. On the other hand, the outcome may be open
   to biasing effect of the interviewer.

Sampling

Owing to the large population size and the varying
characteristics within the district, it was inevitable to
provide a geographical stratification into the sampling
design. In the initial phase of the design, the Şişli
district was perceived in terms of the following three
distinct regions:

1- The area which corresponds roughly to a lower
   socio-economic status slum area. This area was
   accepted to consist of these sub-districts:
   a) Kuştepe, b) İzzetpaşa, C) Hürriyet, d) Çağlayan,
   e) Gürsel, f) Gülbahar, g) Talat Paşa, h) Ortabayır,
   i) Gültep, j) Harmantepe, k) Telsizler, l) Yahya
   Kemal, m) Kağıthane merkez, n) Çeliktepe, o) Sanayi,
   p) Seyrantepe, q) Şirintepe, r) Yeşilce, s) Emniyet
   Evleri, t) Ayazağa.
2- The area which corresponds roughly to a lower
   middle-class residential area (with minority groups).
   This area roughly includes the following sub-dis-
   ricts: a) İnönü, b) Feriköy, c) Bozkurt, d) Paşa,
   e) Duatepe, f) Yayla, g) Eskişehir, h) M.Şevket Pa-
   şa, i) Cumhuriyet, j) Ergenekon.
3- The relatively new residential area with mostly
   well-to-do families including the following sub-
   districts: a) Harbiye, b) Teşvikiye, c) Meşrutiyet,
   d) Halaskargazi, e) Fulya, f) Şişli merkez, g) Me-
   cidiyeköy, h) H.Rıfat Paşa, i) Esentepe, j) H.Edip
   Adıvar, k) 19 Mayıs.

In region one, there were twenty sub-districts, only ten sub-districts in region two, and eleven sub-districts in region three. The population in the first region was also accordingly large. For this reason, region one was represented with three sub-districts while the other regions were represented with two sub-districts each. It was expected that each distinct region would yield significantly varied distribution of variable measurements on the basis of predicted socio-economic differentiation. A map of Şişli showing the above regions is included in Appendix A.

Consequently, seven sub-districts were selected out of a total number of forty-one sub-districts. First each region was distinguished from each other as specified earlier, using a random selection technique. A list of all the headmen in Şişli was arranged in alphabetical order and each headman was assigned a number. Next, the numbers 1-41 were sorted out into three distinct groups as specified by the geographical stratification. Drawing the required number of number cards from each regional set, the following sub-districts were selected as the survey sample:

    Region one: Gültepe, Ayazağa, Çeliktepe,
    Region two: Cumhuriyet, İnönü.
    Region three: Şişli merkez, Esentepe.

As the next step, these selected headmen were contacted through their telephone numbers and later they were visited in their offices. The total number of streets in each sub-district was specified, and each street was assigned a number. Two numbers from each sub-district were drawn randomly. Thus, the question of which streets to go to in each sub-district was clarified. Then the smallest and the largest housenumbers in each of the two streets were noted on the spot. All housenumbers in a street naturally consisted of odd

and even numbers. Thereforce, the number range available for
each street was divided into odd and even numbers. Next, one
number from each of the odd and even number sets was drawn
randomly, and that number signified the initiation point of
interviewing on either side of the street. Once the first
household was determined as such, the following households
were called on in sequence. In some cases, where the building
embodied very few households, the next building in sequence
was also included to go on with the interviews. In the case of
apartment buildings, one or two buildings usually provided
the desired number of interviewees. Occasionally a household
had to be skipped due to absence of residents of refusal to
give interviews. If the end of the street was reached before
obtaining the required number of interviews, the survey was
carried on by going back to the beginning of the street.

The sample size was not directly derived from the total
population in the town district and the total number of
households. Instead, focusing on the smallest geographical unit
of the survey a minimum population to yield meaningful results
was specified. The sampling was based on the cluster of
streets or houses randomly selected from each of the seven
sub-districts rather than on the basis of the very large
population residing in the entire area. Since the investigator
could not, by means available to him, plan interviewing a
sizable percent of the population, the cluster of streets or
houses served the purpose of limiting the size of the sample
to a reasonable level, which turned out to be a total of 140.

Variables and Survey Instrument

The variables in the study may be classified into
demographic and substantive variables related to AE. The
demographic variables are covered in the range of items 1-12
on page 1 of the interview guide. A sample copy of the inter-

view guide is provided in Appendix B. These variables are
related to the physical, economic, social, cultural, and
educational characteristics of the subject and the household.
Twenty-four of the 42 distinctively measured variables in the
study help to assess the status of the subjects and the
households on the above-listed dimensions. These variables
are often interrelated and a cluster of variables may provide
an accurate picture rather than isolated statistical values.
The economic status of the subject, for instance, may be
attained by considering variables such as marital status,
ownership condition of residence, construction type of resi-
dence, communication and cultural facilities available at
home, educational level attained, occupation and financial
support to household budget. Eighteen of the 42 variables are
directly related to adult education. They attempt to place
the subject on a large scale of adult education variables
such as familiarity with the Şişli-Gültepe PEC, previous
experience in AE, emotional attitude towards AE, etc. A
complete list of the variables in the study is provided in
Appendix C.

A regular interview guide was used for raising
questions and recording the answers during the course of an
interview. The interview guide was prepared by the investi-
gator in June 1982. Initially, the content of information to
be collected was determined by examining the variables
associated with the need assessment survey carried out by the
Şişli PEC in September 1981 as well as the official statistics
issued by governmental institutions related to education.
Next, the format in draft form was improved after consultation
with the Şişli PEC director and a specialist in AE employed
in the Kadıköy PEC.Afterwards, the interview guide was pre-
tested using six people selected on a random basis having
different socio-economic characteristics. They happened to
be:

a) a middle-aged engineer,

b) a middle-aged housewife,

c) a middle-aged shop-owner,

d) a 19 year-old housewife,

e) a pastry shop worker in his twenties,

f) a bus driver at the age of 46.

The interview guide was revised by examining points of
difficulty for those six people. Finally, the interview guide
was considered ready. The guide was semi-structured. It
involved fixed-choice questions as well as open-ended ones.
Of the three pages, the first page consisted of demographic
data about the subject and the household. The following two
pages revealed substantive data related to AE in general and
the literacy campaign in particular. The questions were
printed in brief but simple and straightforward form. The
interviewer was free to use a modified version of wording
while focusing on the essence of the question. All questions
had to be marked whatever the answer was.

The interviewing part of the survey was initiated in
mid-August 1982 and was completed in early September 1982.
Once the household was called on and the subject turned up at
the door, the interviewer introduced himself and explained
the topic of the survey in brief and finally asked the subject
if he/she could spare some time for that interview. If reject-
ed, the interviewer thanked and went on to the next household
in sequence If the subject was willing to give an interview,
then it usually took an average of five minutes to interview
that person. The questions were asked in a way regarded to
be most convenient and understandable by the subject, and the
answers were recorded in the reserved space in the interview
guide. During the introductory phase phase, extra attention
was spent on convincing the subject that it was an officially
permitted survey (confidence issue) which would be useful in

terms of improving public benefit. Since it was often the female figure available at home on weekdays, the survey was also carried out at weekends in order to be able to interview male subjects who usually go to work on weekdays. All interviewing was done at the daytime. The number of refusals to give interviews varied from region to region. The maximum rate of refusal was 20 % while the minimum rate was about 10 %. In addition, there were cases where the respondents were not at home, in which case the next household was interviewed instead.

Statistical Treatment of Data

A one-way frequency distribution of all the variables in the study was obtained. This kind of distribution may help to investigate some particular category or sub-category in detail. A distribution of a selected variable is provided in Appendix D as a sample.

One crucial pount about the one-way analysis of the variables consists of summary statistics to reveal the underlying characteristics of the distribution. Although this study does not completely rely on this kind of analysis, such data may be found useful in presenting on accurate picture of the variable distributions for future investigations. A sample distribution of a survey variable based on summary statistics is provided in the Appendix.

After assessing the one-way distribution of all the variables, the next question in mind was concerned with possible connections between the variables. The analyses attended at this stage were guided by the basic questions to which this study has been trying to shed light and particularly by the hypotheses already formulated. Furthermore, considering the emphasis given by PECs on certain independent

variables, namely gender, occupation, age and educational background, these variables were used for cross tabulation purposes. A sample copy of a cross-tabulation of data between two variables with a brief explanation as to its nature is included in the Appendix.

The statistical test employed at this stage may be stated as follows. In each table two selected variables were crossed with each other. First, it was essential to see whether the two variables were significantly related. Secondly, if there was some association between the two variables, it would be desirable to have an idea of the nature of the relationship to be stated by a probability value indicating the level of significance. Therefore, Chi-square analysis was used based on Pearson's Chi-square test of association, which tests the independence (or lack of statistical association) between two variables. In this respect, each table presented is accompanied by:

- the observed Chi-square value for that particular distribution,
- the critical Chi-square value as stated in the Chi-square tables,
- the corresponding degrees of freedom
- and the p value indicating the level of significance.

In this study, the minimum level of significance for association between two variables is taken to be .05 on an arbitrary basis.

Limitations of the Study

This study has basically been designed as a master's project, limited in its scope as well as in the writer's limited physical and manpower facilities within the frame of

a postgraduate program. The size of the sample was far from
being ideal to represent all the potential clients in the
Şişli district instead, it was reduced to a manageable
minimum. Secondly, the geographical area was highly dis-
persed with sub-districts representing highly varied socio-
economic areas deliberately included in the study. In attempt
to overcome the problem of limited sample population, rando-
mization was taken to be the key factor throughout the
sampling design.

Various limitations imposed by the interview technique
were also in effect. Such biasing effects were intended to
be controlled by means of an interview guide. The interview
guide used had gone through a process of development to some
extent but it probably needs further improvement in future
NA surveys. As a whole, owing to insufficient practical
applications geared towards NA in Turkish AE, the study
remains exploratory in nature, and the outcomes should be
interpreted accordingly.

III. RESULTS

This chapter presents the major findings of the study. To start with, the demographic characteristics of the sample are presented. This is followed by the findings related to the substance of the study, including those related to the hypotheses formulated.

Characteristics of the Sample

Table 2 reveals the age and sex distribution of the sample. It is noted that 82 out of the total 140 (or 58.6 %) were females. The largest age group within the sample was 21-34 years of age with a total of 52 people (or 37.1 % of the sample.

TABLE 2- Sex and Age-Groups in the Sample

Age Group	M	F	Total
15-20	7	17	24
21-34	21	31	52
35-44	12	14	26
45+	18	20	38
TOTAL	58	82	140

Next, the places of birth of the sample are indicated in Table 3. It is observed that 41 people out of the total 140 (or 29.3 %) were born in Istanbul. The provinces within the Blacksea region, Central Anatolia region, and Marmara region (excluding those born in Istanbul) have yielded more immigrants to the area studied. The largest group of immigrants to this area were born in provinces within the Blacksea region. The table implies that over two-thirds of the sample are immigrants.

TABLE 3- Places of Birth

Region or Province	Number	Percent
Istanbul Province	41	29.3
Region		
Marmara except Istanbul	22	15.7
Blacksea	24	17.1
Central Anatolia	20	14.3
East and South-East Anatolia	11	7.9
Mediterrenean	5	3.6
Aegean	11	7.9
Balkan Countries	6	4.2
TOTAL	140	100.0

Considering the characteristic of immigration in the area studied, it would be desirable to find out how long ago the immigrants in the sample settled in this area. Table 4 shows the duration of residence in the area prior to 1982. Those who have settled in the area during the past 20 years are 74 in number, or 52.8 % of the total.

TABLE 4- Duration of Residence in Şişli District

Duration	Number	Percent
5 years and less	11	7.8
6-10 years	25	17.9
11-20 years	38	27.1
21 years and more	25	17.9
Those born in Istanbul	41	29.3
TOTAL	140	100.0

Table 5 provides the distribution of the sample by their marital status in four categories; single, married,

divorced, and widowed by death of spouse. It is observed that 86 people of the total 140 (61.4 %) are married.

TABLE 5- Marital Status

Marital Status	Number	Percent
Single	35	25.0
Married	86	61.4
Divorced	6	4.3
Widaned	13	9.3
TOTAL	140	100.0

The construction type of the residence of the sample was also assessed and it was noted that 127 people out of the total 140 (90.7 %) live in an "apartment" whereas only 9 people out of the total 140 (6.4 %) live in a private house and 4 people out of the total 140 (2.9 %) live in a "gecekondu" which may be conceived as a poor type of residence.

Assessment of the cultural and mass-media facilities in households regarding the sample is presented in Table 6, which may serve as one of the socio-economic indicators.

TABLE 6- Household Mass Media Facilities

Facilities	Number	Percent
Only TV	9	6.4
Radio, TV	28	20.0
One newspaper, TV	5	3.6
One newspaper, radio	5	3.6
One paper, radio, TV	35	25.0
One paper, radio, TV, telephone	26	18.6
One paper, radio, TV, telephone, periodicals	9	6.4
Two newspapers, radio, TV	8	5.7
Two papers radio, TV, telephone	5	3.6
Two or more newspapers, radio, TV, telephone, periodicals	10	7
TOTAL	140	100.0

The sample were enquired about the condition of owner-
ship of their residence. The results, which may be helpful
as an economic indicator, are provided in Table 7. The evi-
dence shows that 78 people out of the total 140 (55.7 %) live
in a residence of their own, whereas 58 people out of the
total 140 (41.4 %) are tenants.

TABLE 7- Distribution of Ownership Condition of Residence

Ownership Condition	Number	Percent
Rented residence	58	41.4
Owned residence	78	55.7
Lodger	4	2.9
TOTAL	140	100.0

Table 8 reveals the educational background of the
sample according to sex. It is seen from the table that 106
of the total 140 (75.7 %) had either primary or lower secon-
dary education. As for the distinction by sex, 41 females out
of the total 140 (29.3 %) had only primary education whereas
35 males out of the total 140 (25 %) had lower secondary
education, thus indicating a more advantageous educational
status for males.

TABLE 8- Educational Background

Latest School Completed	MALE Number	MALE Percent	FEMALE Number	FEMALE Percent	TOTAL Number	TOTAL Percent
None	–	–	6	4.3	6	4.3
Primary School	8	5.7	41	29.3	49	35.0
Lower Secondary School	35	25.0	22	15.7	57	40.7
Upper Secondary School	12	8.6	7	5.0	19	13.6
Higher	3	2.1	6	4.3	9	6.4
TOTAL	58	41.4	82	58.6	140	100.0

The occupational status of the sample may be specified in Table 9. It presents data on occupational categories of the sample according to sex. It is observed that "housewife" and "tradesperson" constitute the largest two occupational categories.

TABLO 9- Occupation

	MALE		FEMALE		TOTAL	
Occupational Category	Number	Percent	Number	Percent	Number	Percent
Laborer	6	4.3	4	2.8	10	7.1
Civil servant	8	9.7	5	3.6	13	9.3
Retired	2	1.4	3	2.2	5	3.6
Housewife	-	-	56	40.0	56	40.0
Tradesperson	34	24.3	6	4.3	40	28.6
Student	6	4.3	7	5	13	9.3
Unemployed	2	1.4	1	.7	3	2.1
TOTAL	58	41.4	82	58.6	140	100.0

Since the study is intended to be exploratory, with emphasis on discovery of problems faced and on the development of a methodology, no attempt has been made to establish the error of estimates in the sampling.

Attitudes Toward Adult Education Services

The following table shows the extent to which the sample is aware of the Şişli-Gültepe PEC. The criteria for awareness is both being able to tell the existence of a PEC in the district and also to tell where the PEC is. It is seen from the table that 108 people out of the total 140 (77.2 %) have no idea in the sense that they neither know that such a centre exists nor that it exists in Gültepe area. Furthermore, the sample was asked of their opinion on the kind of activities and courses offered by the Şişli-Gültepe PEC. Of the

remaining 32 people out of the total 140, who are aware of
the PEC, 9 people do not have any idea of what the PEC is
doing; an additional 9 can name one correct course, and 14
can name two or more courses. As for any previous experience
at any PEC in Istanbul, it was found that only one person out
of the total 140 had attended AE courses at another PEC.
There was also one other person who had attended a literacy
course at a remote primary school. One of these two had
completed the course attended. The one who had completed the
course was satisfied with it and the other was not. In Table
10 "having a vague idea" of the PEC covers a range of respon-
ses in the form of misconception of the place of the PEC in
the district, stating a PEC in another district, and knowing
the existence of a PEC in the district but not being able to
tell where it is.

TABLE 10- Awareness of the Şişli-Gültepe PEC

Condition of awareness	Number	Percent
Has a clear idea	23	16.4
Has a vague idea	9	6.4
Has no idea	108	77.2
TOTAL	140	100.0

The sample was then asked a hypothetical question
regarding their attitude in case a household member had
decided to participate in   an AE course. The attitude of
the sample towards household members participating in AE
courses in the future is presented in Table 11. It is seen
that 85 people out of the total 140 (60.7 %) have a positive
attitude. Those with a negative attitude towards participation
in AE courses at PEC s are only 8.6 % of the sample. Those
members of the sample classified under "other" constitute
30.7 % of the sample and they expressed attitudes as "being

indifferent", "depending on other conditions", and "not
stating a clear attitude".

TABLE 11- Attitude Towards Household Attending AE Courses

Attitude	Number	Percent
Definitely positive	85	60.7
Definitely negative	12	8.6
Other	43	30.7
TOTAL	140	100.0

The sample was also checked on what kind of practical
problems they have, if any, that would cause difficulties in
their attending AE courses at a PEC. The answers are shown
in table 12. Practical issues such as having children,
inadequate time, having too much to do at work already, and
improper age constitute the largest categories of practical
problems. On the other hand 54 people out of the total 140
(38.6 %) reported no practical problems related to attending
AE courses. The category in the table corresponding to "Other
problems" includes responses such as "distance problem",
"negative attitude of the neighborhood", "permission required
from head of the household", and "too much housework".

TABLE 12- Practical Problems to Attending AE Courses

Practical Problems	Number	Percent
Child problem	13	9.3
Inadequate time	10	7.1
Too much work already	26	18.6
Improper age	18	12.9
Other problems	19	13.5
No problems	54	38.6
TOTAL	140	100.0

The sample was further enquired as to their most
suitable time for attending AE courses. The results indicated
that 33 people out of the total 140 (23.6 %) are willing to
come on weekdays (Monday to Friday) in the afternoon. 13
people out of the total 140 (9.3 %) would like to come on
weekdays in the evening. 94 people out of the total 140
(67.1 %) expressed such varying times that grouping the data
was impossible and consequently no distinctively significant
categories could be obtained regarding the rest of the sample.

In terms of transportation facilities to the Gültepe
bus-stop where the Şişli-Gültepe PEC is situated, as viewed
by the sample, Table 13 reveals the transportation condition
from where the sample lives to the specific location of the
PEC in question. It is seen that 97 people out of the total
140 (69.3 %) can get to the PEC either on foot or by direct
transportation. It should be specified here that the question
was particularly concerned with reaching the Gültepe bus-stop
which is the main connection between the PEC and the house-
holds.

TABLE 13- Transportation Facilities

Transportation Facility	Number	Percent
On foot	33	23.6
Direct transportation	64	45.7
One or more connections	17	12.1
Doesn't know	26	18.6
TOTAL	140	100.0

When asked another hypothetical question concerning
the favorite type of instruction in AE courses, it was found
that 94 people out of the total 140 (67.1 %) would like to
see practical training or applied activities in the course

whereas 40 people out of the total 140 (28.6 %) are in favor
of the traditional lecture method.

Considering the importance of the present literacy
campaign, the interview guide included a question in order
to check the perception of the people in the sample as to the
extent of the problem in their vicinity and the effectiveness
of the on-going campaign. The answers indicated that the
great majority of the respondents, 104 out of 140 (or 65.3 %)
thought that illiteracy was a common problem. It was also
seen that 14 out of the total 140 (10 %) thought that there
were no or few illiterate people in the district while 20 out
of the total 140 (14.3 %) were not sure. Table 14 shows the
distribution of the sample on an evaluation scheme. The table
indicates that 119 people out of the total 140 (85 %) think
the campaign is either satisfactory or very good.

TABLE 14- Thoughts about Effectiveness of the Literacy Campaign

Evaluation of Effectiveness	Number	Percent
Very good	72	51.4
Satisfactory	47	33.6
Insufficient	5	3.6
Not sure	16	11.4
TOTAL	140	100.0

Findings Related to the Hypotheses

1- Sex and Subject-Matter Interests: The first
hypothesis was that there would be a relationship between
the sex and the preference for the subject-matter of AE
courses. It was hypothesized that females would be more
interested in such AE courses related to work at home where-
as males would be more interested in AE courses related to

outdoor work. There are 44 distinct AE courses as stated by
the sample. A complete list showing the distribution of AE
courses as specified by the sample is provided in the Appen-
dix.

Thus, it was found convenient to group the courses
into:

a) cultural courses (literacy, foreign language, folk
   dances, sports, fine arts, etc.),
b) home-economics and home-arts courses which are
   related to work at home and basically feminine in
   character(home-economics, hand-knitting, dress-
   making,embroidery, cooking, etc.), referred to
   as home-related courses in the study,
c) vocational courses, which are related to outdoor
   work or of basically masculine character (electrical
   work and electronics, poultry, accounting, carpentry,
   etc.).

Table 15 shows the distribution of the sample's prefe-
rence for the subject-matter of AE courses by sex. As a
result of the Chi-square analysis, a significant relationship
between sex and the AE course preference is found. The home-
related courses are noted to be asked more by females than
males. In parallel to that, the vocational courses are noted
to be asked more by males than females. The outcome supports
the hypothesis.

TABLE 15- Course Preferences According to Sex

	No Course Preference	Cultural Courses	Home-related Courses	Vocational Courses	Total
Male	17 (12.1%)	17 (12.2%)	7 (5%)	17 (12.1%)	58 (41.4%)
Female	18 (12.9%)	10 (7.1%)	50 (35.7%)	4 (2.9%)	82 (58.6%)
TOTAL	35 (25%)	27 (13.9%)	57 (40.7%)	21 (15%)	140 (100%)

$\chi^2_{obs.}$ =39.3   d.f. = 3   p < .001

$\chi^2_{crit.}$ = 16.268

The second hypothesis was that there would be a relationship between the sex and the subject-matter preference of the sample for seminar topics regarded useful in the district. It was hypothesized that females would be more interested in topics such as child health and family planning whereas males would be more interested in topics such as public health and environmental pollution. The Chi-square analysis indicated that there was no significant relationship between the sex and the preference for the subject-matter of seminars.

The third hypothesis was that there would be a relationship between the sex and the perception of the needed AE courses by the district adult population. It was expected that females would be more interested in home-related courses whereas males would be more interested in vocational courses. The results which are shown in Table 16, indicated that 21 people out of the total 140 (15 %) did not state any needs regarding AE courses in the district. A larger number of males were interested in cultural and vocational courses.

Females were mainly clustered in the home-related courses
category, thus supporting the hypothesis. As a result of the
statistical test, the sex and the idea of needed AE courses
in the district were found to be significantly related.

TABLE 16- Ideas as to the Needed AE Courses in the District
by Sex

	No Course Preference	Cultural Courses	Home-related Courses	Vocational Courses	Total
Male	5	8	28	17	58
	(3.6%)	(5.7%)	(20%)	(12.1%)	(41.4%)
Female	16	4	56	6	82
	(11.4%)	(2.9%)	(40%)	(4.3%)	(58.6%)
TOTAL	21	12	84	23	140
	(15%)	(8.6%)	(60%)	(16.4%)	(100%)

$\chi^2_{obs.}$ =17.1   d.f. = 3   p < 0.001
$\chi^2_{crit.}$ = 16.268

In order to see the effect of sex differences on course
preferences, the Chi-square test was applied to the distri-
bution of home-related courses as against all other courses.
The grouped data for the purpose is shown in Table 17 where
the no-preference group is disregarded and only the respon-
dents which indicated clear preferences are included. The
test yielded a high degree of significance in this case,
which confirms the sex basis of course preference already
indicated.

TABLE 17- Course Preference by Sex (Grouped Data)

	Home-related Courses	*Other Courses	Total
Male	7	34	41
	(6.7%)	(32.3%)	(39%)
Female	50	14	64
	(47.6%)	(13.4%)	(61%)
TOTAL	57	48	105
	(54.3%)	(45.7%)	(100%)

$\chi^2_{obs.}$ =37.535   d.f.   p < .005

$\chi^2_{crit.}$ = 7.88

*Other courses stands for the total of cultural and vocational courses.

2- <u>Occupation and Subject-Matter Interests</u>: The occupations were categorized in the following way:

a) employees or workers with <u>fixed salary</u> (workers, civil servants, retired people, etc.) and unemployed people.

b) housewives (regardless of marital status).

c) tradespeople and students (<u>Wage-free occupations</u>)

The first category consisted of fixed-income group plus those who have not got a job at present. The second category was that of housewives only because the number of housewives in the sample was large enough to be treated as a distinct category. The tradespeople were considered with non-fixed income in contrast with the first group. The students in the sample were also treated in the third category simply because they too had no work obligations promising fixed income.

The fourth hypothesis was that the occupation was associated with the preference of the sample for AE courses. It was expected that housewives would show a definite interest in home-related courses such as cooking, knitting, and child care.

The results shown in Table 18 indicated that 21 people out of the total 140 (15 %) did not state any preference, thus yielding a total of 119 people in the sample. The largest occupational group was that of housewives with 56 people out of the total 119 (47 %). In parallel to this finding, AE courses related to home-arts appeared as the most popular category of courses. Tradespeople and students, consisting of people who have more free time than the first group due to relatively less restrictions on working hours, prefer cultural courses and activities more than the other occupational categories. The housewives in the sample did not state any preference for the vocational course category. The statistical test indicates a significant association between the occupational status and the AE course preference of the sample.

TABLE 18- Course Preference by Occupation

	No Course Preference	Cultural Courses	Home-related Courses	Vocational Courses	Total
Fixed-income occupa.	6 (4.3%)	6 (4.3%)	12 (8.6%)	7 (5%)	31 (22.1%)
House-wives	15 (10.7%)	5 (3.6%)	36 (25.7%)	0	56 (40%)
Wage-free Occupa.	14 (10%)	16 (11.4%)	9 (6.4%)	14 (10%)	53 (37.9%)
TOTAL	35 (25%)	27 (19.3%)	57 (40.7%)	21 (15%)	140 (100%)

$\chi^2_{obs.}$ = 19.6   d.f. = 6   p < 0.01

$\chi^2_{crit.}$ = 16.812

The fifth hypothesis was that there would be a relationship between the occupational status and the subject-matter preference for seminars. Table 19 presents data classified in terms of the before-mentioned three occupational categories by seminar topics conceivably useful for the district population. The table indicates that housewives are more keen on "child care" and "family planning" than other categories including both male and female population. 4 people out of the total 140 (2.9 %) did not state any preference for the subject-matter of seminars. The hypothesis is validated because there exists a relationship between the occupational group and the preference for subject-matter of seminars based on the data regarding the sample.

TABLE 19- Seminar Topics According to Occupation

Seminar/Occupation	(fixed income)	(housewife)	(Wage Free)	Total
None	1(0.7%)	1(0.7%)	2(1.5%)	4(2.9%)
Public health	4(2.9%)	9(6.4%)	14(10%)	27(19.3%)
Child care	7(5%)	22(15.7%)	9(6.4%)	38(27.1%)
Family planning	15(10.6%)	8(5.7%)	16(11.6%)	39(27.9%)
Environmental pollution	4(2.9%)	16(11.5%)	12(8.5%)	32(22.9%)
TOTAL	31(22.1%)	56(40%)	53(37.9%)	140(100%)

$\chi^2_{obs.} = 18.7$ d.f. = 8 $p < 0.05$
$\chi^2_{crit.} = 15.507$

Table 20 shows the distribution of occupation in terms of home-related courses as against all others. The analysis indicated that there is a highly significant relationship between AE course preference and occupation on the basis of grouped data.

TABLE 20- Course Preference by Occupation (Grouped Data)

Occupation	Home-related Courses	Other Courses	Total
Fixed-income occupations	12	13	25
	(11.4%)	(12.4%)	(23.8%)
Housewives	36	5	41
	(34.3%)	(4.7%)	(39%)
Wage-free occupations	9	30	39
	(8.6%)	(28.6%)	(37.2%)
TOTAL	57	48	105
	(54.3%)	(45.7%)	(100%)

$\chi^2_{obs.} = 34.236$ d.f. = 2   p < .005

$\chi^2_{crit.} = 10.60$

Using the same grouping technique for seminar topics, the category of family planning and child care was matched against all other topics analyzed according to occupation. It was found that there is no significant relationship between seminar topics and occupation on the basis of grouped data.

3- Age and Subject-Matter Interests: The sixth hypothesis was that there would be a relationship between the age and the preference for the subject-matter of AE courses regarding the sample. The sample was enquired on the basis of four age groups above 14 years of age. The results indicate that the people in the 21-34 age group in the sample were more interested in courses related to home-arts. The statistical analysis implies that these two variables have a significant interrelation. Table 21 shows the related data concerning the variables.

TABLE 21- Course Preference by Age

Age Group	No Course Preference	Cultural Courses	Home-related Courses	Vocational Courses	Total
15-20	1	8	12	3	24
	(.7%)	(5.7%)	(8.5%)	(2.2%)	(17.1%)
21-34	8	9	26	9	52
	(5.7%)	(6.4%)	(18.6%)	(6.4%)	(37.1%)
35-44	8	5	9	4	26
	(5.7%)	(3.6%)	(6.4%)	(2.9%)	(18.6%)
45+	18	5	10	5	38
	(12.9%)	(3.6%)	(7.1%)	(3.6%)	(27.2%)
TOTAL	35	27	57	21	140
	(25%)	(19.3%)	(40.7%)	(15%)	(100%)

$\chi^2_{obs.} = 21.6$ d.f. = 9   p < 0.02

$\chi^2_{crit.} = 19.679$

The seventh hypothesis was such that there would be a relationship between the age and the preference of the sample for the subject-matter of seminars considered useful for the district population. Four people out of the total 140 (2.9%) did not state any preference, but of these 4 people there were none in the 15-20 age group. The findings indicate that child care and family planning topics are most favorable for the highly fertile age group 21-34, which is a finding in accordance with the expectations. It is also observed that public health and child care are most appreciated in the old age group over 45. Table 22 shows that age and choice of seminar topics are associated on the basis of the sample.

TABLE 22- Seminar Topic by Age

Age Group	No Preference	Public Health	Child Care	Family Planning	Environmental Pollution	Total
15-20	0	4 (2.9%)	4 (2.8%)	12 (8.6%)	4 (2.8%)	24(17.1%)
21-34	2 (1.4%)	7 (5%)	13 (9.3%)	19 (13.6%)	11 (7.8%)	52(37.1%)
35-44	1 (0.7%)	6 (4.3%)	5 (3.6%)	5 (3.6%)	9 (6.4%)	26(18.6%)
45+	1 (0.9%)	10 (7.1%)	16 (11.4%)	3 (2.1%)	8 (5.9%)	38(27.2%)

$\chi^2_{obs.}$ = 20.9   d.f. = 9 $p < 0.02$

$\chi^2_{crit.}$ = 19.679

The age variable was also crossed with AE course
preference in terms of home-related courses and all other
courses. It was found that there is no significant relation-
ship on the basis of grouped data. Second, age was watched
with seminar topics which is categorized into family planning
and child care as against other topics. The analysis indicat-
ed that the relationship is not a significant one.

4- Educational Background and Subject-Matter Interests:
The eighth hypothesis was that the educational background
would be associated with the preference for the subject-
matter of AE courses. There were initially five educational
categories. In order to provide applicable data for the
statistical test, the categories were grouped as observed in
the following table. The educational background was assessed
on the basis of the latest level of schooling completed. 35
people out of the total 140 (25 %) did not state any preference

for AE courses. The findings presented in Table 21 indicated that the largest group in the sample was interested in courses related to home-arts described earlier and they had only primary education or less. The statistical test yields the conclusion that educational background and course preference have a significant association.

TABLE 23- Course Preference by Educational Background

Latest School Completed	No Course Preference	Cultural Courses	Home-related Courses	Vocational Courses	Total
Primary or less	18	2	32	3	55
	(12.9%)	(1.4%)	(22.9%)	(2.1%)	(39.3%)
Lower Secondary	12	19	13	13	57
	(8.5%)	(13.6%)	(9.3%)	(9.3%)	(40.7%)
Upper Secondary and higher	5	6	12	5	28
	(3.6%)	(4.3%)	(8.5%)	(3.6%)	(20%)
TOTAL	35	27	57	21	140
	(25%)	(19.3%)	(40.7%)	(15%)	(100%)

$\chi^2_{obs.} = 29.3$ d.f. = 6   p < 0.001

$\chi^2_{crit.} = 22.457$

The last hypothesis was such that there would be a relationship between the educational background and the preference for the subject-matter of seminars. Four people out of the total 140 (2.9%) did not state any preference for seminar topics. Of those four people there were none with lower secondary schooling. Table 22 indicates that 32 people out of the total 140 (22.9%) with primary schooling or less were more interested in child care and family planning. The statistical test yields the conclusion that the educational background and the choice of seminar topics are significantly related to each other based on the sample data.

TABLE 24- Seminar Topic by Educational Background

Laset School-ing Completed	No Preference	Public Health	Child Care	Family Planning	Environ. Pollution	Total
Primary School or less	1 (0.7%)	9 (6.4%)	24 (17.1%)	8 (5.7%)	13)9.3%)	55 (39.2%)
Lower Secondary	0	13 (9.3%)	12 (8.6%)	16 (11.4%)	16 (11.5%)	57 (40.8%)
Upper Secondary and higher	3 (2.2%)	5 (3.6%)	2 (1.4%)	15 (10.8%)	3 (2.1%)	28 (20%)
TOTAL	4 (2.9%)	27 (19.3%)	38 (27.1%)	39 (27.9%)	32 (22.9%)	140 (100%)

$\chi^2_{obs.} = 24.4$ d.f. = 6 $p < 0.001$

$\chi^2_{crit.} = 22.457$

In order to see if the category of family planning and child care showed a significant distribution with respect to educational background, grouped data on seminar topics and educational background were matched. The results showed that these was no significant relationship.

IV. SUMMARY AND DISCUSSION OF RESULTS

The present need assessment study aims to serve the Şişli-Gültepe PEC, first by exploring the problem areas in conducting such a survey and second by providing some meaningful results which could be used in the planning of AE programs. It was expected that the survey results would yield information on selected demographic characteristics of the people living in the area as well as their tendencies and preferences in reference to AE. Any significant associations between demographic variables and those directly related to AE were also sought. In this framework, this chapter begins with a summary of survey results, including the demographic findings, adult education findings, and the findings related to the survey hypotheses. It is followed by a brief statement of the limitations on the study. The chapter ends with a presentation of the implications for the Şişli PEC based on the survey results.

Demographic Findings

A large number of subjects in the sample turned out to be young females. Nearly one-third of the sample was born in Istanbul; the remaining two-thirds are immigrants to the area studied mostly from provinces in the Marmara, Blacksea and Central Anatolian regions.

The majority of the immigrants came to the area during the last 20 years. Most of the subjects in the sample had primary or lower secondary education, with fewer respondents having and education beyond.

Housewives comprised the biggest category in the sample, followed by tradespersons, which together made up two-thirds of the sample. The rest included civil servants,

students, laborers as well as some retired people and un-
employed.

Adult Education Findings in General

The majority of the sample is not aware of the Şişli-
Gültepe PEC. The ones who had been aware of the PEC were
located in the near vicinity of Gültepe. As for the percep-
tion of the AE courses offered by the PEC, there is a general
positive attitude. It is also noted that for the majority of
the sample transport to the PEC would not be a problem.

As far as the choice of AE courses is concerned, home-
related activities and home arts have received the largest
support from the sample made up mostly by females. The cate-
gory of cultural courses comes the second and the vocational
course group is the third. Owing to the large number of
housewives in the sample, the findings had a biasing effect
in this direction. As far as seminar topics is concerned,
child care and family planning appeared to be the most
popular topics, followed by environmental pollution. It was
observed that there was a close correspondence between the
respondents' idea of AE courses needed by the people in the
district and what they themselves preferred to have if the
opportunity arises.

Findings Related to The Survey Hypotheses

A significant and strong relationship was found between
sex and the AE course preferences regarding the sample. This
finding implies that male and female portions of the sample
stated varying AE course preferences on the basis of sex
distinction. In addition, the Chi-square test yielded signi
significant relationships between:

a) sex and the idea of AE courses needed in the district,

b) occupational status and the preference for AE courses,

c) occupational status and the subject-matter preference for seminars,

d) age and the AE course preference,

e) age and the subject-matter preference for seminars,

f) educational background and the AE course preference,

g) educational background and the subject-matter preference for seminars.

The above relationships, however, seem to be colored by the preponderence of female population in the sample.

Limitations

There were three factors that may have imposed limitations on the survey findings. A non-probabilistic approach to a very large target population in the sampling design is one source of possible error. If the starting point for drawing the sample had been the total population in the district, a much more accurate and precise sampling process would have led to a complicated but statistically powerful and reliable sample. Since the survey had to be feasible within the means available to the investigator, a modest but logical sampling design was used.

Secondly, interview technique has its own limitations. The interviewer is always a source of subjective bias and may unconsciously effect the subject's responses. Using an interview guide was probably helpful in reducing the interviewer bias but such an instrument needs to be both reliable and valid. The interview guide used in this survey certainly needs further improvement and perfection in format as well as in content. The present study gives clues for some of the ways in which the interview guide could be modified.

Finally, limitations imposed by the framework of a master's project as opposed to the extensive scope of the task were in the picture throughout the survey. Therefore, the survey findings should be interpreted in the light of the above-mentioned limitations.

Implications of the Study

First of all, one result is that the existence of the Şişli-Gültepe PEC and its operations/services are known by only a small portion of the sample. It follows from this finding that the center ought to publicize itself by means of various techniques. In this connection, the center administrators could set up a network of guiding and leading information system for potential clients at various educational institutions, associations, work places where such information can easily be accessible to large masses of people. In fact, contact with administrators of such organizations would provide a number of other benefits particularly with respect to need assessment studies. The advantage of using a systematic and rational approach to the selection of organizations to be in touch is doublefold. These public spots could be used as extended branches of the center for publicity purposes, and in addition, the management of such organizations (particularly business-oriented units) could provide or give access to data as to the qualities and skills needed by the economy so that the PEC would be able to make the necessary alterations and adjustments to meet the qualified manpower demand of the economy as well as to meet the personal and social needs in the district of Şişli. In addition, printing press and other mass media could be used more extensively for publicity purposes.

Secondly, the findings imply that the people generally has a positive attitude towards AE courses. Although one-fourth of the sample did not indicate an open interest in the

AE courses, the remaining majority does deserve attention and stands out as a challenge to the PEC under study. Considering the finding that for the majority of the sample transport to the locality of the PEC is not very difficult, it may be concluded that the PEC has a large population of potential clients to be able to attend the PEC activities. The need for such help can be fulfilled by means of courses at the PEC premises, at new PEC activities to be organized in the district, at building facilities of social and educational institutions on a sharing basis, and also at factories and production units by providing direct AE help for the potential clients employed in those places. It seems that cooperation with such public and private organizations and coordination of efforts is a must with the limited or scarce resources and facilities available to the center. In fact, this type of extended AE services is in practive by the Şişli PEC. Various organizations may be willing to provide their employees on-the-job training at their own premises. The extent of such AE services however is not large at present. Our study gives an indication that a move in this of direction would be helpful.

A significant and strong relationship between the sex of the sample and their preference for the type of AE courses and activities was obtained. Considering the importance of sex in course preferences, the PEC would do well to evaluate this factor with due care as it has been doing Other demographic variables such as occupation, age, and educational background were also found to be associated with the preferences for the subject-matter of AE courses.

The course category stated by the largest number of people is concerned with those courses related to home-arts which may be essentially perceived as women's job. In fact, this is exactly what the present situation is at the Şişli-

Gültepe PEC. The most popular courses for the enrollees have to do with some aspect of housework or work carried out by mostly females. However, it should also be considered that the respondents in the survey may have been previously effected by their knowledge of what the centre already has in store or by the prevailing conceptions of the kinds of AE courses in their social environment. Furthermore, the biasing effect of the larger female population in the sample may have contributed to this outcome. There is sufficient evidence in Table 15 indicating that the smallest portion of males preferred home-related courses whereas the largest portion of females preferred them. Next to this category of courses, the female population indicated cultural courses as their second preference, and the male population were equally interested in cultural and vocational courses.

In terms of seminar topics considered useful in the district, family planning, child care, environmental pollution issue appeared to be very popular for the sample. As far as giving priorities is concerned, this study provides data on sex, occupational status, age, and educational background so that the PEC administrator may make the best decision depending on the demographic characteristics of the potential clients. For instance, if the potential clients especially interested in the PEC activities are young females, it is likely that they would keenly be interested in such seminar topics as family planning and child care.

The findings of this study related to course preference and seminar topics seem to support the view that women should receive AE services to reinforce their traditional role in the Turkish cultural structure, which may be briefly stated as the housekeeper, the wife and the mother. Preference of home-related courses and choice of seminar topics such as child care and family planning are in agreement with

the expected traditional role of women. Then, it may be asked
if it would really serve right in case these expressed needs
were fully met. One view in this regard points to the
educational, and socio-economical disadvantages of women in
the traditional society while emphasizing the rapid devel-
opments in all sectors of life (Oğuzkan, 1975). Women are
observed to take part in such AE programs available for only
women (stationary courses for women, home economics courses)
and also those involving both sexes (foreign language,
banking, tourism). Considering the efforts for modernization
and the national development goals, there seems to be
sufficient support for women to go beyond the borders of
home-life and join the work force in all sectors of the
economy. To reach this goal, however, there is a definite
need for AE programs to serve the female population of a
contemporary society. In this connection, it would be
interesting to do some research on only women's needs, and
analyze them by their age and perhaps their socio-economic
background. That would certainly provide great help in
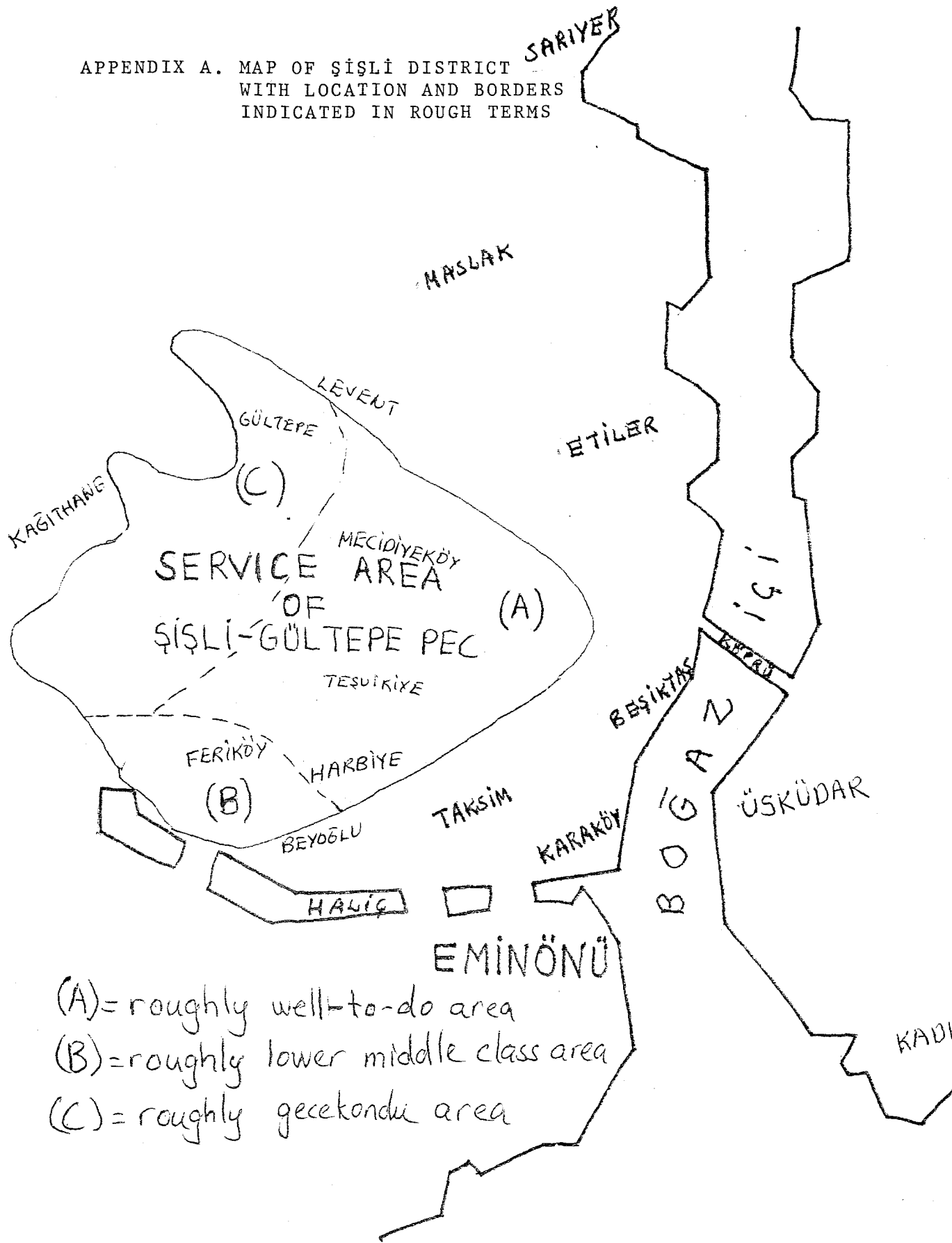planning AE programs for women on a rational basis.

Considering the relatively larger number of housewives,
tradespeople and students in the sample, one implication is
that needs of such occupational categories should be given
priority. Since the educational background of the sample is
relatively poor, the major portion of attempts may be direct-
ed towards improving the educational status of potential
clients as well as guiding them towards a full use of their
educational potentials. This is associated with being able
to take full advantage of their educational background, and
perhaps supplement it with further educational qualifications
as required by their socio-economic environment. The two
parties in this picture are the people with their existing
qualifications and skills and a complex demand mechanism

related to the desired manpower. As there is a gap between the existing and the desired conditions of manpower, the PEC may serve the purpose of remedying the problem of under-qualified population.

In conclusion, there seems to be a range of needs for AE courses in the district. But the question that the centre administrator has to deal with is the task of giving priorities to the AE courses to be offered. The issue of priorities involves various factors such as the demographic characteristics of the district population, findings based on numerous NA survey administered to different sub-populations in different methods (key-informants, direct reporting by clients, etc.), and the official instructions coming from the top levels of the hierarchy in the AE system. It follows from this argument that the PEC administrator should consider further NA surveys since they are of particular value for a certain point or period of time and should be repeated to get a reliable picture of the tendencies and trends in the district with regard to AE. In addition, the PEC administrator should contact with production units (factories and smaller scale centres in various sectors of the economy) in the district.

The study provides an exploratory value in its nature. The PEC in question has already referred to some key-informants about needs in AE. This study brings additional empirical data obtained directly from the population in the district. Perhaps it would be a good idea to refer to various employers and top level managers in the future to see what kind of qualifications they seek in people they are willing to employ. In the light of this exploratory study, it should be pointed out that need assessment studies deserve more attention in Turkish AE because of its use in program planning and implementations.

APPENDIX A. MAP OF ŞİŞLİ DISTRICT
WITH LOCATION AND BORDERS
INDICATED IN ROUGH TERMS

SARIYER

MASLAK

LEVENT

GÜLTEPE

ETİLER

KAĞITHANE

(C)

MECİDİYEKÖY

SERVICE AREA
OF
ŞİŞLİ-GÜLTEPE PEC

(A)

TEŞVİKİYE

İÇİ

KÖPRÜ

BEŞİKTAŞ

FERİKÖY

HARBİYE

(B)

BOĞAZ

ÜSKÜDAR

BEYOĞLU

TAKSİM

KARAKÖY

HALİÇ

EMİNÖNÜ

KADI

(A) = roughly well-to-do area
(B) = roughly lower middle class area
(C) = roughly gecekondu area

ŞİŞLİ-GÜLTEPE HALK EĞİTİM MERKEZİ

"Şişli İlçesi Halkının Halk Eğitiminde İstem ve Eğilimlerini Belirleme"
Görüşme Cetveli

I. Doğum yeri: _____   2. İstanbula kaç yıl önce geldiği: ____

3. Medeni durum: ☐ bekâr   ☐ evli   ☐ boşanmış   ☐ dul(eşi ölmüş)

4. Konutun mülkiyet durumu: ☐ kira ☐ kendilerinin ☐ lojman

5. Konutun yapı tipi: ☐ apartman ☐ müstakil ev ☐ gecekondu

6. Eviçi haberleşme-kültür olanakları: ☐ günlük gazete, adedi: ____
   ☐ radyo ☐ televizyon ☐ telefon ☐ süreli dergi

	Deneğin		(I) Kendi	Diğer hane halkının yakınlık derecesi						
				(2)	(3)	(4)	(5)	(6)	(7)	(8)
7.	Cinsiyet	Erkek								
		Kadın								
8.	Yaş Gurubu	0-14								
		15-20								
		21-34								
		35-44								
		45+								
9.	Okuma Yazma	Evet								
		Hayır								
10.	Bitirilen son eğitim kurumu	İlk								
		Orta								
		Lise								
		Yüksek								
11.	Meslek	İşçi								
		Memur								
		Emekli								
		Ev Kadını								
		Serbest meslek								
		İşsiz								
		Başka (nedir)								
12.	Geçime maddi katkısı	Evet								
		Hayır								

I3. Çevrenizde bir Halk Eğitim Merkezi varmı? _____ Nerede? _____

I4. Bu Halk Eğitim Merkezi ne gibi çalışmalar yapıyor? (isim veriniz)

_____

I5. Siz veya hanehalkından birisi herhangi bir Halk Eğitimi çalışmasına

katıldımı? _____. Evet ise, katılanın yakınlık derecesi: _____
(kod no)
Katıldığı programların: a) adı: _____
bitirdi
b) yeri: _____ c) yılı: _____ d) sonucu: bitiremedi

e) değerlendirmesi: yararsız yetersiz tatmin edici çok iyi

I6. Hane halkının Halk Eğitimi kurslarına ve kültürel programlarına

katılmalarını istermiydiniz? evet hayır kendileri bilir

I7. Hangi Halk Eğitimi kurslarına katılmak isterdiniz? _____

_____

I8. Çevre halkının katılacağını sandığınız Halk Eğitimi kursları

nelerdir? _____

I9. Halk Eğitimi kurslarında nasıl bir eğitim türü isterdiniz?

öğretmenin sınıfa ders anlatması

görsel araçlar (projeksiyon, film, vb.) yoluyla eğitim görme

gerçek malzeme kullanıp iş yaparak öğrenme

uzaktan haberleşme sonucu kendi kendine öğrenme

başka (tarif ediniz) _____

20. Oturduğunuz çevrede hangi konularda konferans ve seminerler

yararlı olabilir? a) halk sağlığı b) çocuk sağlığı ve bakımı

c) çevre temizliği d) nüfus ve doğum kontrolu e) trafik

eğitimi f) yasal hak ve sorumluluklar g) _____

h) _____ i) _____ j) _____

2I. Halk Eğitimi çalışmalarına katılabilmeniz için size göre birtakım

engeller varmı? _____. Varsa, şunlardan hangisidir?

çocuk sorunu mesafe sorunu çevrenin hoş karşılamaması

zaman sorunu işlerin çokluğu başka, _____

22. Evinizden Gültepe otobüs durağına ulaşım nasıldır?

bir vasıta 2-3 vasıta yürüyerek bilmiyorum

23. Çevrenizde yapılabilecek bir Halk Eğitim çalışması için kullanılmak üzere izin alma, bağış, az bir kira gibi yöntemlerle sağlanacak elverişli yerler varmı? _____ . Neresi? --------------------

24. Halk Eğitimi kurslarına katılabilmek için en uygun zamanlarınızı gün ve saat olarak belirtiniz.

Saat Gün Gurubu	P.tesi	Salı	Çşb.	Pşb.	Cuma	C.tesi	Pazar
Sabah (8-12)							
Öğle (12-14)							
Öğle sonrası (14-17)							
Akşam (17-20)							
Gece (20-23)							

25. Yakın çevrenizdeki okuma-yazma bilmeyen sayısı hakkında sizce şunlardanshangisi uygundur?

   yok   az   çok   emin değilim

26. Okuma-yazma seferberliği sizce ne ölçüde etkili ve yararlı olmuştur?   yararsız   yetersiz   tatmin edici

   çok iyi   bilmiyorum

27. Çevrenizde okuma-yazma oranını artırmak için önerileriniz varmı? _____ . Neler? _____

APPENDIX C: SURVEY VARIABLES

 1- Subject's place of birth
 2- Subject's no of years earlier than 1982 for moving to
    Istanbul
 3- Subject's marital status
 4- Subject's ownership condition of residence
 5- Construction type of subject's residence
 6- Household mass-media facilities
 7- Household population
 8- Subject's gender
 9- Subject's age group
10- Subject's literacy condition
11- Subject's latest level of schooling completed
12- Subject's occupational category
13- Subject's condition of financial support to budget
14- Household female population
15- Household population younger than 21
16- Household illiterate population
17- Household population of labourers
18- Household population of civil servants
19- Household population of retired people
20- Household population of housewives regardless of marital
    status
21- Household population of tradespeople
22- Household population of unemployed people
23- Household population of students
24- Household population of financial supporters
25- Subject's condition of spotting Şişli-Gültepe PEC
26- Subject's knowledge of Gültepe PEC Center activities
27- Identification of household members with previous
    experience in AE
28- Type and place of AE courses attended by household
29- Participant's final condition in AE course
30- Participant's evaluation of AE course
31- Subject's attitude towards household members
    participating in AE courses
32- Subject's preference for AE courses he'd like to attend
33- Subject's conception of AE courses that people in the
    neighborhood would like to attend
34- Subject's preference for type of instruction in AE course
35- Subject's idea of popular seminar topics in the locality
36- Subject's conception of any barriers to attending   AE
    courses
37- Subject's conception of usual means of transport to Gültepe
38- Subject's knowledge of building facilities in the locality
    for AE courses
39- Subject's time schedule for attending AE courses
40- Subject's idea of illiterate population in the locality
41- Subject's view of the effectiveness of literacy compaign
42- Subject's suggestions to improve literacy condition

APPENDIX D: ONE-WAY DISTRIBUTION OF A SURVEY VARIABLE

NEEDS ASSESSMENT

FILE   NONAME   (CREATION DATE = 07 JUN 8?)

oc (Occupation)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Unemployed	0.	3	2.1	2.1	2.10
Laborer	1.	8	5.7	5.7	7.90
Civil Servant ..	2.	13	9.3	9.3	17.10
Retired	3.	5	3.6	3.6	20.70
Housewife	4.	56	40.0	40.0	60.70
Tradesperson ...	5.	40	28.6	28.6	89.30
Student	6.	13	9.3	9.3	98.60
Janitor	7.	2	1.4	1.4	100.00
TOTAL		140	100.0	100.0	

APPENDIX E: SUMMARY STATISTICS OF A SURVEY VARIABLE

VARIABLE   HP   (Household Population)

MEAN	3.950	STD ERROR	0.125
VARIANCE	2.177	KURTOSIS	-0.399
RANGE	8.000	MINIMUM	1.000
SUM	553.000		

STD DEV	1.476
SKEWNESS	0.319
MAXIMUM	9.000

VALID OBSERVATIONS   140   MISSING OBSERVATIONS   0

* *

	ATTID	Attitude towards Participation in AE Courses						ROW TOTAL
COUNT ROW PCT COL PCT TOT PCT		0.	1.	2.	3.	4.	5.	
Single 1.		1 2.9 100.0 0.7	24 68.6 28.2 17.1	1 2.9 7.7 0.7	9 25.7 23.7 6.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	35 25.0
Married 2.		0 0.0 0.0 0.0	55 64.0 64.7 39.3	10 11.6 76.9 7.1	18 20.9 47.4 12.9	2 2.3 100.0 1.4	1 1.2 100.0 0.7	86 61.4
Divorced 3.		0 0.0 0.0 0.0	2 33.3 2.4 1.4	1 16.7 7.7 0.7	3 50.0 7.9 2.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 4.3
Widowed 4.		0 0.0 0.0 0.0	4 30.8 4.7 2.9	1 7.7 7.7 0.7	8 61.5 21.1 5.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 9.3
COLUMN TOTAL		1 0.7	85 60.7	13 9.3	38 27.1	2 1.4	1 0.7	140 100.0

MS Marital Status

CHI SQUARE =   18.57275 WITH 15 DEGREES OF FREEDOM   SIGNIFICANCE =   0.2338
CRAMER'S V =   0.31029
CONTINGENCY COEFFICIENT =   0.34223

The above cross- tabulation presents data on two survey variables, each of which has a number of sub-categories. Thus, one is able to see, for instance, how many single people have a definitely negative attitude. Each cell in the table, indicating the distribution of the matched variables, contains four values: The top value is the count for that specific group, the second value from the top is the row percentage, the third value is the column percentage, and finally the bottom value is the percentage of the count within the total sample population.

APPENDIX G: List of AE COURSES as stated by subjects

1- Dress making	23- Sock knitting
2- Folk dances	24- Cookery
3- Ready-made clothes	25- Flower embroidery
4- Carpet weaving	26- Vocational courses
5- Pottery	27- Carpentry
6- Cultural programs	28- Other vague answers
7- Literacy	29- Commercial courses
8- Home economics	30- Radio, TV repairs
9- Child care	31- Embroidery
10- Foreign language	32- Musics
11- Electricity	33- Tailorship
12- Typing	34- Gymnastics
13- Accounting	35- Fine arts
14- Preparation for Entering schools	36- Electrics-electronics
15- Sports	37- Drama
16- Handcraft	38- Photography
17- Weaving	39- Machine-made clothes
18- Rug weaving	40- Computer science
19- Preparation for school conditionals	41- Health
20- Apiculture	42- Poultry
21- Growing green plants in garden	43- Central heating management
22- Hand-knitting	44- Engraving

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