AN EXPERIMENTAL SURVEY STUDY
OF ATTRITION IN THE
TURKISH LITERACY CAMPAIGN

by

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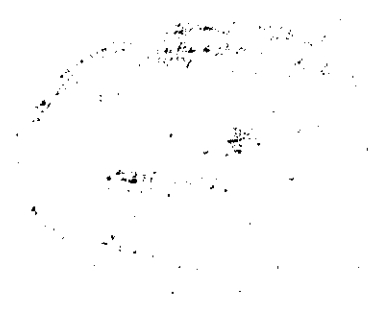
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OUTLINE

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ABSTRACT

The purpose of this survey/experiment study was to
identify possible wastage related factors in literacy courses
being conducted in the Şişli-Gültepe area of Istanbul. These
courses are a part of the National Literacy Campaign which
began in the Spring of 1981. The study was limited to only
two types of wastage attrition and failure to receive certi-
ficates (unsuccessful completion).

A sample of 179 participants was chosen on a non-proba-
balistic basis from seven schools in the Şişli-Gültepe areas.
During the first week of classes, these students were person-
ally interviewed using a pre-tested Entry Level Questionnaire.
After the completion of the 90 hour course, a Summative Level
Questionnaire was administered to the dropouts and unsuccessful
completers from the initial sample.

Data analysis revealed that 46% of those participating
in the first week of class either dropped out or failed to
receive a certificate. In addition, it was found that these
literacy courses do not attract males, unmarried women, the
working force or the destitute. Demographic factors studied
did not appear to be dropout-related factors while such moti-
vational factors as expectations regarding the course, volition,
felt needs, and teacher characteristics appeared to be dropout-
related factors. Unsuccessful completers were found to be older

than successful completers and to have less formal and non-formal education than the dropout. Both dropouts and unsuccessful completers indicated a desire for classes to meet five days a week. Dropouts felt classes should be at least three hours per day while unsuccessful completers felt two hours were sufficient.

Since schools from which the sample was taken were located in business, residential, slum and 'gecekondu' areas representational of the types of areas in the Şişli-Gültepe area, it is believed that these findings can be generalized to some degree to the Şişli-Gültepe area of Istanbul. However, due to a non-probabalistic sampling method, generalizability may be limited to only those schools studied.

Recommendations were made for further study to understand how and why these factors are related to dropout and failure to succeed. Furthermore, experiments with teaching methods, materials and approaches to literacy learning are seen to be necessary to better fit the needs and interests of the illiterate population of Turkey.

Ö Z E T

Bu araştırma İstanbul Şişli-Gültepe semtinde halk oku-
ma-yazma kurslarına katılanların terk ve başarısızlık neden-
lerini belirtmek amacını gütmektedir.

Adıgeçen semtteki 7 okulda 1982 yılı Şubat ayında baş-
lamış bulunan kurslara katılan 179 yetişkin araştırmanın ör-
neklerini oluşturmuştur. Kursların başlangıcında ve bitiminde
uygulanmak üzere iki mülakat formu geliştirilmiştir. Kursla-
rın başladığı hafta içinde "İlk Mülakat Formu" 179 deneğe uy-
gulanmıştır. Kursların sonunda ise "Son Mülakat Formu" kurs-
lardan ayrılmış bulunan 52 denek ile başarısız olan 30 deneğe
uygulanmıştır.

Toplanan bilgiler üzerinde yüzde ve gereken durumlar
içinde χ^2 hesapları yapılmıştır. Araştırma bulguları özetle
şöyledir: İlk hafta mülakat yapılan deneklerden yüzde 46 sı
kursu terketmiş veya kursta başarısız olmuştur. Kurslara bü-
yük çoğunlukla yetişkin evli kadınlar ile bunlar arasından
özellikle ev kadını olanlar ve hali vakti yerinde bulunanlar
katılmıştır. Genellikle yaş ve doğum yeri gibi demografik et-
kenlerle terk arasında manidar bir ilgi görülmemiştir. Öte
yandan, kurslarla ilgili beklentiler, irade, duyulan gereksi-
nimler ve öğretmenlerin algılanan özellikleri gibi motivasyon-
la ilgili etkenlerin terkle ilişkili olduğu saptanmıştır.
İleri yaş grubu ile daha önce herhangi bir kursa veya eğitim

tecrübesine sahip olmayanlar arasında başarısızlık oranının yüksek olduğu görülmüştür. Ayrıca, kursu terkedenler ile başarısız olanlar, kursların haftada 3 veya 4 gün olması yerine hergün olmasını ve saatlarının çoğaltılmasını istemişlerdir.

Örneklemenin sistematik bir seçime dayanmaması nedeniyle elde edilen bulgular, ancak incelenen gruba ve muhtemelen bu grubun kurslara devam ettiği 7 okulun hizmet bölgesi halkına genelleştirilebilir.

İlerde yapılacak çalışmalarda halk okuma yazma kurslarında terk ve başarısızlığa yol açan unsurların mahiyetini açıklayıcı; Türkiye'nin okur-yazar olmayan halk kesiminin ilgi ve gereksinimlerine uygun düşebilecek öğretim şekilleri, yöntemleri ile araç ve gereçlerine yönelik inceleme ve araştırmaların yapılması tavsiye edilmiştir.

ACKNOWLEDGEMENTS

I must also thank all of the campaign participants in the literacy courses who gave me their time and, when need be, allowed me into their homes to conduct personal interviews.

I would also like to thank Sezen Malta who accompained me and supported me during some of the home visits to the dropouts.

I would also like to thank my husband and children for their understanding and support.

Accepting Fishbien's model in chart 2 of this report,
that two groups of elements (attitude for behavior and the
norm for behavior) can be measured to determine attitude and
that the classification of dropout related factors presented
in Appendix A identifies some of these elements: composing
the participants attitude to attend the course, such demograp-
hic questions as age, gender, educational level, marital
status, origin, occupation, presence of children, spouse
characteristics, home ownership were included in the entry
level questionnaire.

Questions to measure the 'norm for behavior' included
perceptions of the support given for the learning activities
to the participants by their families and their perceptions
of their families concept of the participants capabilities to
learn. The attitude to behavior was measured by asking
learning and course related questions such as interest for
learning, perceived time needed, perceived difficulties and
degree of desire to attend.

Two different types of questions were included to deal
with volition. The shortened version of Rotter's Internal-Ex-
ternal Locus of Control Schedule consisting of four questions
was translated into Turkish and included. In addition, a
question was included to ask the participant if they attended
the course as a result of their own desire, support or force
given by others. A total of 27 questions were included in the
entry level questionnaire.

The summative questionnaire incorporated several items
to attempt to determine possible reasons for leaving the
course. First, direct questions were asked as to why a person
left the course. It is assumed that this answer is the re-
jected alternative of attending the course which has not
become more attractive; however, this does not explain why

INTRODUCTION

The purpose of this study was to determine some of the
important factors which might contribute to attrition in one
geographic area covered by the National Literacy Campaign
which began in Turkey in the Spring of 1981 to commemorate
the 100th birthday of Atatürk. The planning of this five year
campaign was done by the Ministry of Education, but it func-
tions through the Yaygın Eğitim Genel Müdürlüğü (General Direc-
torate of Non-Formal Education) with local supervision and
data collection being the responsibility of the Halk Eğitim
Merkezleri (Public Educational Centers). Consisting of two
levels, the campaign aims to accomplish a set of goals for
each level in the following manner: as a result of level I it
is hoped to impart reading and writing skills to adults, to
impart adults with an ability to speak proper Turkish, to
teach basic arithmetic and citizenship, and to impart basic
knowledge, skills and courses of action for everyday life. As
a result of Level II it is desired to teach social studies,
science and health, Turkish language, mathematics and elective
courses equivalent to that reached by successful completers
of a formal elementary school program.

In this section, to set the stage for an argument for
the necessity of studying attrition in this literacy campaign
the following information is presented: definitions of terms
relevant to attrition, a brief description of previous literacy

eradication efforts in Turkey and the state of illiteracy in Turkey today, descriptive information about the present campaign and available data pertaining to attrition evidenced in previous sessions of this campaign.   This descriptive information will be referred to throughout this report as the problem is stated, as the procedures are presented and as the findings are analyzed and conclusions reached.

DEFINITION OF TERMS

First, referring to the classification given by Brimer and Pauli (p.9, Brimer, 1) for wastage in a formal system, modifications were made in this classification system to formulate a new classification system to describe the existence of wastage in this campaign. After the various types of wastage were delineated, terms relevant to these types of wastage were clarified and defined.

Wastage

Brimer and Pauli (p.9, Brimer, 1) refer to wastage of government facilities and finances, individual finances, human resources and teacher's labour being present in formal school systems when any of the following three conditions occur:

1- Universal education is not provided,
2- Students leave the system before a cycle is finished,
3- Students fail to complete a level successfully.

If this defines wastage in a formal system, it is believed that wastage in the present non-formal literacy training situation would exist when any of the following conditions exist:

1- Non-participation of illiterates in the campaign.

2- Registrants fail to complete a cycle. (defined as one predetermined time period)

   a) They register but fail to attend any classes.

   b) They permanently leave the cycle sometime between the first and last class session.

   c) They attend throughout the cycle (allowing for absences) but fail to participate in evaluation of achievement (matriculation) at the end of the cycle (fail to enter final examination assuming that one is given).

3- A person participates in summative evaluation but fails to meet the successful criterion level (fails summative examination assuming that one is given).

4- A person meets the level of criterion marking successful completion of one level but fails to participate in the next level, if one is available.

A person who fails to successfully complete the level or drops out from a level and subsequently repeats the same level (Repetitions may be numerable with each representing wastage.) represents some amount of wastage; however, this does not represent wastage in the same sense as the other four stages. In some cases, this type of wastage might even be desirable. Since the purpose of educational endeavors is to facilitate the learning of some body of knowledge or some skill, it would be desirable for students to continue in the system until they do actually learn the body of knowledge or the skill. Nevertheless, extra amounts of money, effort and human resources are spent, but fortunately, if the student does eventually reach the goals set forth, this extra amount of money, effort and human resources was not spent fruitlessly.

Throughout educational literature referring to wastage in the formal system, terms relevant to the various states of wastage are prevalent. To avoid confusion, each of these terms has been defined to fit into the above classification for the non formal situation.

Dropout

A dropout is a person who fails to complete a cycle. He/she may perform in any of the ways described by the sub-groups under type 2 wastage listed above.

Non-Perseverer

A non-perseverer is a dropout and henceforth these two words will be used inter-changably.

Perseverer

The perseverer represents the opposite of the dropout. Perseverers are those who finish one entire cycle, including the matriculation examination. They may be sub-divided into successful perseverers and unsuccessful perseverers or comple-ters. The unsuccessful perseverer was described in the third type presented under wastage above--a person who fails to reach the criterion level by the end of one cycle.

Repeaters

A repeater is a person who participates in the same level of a course more than one time.

Enrollee

An enrollee is a person who shows an initial intent to

attend a course by approaching school officials and stating
that they intend to participate in the courses presented during
a particular time span;however, all persons who initially
register or enroll may not actually attend classes. Registra-
tion takes place before the first day of class and helps ad-
ministrators be able to plan for needed resources.

Participant

As has been mentioned, all who register for a course,
may not attend. Only those who actually attend a class (it
may be one class or all of the classes) are referred to as
participants.

Dropout Rate

The dropout rate is the total number that enroll in a
cycle divided into the number of dropouts from that cycle. It
is realistic to breakdown the overall dropout rate into three
separate rates: total number enrolled divided into the number
of those who dropout before attending any classes; the total
number of enrolled divided into the number of those who dropout
sometime between the first and last class session; and the
total number of enrollees divided into the number of those
who failed to participate in the summative evaluation process.

Throughout literature referring to wastage in literacy
campaigns, regardless of location, apparently due to lack of
stringency in the keeping of records, ambiguities exist as to
whether reference is being made to retention rate for the total
enrolled group or for only those who actually attended class.
Bearing this in mind, the retention rates and dropout rates
have been presented in the following sections of this report
for the previous literacy efforts in Turkey, the present cam-
paign and for efforts performed in other countries.

Retention Rate

The retention rate is the total number of initial en-
rollees in a cycle divided into the total number of perseve-
rers:

Achievement Rate

The achievement rate is a comparison between the total
number of enrollees and the total number of successful perse-
verers. In other words, the number of persons who enter a
cycle divided into those who successfully complete that cycle.
A sub-group of this rate would be the total number entering
the summative examination divided into the total number who
successfully complete the examination as well as the total
number actually participating in the course divided into the
total number successfully completing the examination.

BACKGROUND TO THE PROBLEM

Throughout literature referring to illiteracy much
space has been given to discussion of the literate and illi-
terate states. Doubtlessly, these definitions have changed and
evolved over time with the accepted criterion of 500 years ago
varying drastically from that prevalent today. Up until the
1920's in the United States and Europe it was quite acceptable
to consider a person able to sign his name as being literate.
In 1918 in the United States, two intelligence tests, the
Army Alpha for literates and the Army Beta for illiterates
were administered to 1.7 million male citizens. Results showed
that 30% of those taking the Alpha form could not even under-
stand the newspaper. Thus, in the 1920's in the United States
for the first time, the ability to understand unfamiliar text
was accepted as a criterion for the literate state (pp.370-

385, Resnick,2). In 1972, UNESCO published reports (p.166,
Bataille,3) further expanding the definition of literacy to
include a component for critical consciousness. The definition
was as follows:

> "Literacy is not the simple reading of a
> word, of a set of associated symbols and
> sounds, but an act of critical understand-
> ing of men's situation in the world."
> (p.6, Bataille,3).

Using the goals set for the 1981-1986 National Literacy
Campaign in Turkey, one can now speculate as to the criterion
used to define a literate state here. Referring to the list of
goals for level I (found in the Introduction of this report)
and comparing this to the definition presented above by UNESCO
which separates literacy into three skills -- 1) decoding of
symbols, 2) obtaining meaning from symbols and 3) using the
meaning obtained or the intellectual abilities obtained from
learning the skills of reading to be able to think critically,
one can see that goal one for this Turkish campaign (imparting
reading and writing skills) refers to being able not only to
decode symbols but to also reproduce (which is not included
in the skills listed by UNESCO) those symbols. In addition,
parts of the second and third level I goals (teaching citizen-
ship and basic knowledge) implies that the literate person
must be able to obtain meanings from the decoded symbols. The
references to learning skills and courses of actions for every-
day life implies that to be literate one must accomodate the
meanings of the decoded symbols into his existing frame of
reference or knowledge base and be able to use this new know-
ledge. This may imply some degree of critical thinking. Thus,
this campaign presented a definition of the literate state
similar to that of UNESCO, but has also added a component for
oral speech as well --the ability to speak Turkish properly.
Since it can not be assumed that all literate persons must

speak Turkish, this must refer to correctives for persons
speaking with dialects, accents and to teaching the Turkish
language to those living in Turkey who do not speak Turkish.

Even though such descriptions of the literate state as
those above have been presented, in actuality, numerical deli-
nation of illiterates from literates generally relies on oral
responses of citzens during a census to the question of whether
they are able to read and to write. Definitely, this does not
include critical thinking. Keeping this in mind, the following
sections present briefly the state of illiteracy in Turkey,
descriptions of previous illiteracy eradication efforts and
descriptive information about the present campaign.

Previous Illiteracy Eradication Efforts in Turkey and The State of Illiteracy as It Exists Today

The present illiteracy campaign (1981-1986) is the
latest in a series of efforts to eradicate illiteracy in Tur-
key. Before describing it, a brief summary of preceding efforts
has been given. Shortly after the formation of the Turkish
Republic, the alphabet was changed from Arabic to Roman script
and an intensive campaign began to teach males and females this
new script. Since records do not indicate how many of those
benifiting from these courses previously know the Arabic script
and how many were actually illiterate, it is impossible to
ascertain the actual number of new literates resulting from
these courses. However, we do know that about 600,000 persons
received certificates at the end of the first year, 1929. This
campaign continued until 1950 and in that year only 2700 per-
sons received certificates (p.58, Oğuzkan, 4).

Between 1958 and 1975, the Armed Forces Literacy and
General Culture Program taught 1/2 million males to read,
write and do simple mathematics (p.2, Oğuzkan, 5). Also between

1971 and 1973 a 20 month Functional Literacy Project was con-
ducted with the support of USAID. This project conducted 40
classes in five areas and attempted to integrate family plan-
ning with functional literacy and to update the approach. A
60% retention rate was experienced (Oxenham, 6.).

Finally, between 1960 and 1980 the General Directorate
of Non Formal Education of the Ministry of Education conducted
literacy courses consisting of three levels of classwork.
Available figures as to numbers who enrolled, finished and
dropped out gave some idea of the state of wastage for this
literacy effort. In 1974, 111,000 person enrolled, 60,026
finished and 51,060 or 46%, dropped out whereas in 1976,
28,200 registered, 17,891 finished and 10,321, or 37% dropped
out of these courses. (p.28, M.E.B.,7).

In spite of these efforts and the fact that the literacy
rate has risen from 10% in 1927 to 67% in 1980, (p.3, Oğuzkan,
5) the actual number of illiterates in Turkey today is esti-
mated to be around 12 million people which is almost as great
as the 12,648,000 population of 1927 (p.3, M.E.B.,7). Of this
group, 66,9% of the illiterates are female (p.4, M.E.B.,7).

As has been mentioned, rather than seeing the present
campaign as being new, it is more appropriate to see it as a
continuation, a renewal and a modification of previous efforts.
In the plans for this campaign only slight alterations were
made in the methods, materials and organization used in the
courses conducted between 1960 and 1980.

Description of the Present Campaign

Whereas previous literacy courses (1960-1980) sponsored
by the Ministry of Education consisted of three hierachical
levels (Level A, teaching basic reading, writing, math; Level

B, teaching course content equivalent to formal grades two and three; and Level C, teaching course content equivalent to grades four and five), the courses of this campaign (1981-1986) consist of two levels. Level I in this campaign should reach the goals presented previously in this report of learning to read and write, do simple mathematics, and to learn basic knowledge, skills, citizenship and language necessary for daily life. It covers from 90 to 120 hours of classroom work and culminates in the reception of a certificate. The actual scheduling of classes and length of classes is left to the discretion of the individual schools or centers where classes are being held. Reception of a certificate from Level I entitles a person to entrance into Level II which attempts to cover the entire elementary school course content in an additional 180 hours of classroom work. Successful completion of Level II entitles one to an elementary school diploma. There is nothing to prohibit the same person's repeating the same level as many times as they desire, or even to prohibit a person who has received a level I certificate to repeat that same level if so desired.

Literacy classes can be held in any Halk Eğitim Merkezi, at any business, or after 5:30 p.m. in any formal school facilities with the approval of the responsible Halk Eğitim Merkezi director, whenever 10 or more persons express a desire for literacy training. Ideally, classes can be opened at any time through out the year; however, sessions tend to cover the same time span as those of the formal schools. Thus, each year two sessions are generally conducted with a two week or longer semester break in February and a summer break from mid June til the middle of September.

A standarized criterion for achievement has not been prepared. Successful completion of level I is left to the discretion of the individual school teachers and directors.

Likewise, pre-tests are not used to determine the entry level
skills of participants when they initially enter the class-
room. It is therefore impossible to measure the amount of
learning that has occurred as a result of these courses.

The institutional work force is obtained by asking
for volunteers from the existing elementary school teachers,
who often have not had additional training to deal with the
mature learner. Some nominal reimbursement is given for this
additional responsibility. Whenever willing teachers are not
found, directors may appoint elementary school teachers for
these positions.

One general primer is being used for the entire urban
and rural Turkish population. Directives placed emphasis on
the desirability of using the "sentence method" to teach the
illiterate adult Turkish learner (p.4, M.E.B.,8).

Each individual Halk Eğitim Merkezi is responsible for
preparing and sending instruments to collect data from any
courses opened in the geographic area for which they are res-
ponsible. Standardized forms are not provided by the Direc-
torate of Non Formal Education to the centers for collection
or tabulation of this data.

A budget of 20 billion Turkish lira has been appropriated
by the Turkish government for this campaign (p.6, Oğuzkan,5).
This represents an average of 4 billion Turkish lira expendi-
ture per year over the next five years (1981-1986).

At the completion of the level I session in the Spring
of 1981, relevant data as to the number of participants and
number of successful completers was published by the Ministry
of Education. In the following section, figures representing

the situation as it existed at that stage in the campaign are discussed in the context of wastage.

Wastage In The Present Campaign

Wastage has previously been discussed as existing when certain conditions exist. The first type of wastage was non-participation of the illiterate population in the campaign. Of the estimated 12,000,000 illiterates in Turkey, 1,192,559 were reached during the first session. Assuming the Istanbul population to be around 5,000,000 and accepting 20% to be an appropriate estimate of the proportion of illiterate Istanbulers, (p.4, M.E.B.,7) of the probable 1,000,000 illiterates in Istanbul only 97,800 enrolled in the first session. Although, the numbers of illiterates reached was substantial, they represented only 10% of the total illiterate population.

The next type of wastage, non-perseverence, refers to the dropout rate. Of the 1,192,559 participants enrolling in the literacy course, 700,000 people received certificates in the Spring of 1981. (p.2, Oğuzkan,5). Therefore, 42% of those participating (although it is unclear as to whether the figures given refer to those initially registering or to those who actually participated) either dropped out or failed to reach the criterion level established by their individual classroom teachers.

Likewise, in the Istanbul province, 97,800 person enrolled and 44,221 persons received certificates. Fifty-five percent of those enrolled (likewise, some ambiguity exists as to the participants included in this number) either dropped out or failed to reach the criterion level of the individual teachers. For the same time period, in the Şişli-Gültepe sub-provinces 7581 persons enrolled with 4736 person actually receiving certificates. In this case, 38% either dropped out or failed to meet the criterion desired by their teachers.

(Data was collected by the author of this report from the director at the Şişli-Gültepe Halk Eğitim Merkezi.)

The next state of wastage, the lack of ability to hold the participants in the campaign from one level to the next, would be evident when certificate holders refrained from continuing into the second level courses. Initial level II courses opened exactly one year after the commencement of the campaign. By the Spring of 1982, in the Şişli-Gültepe sub-provinces a total of 5,679 persons had been awarded level I certificates, but only 1175 persons registered for level II courses. Although continuation into level II is not mandatory, the fact that only 21% of those finishing level I entered level II represents wastage when the desired objective of the government for literacy training is completion of level II.

An estimate of the last form of wastage, repetition of courses, can not be made since records regarding this were not kept. In the Istanbul area, whereas 97,000 enrolled in level I courses in the Spring of 1981, 22,000 enrolled in level I courses in the Fall of 1981. It is impossible to estimate what percentage of the 22,000 persons had previously participated in the campaign and were consequently repeating the same levels.

Even though there is little to indicate the reliability and validity of the figures, it is evident that wastage does exist in this campaign in all of its possible forms. Wastage being evident in all aspects of the campaign indicates an unefficient utilization of available funds, human resources and facilities.

REVIEV OF LITERATURE

The review of literature covers three main topics: literature dealing with dropout-related factors in non formal educational endeavors, literature dealing with literacy efforts in other countries and theories from social psychology which could be used to explain the dropout phenomenon. At the end of this chapter, a synthesis of the literature reviewed was integrated into a conceptual framework of the dropout process.

DROPOUT-RELATED FACTORS

The dropout is a topic frequently dealt with in education literature dealing with the formal system, and sometimes for non-formal endeavors but infrequently for non formal literacy efforts. In 1964, Verner (pp.158-175, Verner,9) reviewed 30 studies on various types of non formal educated participants who had dropped out from adult education courses (not necessarily literacy courses) in the United States. The classification of dropout related factors which resulted from Verner's literature review along with the personal knowledge of the author of this report about the reading process and the Turkish society in general was combined to create a classification of a set of possible literacy course dropout-related factors. A general review of the literature about literacy training resulted in the collection of dropout rates, some possible reasons for dropout from literacy campaigns or projects held in other countries and some general conclusions about these efforts. The information collected was used to give a background about the subject of illiteracy training, to formulate a dropout-related factor classification and to develop hypotheses about the dropout phenomenon.

Dropout Related Results From Campaigns in Other Countries

At best references to reasons for dropout in the literature were impressions obtained from teachers or researchers participating in or evaluating projects and campaigns, but these findings may be most helpful when compiling a list of factors to be studied in this Turkish campaign in relation to dropout. Findings from a Brazilian project held in 1973 stated that four dropout-related factors were work, illness, learning problems and transportation problems (UNESCO, 13). The Adult Basic Education program in the U.S.A. (1965) showed dropout related factors as being lack of interest and work (pp.226-243, Harman, 14). The projects in India (1969) (Fattahipour, 15), Malaysia (1969)(Fattahipour, 15), Phillipines (1969) (Fattahipour, 15) all listed poverty, hardship, seasonal work (mobility of populations), shyness and loss of interest as dropout-related factors. In addition, literature referring to a project in Peru showed that linguistic problems, inadequate facilities, lack of childcare, husband opposition, untrained teachers were also related to dropout (Bataille, 3). The material describing a project in Ethiopia (1968-1973) stated that slow progress towards learning objectives contributed to dropout (UNESCO, 18). Oxenhan as a result of work he did in Iran and in Turkey presented the following findings about dropout (Oxenham, 8 and Oxenham, 17):

1- Community supported students stay in a program.

2- Students must see a need to stay in a program.

2- A need of literacy for getting a job and a work-related text contribute to less dropout.

4- Retention is affected by content and style of course.

5- Dropouts leave early in the course.

6- Women are more persevering than men.

7- Although enthusiasm of learning is initially high, motivation is not strong enough to endure.

8- Long breaks in the courses yield a percentage of dropouts.

Literature describing literacy projects and campaigns in other countries was studied to collect information about their literacy rates, retention or dropout rates, reasons for dropping out and any significant results of the efforts which might give insights into reasons for dropout.

Nationwide, traditional literacy campaigns have been frequently conducted in other countries. Some typical examples are campaigns held in the Soviet Union between 1919 and 1939; in Cuba beginning in 1961; and in Mexico beginning in 1944. As far as can be ascertained from the literature, all of these campaigns were plagued by low retention rates and high dropout rates. David Harman (Harman,10) stated that even though the literacy rate in the USSR rose from 19.6% in 1897 to 76.8% in 1939, the evidence indicates that the spread of primary schooling and industrialization were major contributors to this increase and not the literacy campaign. He further stated that although Cuba declared itself free of illiteracy no concrete criterion for achievement was given and the level reached appeared to be around that of first grade students which was hardly enough to be used or retained.

David Harman further elaborated that low retention rates and high dropout rates were also evident in the Experimental World Literacy Project sponsored by UNESCO and the United Nations Development Project which was conducted in 11 countries from 1966 to 1974. Results from this project showed that urban efforts were more successful than rural, that an immediate need for the functional part of the project moti-

vated learning (for example, if the functional part of the
project is to teach a person to drive a car and the person
needed to learn to drive a car in order to become a taxi
driver (and he wanted to be a taxi driver) then this need
would motivate the person to learn, and that participants
relapsed into illiteracy without follow-up to encourage
continual use of the new knowledge.

Some examples of the more successful efforts taken
from the literacy training literature review would be the
campaign from 1972 to 1976 in the People's Republic of China
(Hsiang-po-Lee,11), from 1954 to 1961 in the Democratic
Republic of Vietnam (Bataille,3) and in 1971 to the present
in Thailand (Thailand,12). These examples tended to share
certain common characteristics such as: they began their
efforts by ascertaining the motivations, needs, interests and
competence of the learners, by defining the learning
objectives according to these, and by suiting the methods and
techniques used to the particular target audiences.

Due to the informal nature of the learning activities
in China and Vietnam, retention rates as such could not be
calculated; however, in China the illiteracy rate decreased
from 80% in 1949 to 25% in 1976 and in Vietnam the illiteracy
rate decreased from 90% in 1945 to 7% in 1961 (Bataille,3).
The Thailand project experienced an 88% retention rate
(Thailand,12).

Conclusions that the author has drawn from the
literature about literacy efforts in other countries and has
seen as being significant for the present study are:

1- One primer or text book is not appropriate for the whole illiterate population.
2- Government regulated, rigid programs are not desirable.
3- Group cooperation and sharing is desirable.
4- Learning from reality for a clear immediate need is desirable.
5- Time is needed to digest and practice what has been learned.
6- Social emancipation persuades masses to learn.
7- Use of local resources is desirable.
8- Follow-up work prevents relapse into illiteracy.
9- Social and cultural valuation of education stimulates learning.

If one accepts these factors as being conducive to a successful literacy effort, then before beginning this study of wastage, it would be helpful to compare these points to the description given of this present campaign (1981-1986). This campaign uses one textbook; is a government regulated, rigid program; did not base curriculum on immediate needs; and does not include follow up or extra time to digest and practice. Out of the nine factors felt to be conducive to successful literacy courses, at least four of the factors from this campaign do not fit. If a successful effort has the characteristics listed above, and also has a lower dropout rate; then, the lack of these characteristics in this campaign may be related to a higher dropout rate.

Table 1 gives a brief comparison of the dropout rates which have been discussed as existing in other countries and the dropout rates evident in the various eradication efforts held in Turkey. As can be seen, a 40% dropout rate is normal for most of the compaigns and projects in other countries as

well as for Turkey; however, the existence of lower rates in
Thailand leads one to question whether this is due to the
characteristics of that country, the characteristics of the
project conducted, or to some other factors.

TABLE 1

A Comparison of Dropout Rates of Literacy
Program Compaigns and Projects in Turkey
and Several Other Countries

Type of Effort	Country	Years	Dropout Rates
Functional Literacy	Turkey	1971-1973	40%
Traditional Literacy Courses	Turkey	1960-1980	46% to 37%
National Literacy Compaign	Turkey	1981-1986	42%
Adult Basic Education	U.S.A.	1968	25%
Functional Literacy	Afghanistan	1970	33%
Work Oriented Functional Literacy	Malaysia	1969	20%
Work Oriented Functional Literacy	Tanzania	1968-1973	40%
EWLP*	Algeria	1970-1974	1 st cycle 30% 2 nd cycle 21%
EWLP	Equador	1973-1976	50%
EWLP	Iran	1967-1972	50-60% dropped out befcre exam, 83% arapped out by end of exam.
	Thailand	1972 to Present	12%

*Experimental World Literacy Program (EWLP) .

A Classification of Possible Literacy Course Dropout-Related Factors

A detailed classification of possible dropout-related factors for literacy courses can be found in Appendix A. As has been mentioned, the dropout appears repeatedly in literature pertaining to the formal educational systems or to various types of non-formal endeavors in the United States; however, literature describing literacy efforts in other countries vaguely mentions dropout rates usually without operational definitions. Studies dealing specifically with wastage in literacy courses or dropout from literacy courses were not found; therefore, it was necessary to improvise a classification system and a set of possible dropout-related factors to be used in this study.

The classification system consisted of two main topics: Personal and Social Factors and Situational Factors. Refer to Chart 1 for examples of the types of elements included under each topic.

Chart 1
Summary of Classification of Possible Dropout-Related Factors

Personal and Social Factors	Situational Factors
A. Socio-Economic (age, income, health spouses education etc.)	A. Non-Institutional (distance from school, transportation)
B. Psycho-Social (intelligence, interests, expectations, family encouragement, type of culture etc.)	B. Institutional (administration. organization, instruction, teacher facilities, etc.)
C. Psycho-Linguistic (linguistic knowledge, previous reading related knowledge etc.)	

Dropout-related factors mentioned in the literacy literature review presented previously were mainly socio-economic or psycho-social factors. To justify the inclusion of these factors in this classification, each factor will be briefly discussed. First, the socio-economic factors will be explained. Reference was made to gender (women persever longer than men), children (need for childreare), occupation (need for work or long hours at work prevents attendance), spouse (husband opposition to wive's attendance), residence, (urban efforts are more successful than rural or seaonal migration workers), income (poverty) and health (illness) in the literacy effort dropout-related literature. Age and previous education were not mentioned in the literacy literature as dropout-related factors, however, much research has been done with adults regarding these factors. For example, research has shown that verbal fluency and comprehension may increase with age whereas speed of response, ability to solve problems and motor skills degenerate with age (Owens,18). Furthermore, research has shown that adults lose confidence when expected to learn under the same conditions and at the same pace as the young that they can learn but often feel active learning is beyond them; and that they must be allowed to progress at their own pace (p.165-168, Canestrati, 19). Thus, an older person if expected to learn in the time limit specified for the program may feel frustrated and leave. Likewise, as age increases, frustration may also increase and dropout may thus increase.

Similar justification can be given to the factors included under psycho-social, particularly motivation. References were made in the literature to personal interest (lack of interest), reasons for enrollment (see a need to stay in the program), extent to which learning is needed in life situation (see need for literacy to get a job) and personality (shyness) as possible factors either conducive to

successful programs or as possible dropout-related factors.
Family related factors was were included on the literacy
literature review particularly regarding the effect of
opposition of the husband to women's participation.

Inclusion of ecological factors in this classification
system was based on the conclusions about successful literacy
programs previously presented. Such statements as social
emancipation persuades masses to learn, use of local
resources is desirable, social and cultural valuation of
education stimulates learning and group cooperation and
sharing is desirable lead to the inclusion of such factors
as type of culture, value society places on literacy and
support given by the community in the classification.

Psycho-linguistic factors were included in this
classification because the amount of a persons previous
knowledge will either help or hinder his present ability
to learn. In the dropout-related literature literacy as
reference was made to leaving the course due to slow progress.
Slow progress may be made if the literacy courses are not
taught in the student's mother tongue, if students to not
have a reasonable level of language knowledge, or if they
have not been previously exposed to printed text.

Situational factors were referred to less frequently in
literacy literature as being dropout-related factors. However,
reference was made to transportation problems as possible
non-institional dropout-related factors. Likewise, reference
was made to inadequate facilities and long breaks in sessions
as being possibly related to dropout. Thus, categories for
administration (scheduling, length of breaks) was included.
Reference in the literature to factors which are conducive to
successful efforts in literacy training stated that
government regulated, rigid programs were undesirable.

Therefore, organizational factors were included as they refer
to alternatives to government, rigid programs. For example,
learner centered versus political oriented, meaning basing the
course on the needs of the student versus basing the course
on the ideas of the government as to what is best for the
student. The literature reference to untrained teachers as
being a possible dropout-related factor led to the inclusion
of topics dealing with teachers.

Inadequate facilites was also referred to as a dropout-
related factor. Thus, factors regarding size, lighting, and
type of desks in classrooms were included. Furthermore, due
to the postulation that one primer was not appropriate for
the whole illiterate population, instructional material
related factors were included.

It must be re-emphasized that research done so far on
wastage in literacy courses is meager and inconclusive and
that the classification system presented in Appendix A is
actually a list of crude notes and intelligent guesses about
factors that might be related to the dropout phenomenon. It
was not meant to be seen as a finished product but as a
working system or pool of ideas.

THEORIES USED TO EXPLAIN THE DROPOUT PHENOMENON

Thus far, a summary of information about and
conclusions pertaining to literacy efforts in other countries
has been presented along with a speculative classification
of dropout-related factors. In this section, using the des-
criptive information about the present literacy campaign,
definitions of wastage and wastage related terms and the
classification system developed for possible dropout-related
factors, a conceptual description of the dropout phenomenon
was formulated. Various theories from social psychology

were chosen to explain this formulation and to plan a mode of
action to study the dynamics in the decision making process
resulting in attrition or unsuccessful completion.

For this study, the author has proposed that the
dropout phenomenon is composed of two processes and has chosen
from the large body of social psychological theories, the ones
seen to be the most relevant to explain each of these
processes. The first process was seen as the initial decision
process when choices between two alternatives, attendance to
the course and non-attendance, were made. The second process
is the post-decisional process where the dropout rejects his
initial choice and accepts the alternative, or where the
unsuccessful completer, in spite of failure to learn to read,
continues to cling to the initial chosen alternative. In
addition to explaining these processes, it was also necessary
to develop a method to study these interactions and to
justify the use of this method. In the previous section, a
set of possible dropout-related factors was formulated. In
this section, theories will be used to justify the use of
some of those factors to study the wastage phenomenon.

The balance model of Adelson and Rosenberg's theory
was used to explain the initial decisional process. Festinger's
cognitive dissonance theory was used to explain the post
decisional process. Findings from studies done to verify the
existence of cognitive dissonance by Brehm and Cohen helped
to isolate factors to be studied and formulate hypotheses.
Outcomes from Brehm and Cohen's work, that volition was a
necessary prerequisite for the existence of cognitive
dissonance led to the inclusion of Rotter's theory of internal-
external locus of control. Other studies related to cognitive
dissonance have been included to facilitate hypotheses
development.

Balance Model

Other models exist such as the congruity model for explaining attitude formation, however, the balance model has been chosen since it speaks of "cognitive elements" while the congruity model speaks of objects. Likewise, where the congruity model speaks of "bonds" to link "objects", the balance theory speaks of "relations" to link "elements". (p.574, Brown,20).

Although closely linked to the models created by Heider, Abelson and Rosenberg (pp.573-583, Brown, 20) ignore the possible directions of relations and simply use positive and negatives. The balance model consists of a three element system. Elements in this model are actually attitudes (taking on values within someones mind). The elements may carry a negative valence, a positive valence or a valence of zero. "There is equilibrium so long as elements of identical sign are linked by positive relations or by null relations (+p+, -p-, +0+, -0-), and so long as elements of opposite sign are linked by negative relations or by null relations, (+n-, +0-)." (p.576, Brown, 20).

An example, will make this definition of equilibrium clearer. When a person likes to have guests (G+) and at the same time likes to watch television (T+), a +p+ state of mental equilibrium would exist if the person believes that having guests will facilitate watching television; however, if he feels that having guests will hinder watching television an imbalance will exist since the +n+ link is not in equilibrium.

The balance model states that a person must think about the relations of the elements before he is motivated to change. Unless, one notices that an imbalance exists, he will not be interested in making a change.

Balance can be reached by changing the signs of elements and the relations between them. For example, in the situation described above, he can decide that he does not want to watch television, he can decide that he does not want to have guests or he can decide that having guests will not interfer with his watching television.

Differentiation is also possible instead of changing attitude. For example, the person could decide that he did not want to watch television every night and that guests would interfer only once in a while so that balance would occur. He, thus, without changing attitudes in essence, makes modifications and eliminates the problem.

Furthermore, Abelson and Rosenberg have shown that the simplest or effortless ways to create balance are the preferred ways. Therefore, the path leading to balance will be the path which requires the least number of sign changes.

Cognitive Dissonance Theory

According to Festinger's theory, (Festinger,21) relevant cognitions (ones which imply something about another) may be either consonant or dissonant. Dissonance occurs for the perceiver when one element does not follow from the other or is out of balance with the other (is dissonant). For example, if a person who smokes wants to live long and believes that cigarette smoking causes lung cancer, dissonance may occur since desiring to smoke and desiring to avoid illness do not follow from one another. It must be remembered that what may be dissonant for one person is not necessarily dissonant for another person.

According to Festinger, dissonance causes tension which motivates dissonance reduction. The pressure to remove

dissonance is a function of the amount of dissonance present. There are various ways that dissonance can be reduced such as: changing elements, changing importance of elements, adding consonant elements, making dissonant elements irrelevant. For example, the smoker above, can stop smoking, can say that cigarettes will not make him ill, or decide that in spite of the fact that smoking might lead to illness, smoking calms his nerves and prevents other equally serious diseases. Some elements may be resistant to change. Furthermore, since there is an inter-related system of elements, change in one element may result in other dissonant situations. In other instances, information which might increase dissonance tends to be avoided.

Festinger also postulates that a person chosing between alternatives before a decision is reached feels conflict when elements do not balance but after the decision is made she/he feels dissonance when elements are not in balance. Thus, he sees dissonance as a post decisional occurrence. He continues to show that positive elements of the rejected choice and negative elements of the selected choice are dissonant with the decision. In order to reduce this dissonance, Festinger proposes that the person having made the decision tends to view their choice more favorably than the rejected alternative. A hypothetical example might be deciding to act in a production of one of Shakespeare's plays. If the actor had an extremely difficult time learning his part even though the production was not particularly successful, he would tend to change his view of the production and think better of it.

This aspect of dissonance was also studied by Aronson and Mills and Cohen concluding in the postulation that having spent a considerable effort towards a chosen alternative, a great amount of dissonance will be felt if that alternative is found to be unpleasant or undesirable, this great amount

of dissonance will result in attitude change to support the discrepant behavior (p.32, Brehm,23).

Dealing with the aspect of cognitive dissonance, resistence of change for some elements, Davis and Jones (p.66, Brehm,23) did an experiment that showed that when dissonance is aroused, the easiest way to alleviate dissonance is not to commit oneself and change ones behavior if such an act is possible.

Further studies were done by Brehm and Cohen, Leventhal and Brehm to validate Festinger's idea that the importance of activities or elements may be changed to reduce dissonance (p.307, Brehm,23). For example, having chosen to learn to read, even though one finds the act to be tedious and boring whereas they had anticipated it to be easy and interesting, may decide this fact to be unimportant in order to eliminate the dissonance felt.

Results from studies by Rabbie, Brehm and Cohen (p.113, Brehm,23) show that a person may decrease dissonance by further commiting themselves to more behavior of the same kind that initially caused dissonance. For example, a person may find themselves in the position of having to present a lecture on the benefits of abortion when privately he does not believe in the ideas given in the speech. He may, of course, change his private attitude but he may also find ways to justify his discriminate behavior of presenting the speech. Almost any argument that he can use to support this action may be used for justification of his action and the result may not be attitude change but rather increased desire to repeat the descrepant act.

In a series of studies, Brehm and Cohen showed the relevance of volition to the existence of dissonance. They

showed that the magnitude of dissonance was greater the less
a positive inducement for commitment to a discrepant behavior.
For example, in an experiment conducted by Brehm and Cohen
with college students who were induced with monetary
incentives to write essays supporting an issue that they did
not actually believe to be correct, results showed that those
students given the highest incentives showed the least amount
of attitude change.

The postulation that a person choses between alternatives
and thus becomes responsible for his choice, but force or
coersion to chose one of the alternatives causes him to fell
fewer dissonant elements and little or no dissonance and
little attitude change, led to the use of Rotter's Internal
External Locus of Control Schedule (Lefcourt,24) to determine
the degree a person feels in control of a situation.

Locus of control deals with a person as he views him-
self and the things that happen to him and the way he goes
about explaining the relationship between himself and what
happens. The concept of internal control refers to perceiving
events, whether positive or negative, as being a result of
one's own action and under his control. The concept of
external control, refers to the perception of positive or
negative events being beyond ones own control and unrelated
to one's behavior. For example, a student who feels that
obtaining an A from a course depends totally upon the amount
of work that they do personally for that course may show a
tendency towards internal control, he feels in control of the
outcomes of his actions, whereas, a person feeling that it
really does not matter whether he study for the course or not
because the teacher will never-the-less, give him a poor or
good grade has a tendancey towards external control.

Belief, Attitude, Intent and Behavior

Fishbien's work (Fishbien,22) with belief, attitude, intent and behavior its relevant for it presents measurable variables for this Study. Some argument exists between researchers as to how attitudes be measured. For example, Fishbien favored a "summed" approach while Anderson favored a weighted averaging to establish the valence of an attitude. Fortunately, such a discussion was not relevant for the present study and Fishbien's proposal that one can predict behavior by studying the effect that variables would have on two measurable components, "attitude to behavior" and "norm for behavior" when these components are measured at the same level of specificity can be used (See Chart 2). One can give an example to explain this proposal. If a person believes that he can learn to read by attending a literacy course, believes that it is physically possible for him to attend the literacy course (attitude to behavior) and at the same time feels that the society around him, both community and family, place a value on being literate (norm for behavior), a person will form a positive attitude towards attending the course which may result in an intent to attend the course.

In addition, Fishbien argued that the best predictor of a person's behavior is his intention to perform that . behavior. Generally an amount of time passes between the measurement of intent and the observation of a behavior. When intent is accepted as a reliable measure to predict behavior but does not prove to be, one can assume that something has intervened in time to change the intent and therefore the behavior.

Chart 2

Effects of Variables on Intentions*
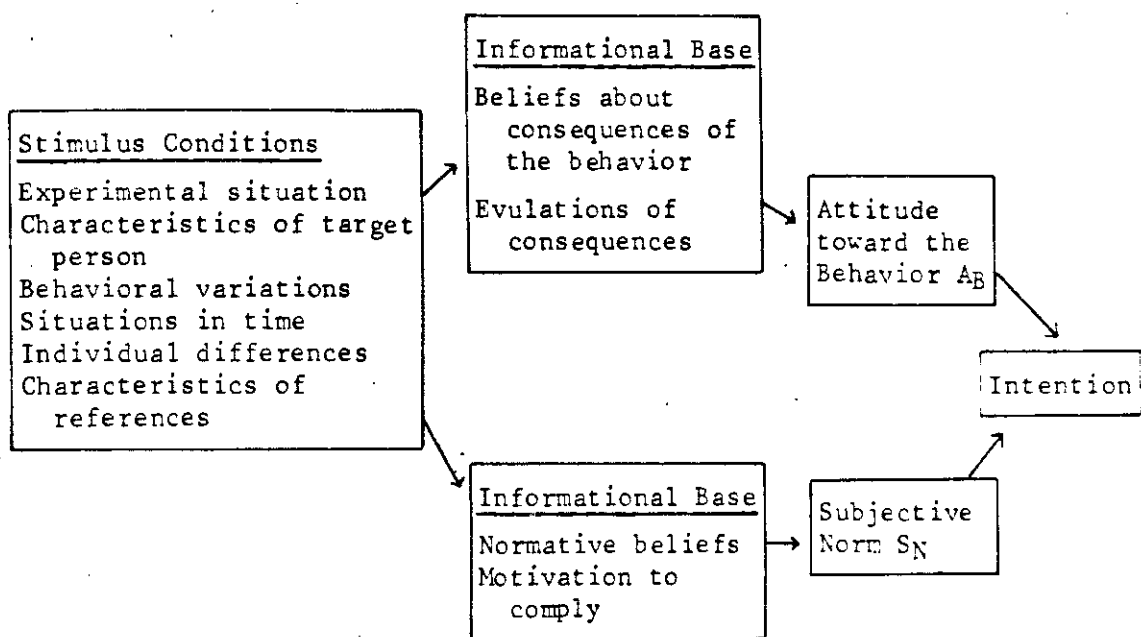
*Source: p.334, Fishbien, 22.

SYNTHESIS OF LITERATURE AND SIGNIFICANCE FOR THIS STUDY

The balance model as presented by Abelson and Rosenberg gives an argument for attitude formation that elements carrying negative, positive valences or zero valences are linked together to form balanced or imbalanced states. It assumes that a balanced state is desired and that various methods can be used to create balance if it does not exist. Furthermore, he has stated that the simplest means of restoring balance or creating balance would be the first chosen means. In this study, one can therefore assume that a person registering for a literacy course has reached a decision and that a balanced state exists in his mind for this decision. In order to reach this balanced state a person could have changed any of the elements that were relevant to the decision. For example, the person can say I want to learn

to read and write (R+) and I want to attend the course (C+)
by thinking I will be able to learn to read by attending
these courses a balanced state (+p+) will exist while a person
deciding not to attend may say, I want to attend (C+) I want
to learn with other males (M+) but seeing that males do not
attend   creating a (+n+) imbalanced state and thus avoid
attendance to create a balanced state.

Fishbien has presented measurable variables to be able
to predict behavior and to establish a link between attitudes,
intents and behavior. The variables presented in Chart 1 when
compared to the proposed set of dropout-related factors in
Appendix A over lap and give a set of measurable variables to
be used in this study. Attitudes toward behavior would be based
on information about such factors as socio-economic, non-
institutional and institutional situation factors, psycho-
linquistic and intelligence factors, whereas the subjective
norm would be based on information about psycho-social,
personal and ecological factors.

Furthermore, Fishbien postulated that intent to act
predicts that behavior. If the participant has shown an
intent to complete the course and if it can be assumed that
the attitude of that participant is in balance with attending
the course, what happens to change the behavior when he drops
out of the course? Furthermore, why does the unsuccessful
completer persevere to the end of the course even though he is
failing to learn to read and write in the prescribed time?

One possible explanation for the dynamics behind dropout
is the cognitive dissonance theory which is seen as a post
decisional process. Perhaps in this instance positive elements
of the rejected choice, not attending the course (taking care
of children or having more spare time) become dissonant with
negative elements of the selected choice of attending the
course (traweling or walking to the school, failing to
achieve at the expected rate). The dissonance created would

cause tension which would motivate dissonance reduction. The participant would in some way change elements, change importance of elements, and consonant elements or make dissonant elements irrelevant in order to eliminate the tension. Therefore, the existence of dissonance would render attitude change.

Brehm and Cohen have shown that the existence of volition is a pre-requisite for dissonance; therefore, the participant must feel responsible for his decision in order to feel a high degree of dissonance. Furthermore, studies have shown that whenever possible, change in behavior will be made to relieve dissonance before attitude change occurs; therefore it can be assumed that the dropout feels less dissonance than the unsuccessful completer due to his behavior change which when possible proves to be the simplest means of dissonance reduction and that the unsuccessful completer will experience more attitude change.

It is therefore necessary to measure the relevant elements or attitudes which have been shown by Fishbien as being "attitude for behavior" and "attitude for norm" at the outset of the course and to measure them again at the close of the course to determine attitude change. It will be assumed that the elements listed in the classification of dropout-related factors would in some way be the important elements that are summed together to create the attitude to attend the course. Thus a shift in perception of some of these factors from outset to close of course will help to explain the dynamics behind dropout.

PROBLEM

Thus far, the present Turkish National Literacy Campaign has been described and wastage has been discussed. Literature dealing with dropout-related factors in literacy programs in other countries and conclusions about these programs has been presented. Social psychology research has been presented to explain the dynamics underlying wastage phenomenon. This problem section will be commence by discussing the justification for studying wastage and will continue with the purpose for studying wastage, empirical research questions to be asked and the hypotheses that have developed.

JUSTIFICATION OF PROBLEM

Although illiteracy has been seen as an undesirable state and continuous efforts have been made for its elimination, there are still approximately 12 million illiterate persons in Turkey. Another in a series of efforts has commenced to attempt to eliminate the illiterate from the Turkish society. In actuality, this present campaign (1981-1986) appears to be a continuation of the previous literacy endeavors sponsored by the Ministry of Education up until 1980 with only slight modifications having been made such as replacing the three level system with a two level system.

Indications show that this new campaign was experiencing

wastage in all of the possible states as it finished the
first session of its proposed 5 year program. Although the
data is not necessaily valid or reliable, it appears that
during the first session, only 10% of the total illiterate
population was reached. In addition, figures showed that 42%
of those participating either dropped out or failed to reach
the level expected for them within the time period allotted.
Moreover, for at least one   area   only 21% of those
finishing Level I entered level II. Also, it was found that
an estimate of the number of participants who repeat courses
had not been kept.

As a result of the literature review, it became evident
that the type of wastage represented by the non-perseverer is
mentioned frequently in nonformal educational efforts but is
rarely operationally defined. In none of the literature per-
taining to literacy training in other countries was wastage
studied in any detail regardless of the fact that it is fre-
quently mentioned in as much as statements about low reten-
tion rates and high dropout rates are presented as indicators
of ineffectiveness and inefficiency of campaigns and projects.

As has been stated, 4 billion Turkish lira has been
appropriated to be spent per year over the next 5 years (1981
to 1986) for this campaign. Considering the limited resources
available and the number of illiterate persons in Turkey,
such an expenditure should be made in the most efficient and
effective manner possible. Wastage not only indicates a loss
in monetary resources but also a loss in human resources. The
teacher spends time and effort in the classroom but all the
students approached do not complete succesfully in the
alloted amount of time. The student spends effort and time
but does not always learn to read and to write. Other school
personnel and administrators likewise spend time and effort
fruitlessly. In addition, the goals set for the campaign are

not met by all of the participants and consequently the desired national development does not occur.

It is therefore desirable and necessary to decrease the amount of wastage to be able to increase the efficiency and effectiveness of the campaign. And, before one attempts to prescribe remedies it is necessary to understand the dynamics behind the problem.

PURPOSE

The purpose of this study was 1) to characterize the different types of participants in these literacy courses according to demographic factors and perceptions that might be related to the wastage phenomenon, 2) to identify reasons for dropouts leaving the courses while unsuccessful completers persevere to the end of the course even though they do not achieve at the level of the successful completers, 3) to obtain feedback about the course from dropouts and unsuccessful completers regarding teachers, scheduling of classes, classroom facilities, textbooks, 4) to explicate the decision making process that leads to participants either dropping out of the course or completing the course, 5) to determine possible improvements that could be made in the literacy program in Turkey.

What are the factors related to non-perseverence in the present Turkish National Literacy Campaign? Why do unsuccessful completers persevere inspite of failure to learn to read?

HYPOTHESES

Each of the following hypotheses have been formulated
from the information included in the literature review of
this report. A brief description of the research from which
each hypothesis has been taken was included.

Theoretical Hypothesis 1: Successful completers will tend to
be younger, to have more education,
fewer children, and a higher socio-
economical status than the dropouts
and unsuccessful completers. Like-
wise, successful completers will be
more confident than the other
groups.

The formulation of this hypothesis was based on the
literature about literacy effort dropout-related factors. If
such factors as poverty, lack of childcare, slowness of
progress in learning are related to dropout then a higher
socio-economical status, fewer children etc. should be condu-
cive to successful completion of the course. Likewise, low
motivation lack of interest if related to dropout should be
found in lower degrees in successful completers. A person
with higher motivation and interest would be more self-actua-
lizing than the person with lower interest and less motiva-
tion.

Theoretical Hypothesis 2: Reasons for leaving the course will
tend to be personal and social fac-
tors rather than situational factors.
In addition, when situational fac-
tors are found to be related, insti-
tutional rather than noninstitu-
tional reasons will be found.

In the literature referring to dropout related factors found in literacy courses in other countries, reasons given for dropout were most commonly illness, work, and lack of interest. These being personal and social factors leads one to suppose that similar findings may be found in this study. Transportation and childcare are the only institutional factors mentioned in this literature as possible dropout related factor. And, transportation may not be a relevant factor here in Turkey, at least in the urban area, due to the close proximity of school locations throughout the city.

Theoretical Hypothesis 3: Unsuccessful completers will indicate that the factors influencing outcomes of their actions are more internally controlled at the time of entrance whereas dropouts will indicate that the factors influencing outcomes of their actions are more externally controlled at the time of entrance into the literacy course.

This hypothesis was based on Cohen and Brehm's postulations that a person chosing between alternatives becomes responsible for his choice unless he feels coerced to choose one of the alternatives. Furthermore, it was continued that dissonance may not be experienced if a person does not feel responsible for his own decision. Therefore, a feeling of responsibility is a pre-requisite for the existence of dissonance. Two questions were included in this study to measure responsibility both dealing with the degree to which a person believes that his actions influence the happenings in his life. The choice of such measurements was based on the assumption that a person with a tendancy towards feeling in control of the happenings in his life will also feel at least partially

responsible for these outcomes. If a person feels the deci-
sion he makes to go to a literacy course or not to go to the
course was a result of his own desire then he will feel more
responsible for the outcome of that decision. It is further
assumed that a person who feels that his actions will deter-
mine outcomes will work harder and be more determined to
reach his desired outcomes whereas a person who feels that no
matter what he does something else or someone else influences
results, may not bother to work. Thus, a person who perse-
veres to the end of the course (regardless of the fact that
he has not learned to read) will tend to be more internally
controled than the person who does not persevere. An example
of this might be a child, realizing that cleaning his room
will result in permission to go to a football game, will thus
clean his room whereas another child told to clean his room
but realizing that cleaning his room will have no effect in
either way either negatively or positively on his parents
giving him permission, may not clean his room.

<u>Theoretical Hypothesis 4</u>: Attitudes will significantly change
in terms of anticipated time needed
to learn, perceptions of others as
to ability to learn, difficulty of
task, responsibility for decision,
desired achievment level, and
desired teacher type for both the
dropouts and unsuccessful completers
from the outset of the course to the
end of the course.

Using Abelson and Rosenber's balance model, one can
say that the three elements in the triad for this situation
are a persons attitude towards the literacy course, the facts
relevant to the literacy course and the behavior of the
person. Since the dropout has changed his behavior, at least

one other element in the triad must change to create equilib-
rium. Since changing of facts may prove to be difficult, it
can be assumed that for some individuals the attitudes will
change.

Using cognitive dissonance theory, we can assume that
at least some of the unsuccessful completers will become
aware of the fact that they are not going to receive a
certificate at the end of the course. If a person expected to
learn in one session and to receive a certificate at the end
of the course, the fact that this was not going to happen
would create dissonance. Again, in order to restore balance,
the unsuccessful completer might change the importance of his
initial desire, and say that he really did not want to learn
in this session or he might add other elements, by saying
although he did not learn this time, he will continue in the
future and will eventually learn. Thus, it can be expected
that attitude change will also occur for the unsuccessful
completer.

Theoretical Hypothesis 5: Unsuccessful completers will show a
                         significantly greater intent to
                         continue in the campaign at a later
                         date than will the dropouts.

Some evidence was presented in the review of litera-
ture (p.113, Brehm, 23) that reduction of dissonance could
occur by committing one self to increased behavior of the
same kind that aroused the initial dissonance. Therefore, in
order to justify the initial decision to attend the course,
even though the participant has not learned to read, the un-
successful completer may continue with the campaign at a
later day to further validate his actions.

METHOD

   In this section can be found a discussion of the sub-
jects included in the study along with descriptions of the
selection of this sample. The design used and the variables,
along with the instruments used are also discussed and ex-
plained. Finally, the procedure used and the phases for the
execution of this study are discussed.

SUBJECTS

   Due to financial, time and human research limitations,
only one Halk Eğitim Merkezi, that located in the sub-province
of Gültepe in urban Istanbul, was selected for this study.
The criterion of centrality of locality was used to select
this center officially named, Şişli-Gültepe Halk Eğitim Mer-
kezi, from the 14 centers existing in Istanbul.

   At the outset of the study, a total sample of 179 par-
ticipants was selected on a non-probabilistic basis from the
level I literacy classes under the supervision of the Şişli-
Gültepe Halk Eğitim Merkezi. At the close of the session
(completion of 90 hours of classwork), it was found that 97
persons were successful completers, 30 persons were unsuccess-
ful completers and 52 persons were dropouts. Table 2 presents
a complete list of the 7 schools, 5 locations, 12 classes
contacted and distributions of students within these locations

according to initial number of participants, number of suc-
cessful completers, number of unsuccessful completers and
number of dropouts.

Table 2

Numbers Included in Study Sample

School	Location	Number of Literary Classes	Number of Participants	Successful Completers		Unsuccessful Completers		Dropouts	
				No	%	No	%	No	%
Köksal	Okmeydanı	2	27	20	74	3	11	4	15
Kuvayi Milliye	Kurtuluş	1	20	4	20	9	45	7	35
Altı Ekim	Mecidiyeköy	1	17	7	41	2	12	8	47
Şair Yahya Kemal	Gültepe	1	16	7	44	3	19	6	37
Gültepe Halk Eğitim Merkezi	Gültepe	1	11	7	64	0	0	4	36
Resneli Niyazi	Mecidiyeköy	1	14	9	64	3	22	2	14
Selim Sırrı Tarcan	Nişantaş	5	74	43	58	10	14	21	28
Totals		12	179	97	54	30	17	52	29

As has been stated a non-probabilistic selection method
was used. In the previous two sessions of the literacy cam-
paign, classes had been held on varying dates in 60 different
schools within the Şişli-Gültepe sub-provinces. A time span
was chosen (from February 15 until March 16, 1982), since

courses for the Spring session would tend to commence within this space. The director at Şişli-Gültepe Halk Eğitim Merkezi together with the researcher telephoned the directors at each of the 60 different schools. Inquires were made as to if and when level I classes were to be opened. A list of schools planning to open classes within this time period was obtained and dates were scheduled for visits to all those schools stating an intent to open level I literacy classes. Visits were made to these schools during the first week of classes and all students present on the date of visits were included in the initial sample. Teacher's records after summative evaluation processes were used to divide the participants into appropriate groups according to unsuccessful completion, successful completion and non-perseverence.

DESIGN

According to purpose, this research can be classified as applied research. Since survey methodology was used, the level of explanation is at least associative. However, the existence of a pre-and a post questionnaire allows one to label this study a survey/experiment. The collected data is both qualitative and quantitative. Since a non-probabilistic subject selection method introduces bias, even though the schools were located in diverse districts of the area, it is believed that findings can be roughly generalized to the Şişli-Gültepe area. The sample was chosen from districts representing the various types of districts existing within the Şişli-Gültepe area such as business district, residential district, slum area and 'gece kondu'. However, it may be wiser to generalize the finds only to those schools specifically studied.

The interviewer by conducting the pre-tests gained expertise in interviewing the illiterate audience; however, the

interviews were conducted in the interviewers second language
and thus some bias may have been produced. Furthermore, so-
cial and cultural differences between the interviewer and
target audience may have introduced bias.

In most instances, to gain access to schools and homes
of dropouts, teachers, school personnel or other participants
accompanied the interviewer and were present during the in-
terviews. This may have introduced bias as well.

Also, an experimentation effect may have existed since
teachers, directors and teachers knew from the outset of the
course that the researcher was studying reasons for dropouts
leaving the courses. It is impossible to ascertain whether this
advance knowledge effected the participant in his decision to
continue or leave the course.

A 90% rate of response was obtained on the summative
level questionnaire for the unsuccessful completer while an
82% rate of response was obtained at the same level from the
dropout. Both of these rates of response are with in the 80-90%
range typical for survey research. (p.50, Kline:25).

VARIABLES

The variables used for survey research are divided
into dependent variables and independent variables.

Dependent Variables: Exit states from the program
defined as unsuccessful completion or non-perseverence in the
Spring of 1982 at the facilities within the Şişli-Gültepe sub-
provinces of Istanbul. Unsuccessful completion is defined as
someone who participates in the course during the first week
of class, persevers are those who complete the course but fail
to receive a certificate. The certificate is awarded at the

descretion of the individual classroom teacher. Non-perseve-
rence is defined as the process of terminating attendance
sometime between the opening week of class and the commence-
ment of summative evaluation processes.

Independent Variables: The predictor variables have
been grouped into five sub-groups:

1. The degree of desire of participants to participate
   in the course, their desired level of accomplish-
   ments, their desired type of teacher, perceptions
   of difficulty of learning, perceptions of time
   needed to learn, reasons for participation, percep-
   tions of support given by important others, percep-
   tions of problems that maybe encountered, intentions
   to attend class and to the degree they feel them-
   selves responsible for and in control of their own
   decisions.

2. Changes in response for the unsuccessful completers
   and dropouts from the outset of the course to the
   termination of the course on such dimensions as
   perceptions of responsibility for decision to
   attend, ability to learn, desired type of teacher,
   time needed to learn, desired level of achievement
   and perceived difficulty of learning.

3. Responses of the unsuccessful perseverence and
   dropout at the termination of the course on such
   dimensions as ability to learn, perceptions of diffe-
   rences between self and others as to achievement in
   class, intent to re-enter course at a later date,
   continuation of study at home, perceived level of
   achievement, feelings at close of the course, views
   of desirability of the text, views about the most

attractive and unattractive factors in the class, and views about desired class scheduling.

4. Viewed responses of the unsuccessful perseverer and dropout at the termination of the course between remembered difficulty of task and present view of difficulty of task and between preference for teacher type and real teacher type.

5. Responses after having left the course as to reasons for having left, date of exit from course, continuation of study elsewhere, feelings regarding dropping out and perceptions of others reactions to the dropout's having left the course as stated by the dropout.

6. Responses as to intent to re-enter campaign at a future date of dropouts and unsuccessful completer.

Moderator Variables: Age, place of birth (Istanbul or other), previous formal or non-formal education, occupation, marital status, spouses occupation, childcare needs, education level of spouse obtained from successful completers, unsuccessful completers and dropouts at the entry to the course.

Non-Controlled Extraneous Variables: Personality characteristics and intelligence level were not studied.

INSTRUMENT

Two questionnaires, entry level and summative level, were prepared, pre-tested and used in this study. The entry level questionnaires was designed to measure demographic factors as well as perceptions of factors thought to be relevant to dropout from the course.

Accepting Fishbien's model in chart 2 of this report, that two groups of elements (attitude for behavior and the norm for behavior) can be measured to determine attitude and that the classification of dropout related factors presented in Appendix A identifies some of these elements: composing the participants attitude to attend the course, such demographic questions as age, gender, educational level, marital status, origin, occupation, presence of children, spouse characteristics, home ownership were included in the entry level questionnaire.

Questions to measure the 'norm for behavior' included perceptions of the support given for the learning activities to the participants by their families and their perceptions of their families concept of the participants capabilities to learn. The attitude to behavior was measured by asking learning and course related questions such as interest for learning, perceived time needed, perceived difficulties and degree of desire to attend.

Two different types of questions were included to deal with volition. The shortened version of Rotter's Internal-External Locus of Control Schedule consisting of four questions was translated into Turkish and included. In addition, a question was included to ask the participant if they attended the course as a result of their own desire, support or force given by others. A total of 27 questions were included in the entry level questionnaire.

The summative questionnaire incorporated several items to attempt to determine possible reasons for leaving the course. First, direct questions were asked as to why a person left the course. It is assumed that this answer is the rejected alternative of attending the course which has not become more attractive; however, this does not explain why

this alternative was now chosen.

Questions that had been asked on the entry level questionnaire dealing with the attitude to behavior and to the norm for behavior, (beliefs of families, own beliefs, desired teacher type, difficulty of task, time expectations for learning) were repeated. It was assumed that significant difference between entry and summative level responses to these questions would identify dissonant elements for the participants (attitude change). In addition, the participant was asked to state the type of preferred teacher and the type of teacher found in the classroom. A retrospective question about view of difficulty at commencement of course and view at the end of course was also included. It was assumed that significant difference between these perceptions would also indicate attitude change.

Other evaluative questions about teachers, materials, classrooms, pleasurable instance in the course, unpleasant instances in the course, and time scheduling were included to obtain views about these elements from the participants. All together the summative questionnaire consisted of 33 items.

The entry level questionnaire was pre-tested on level II students participating in classes in Okmeydanı and the Şişli-Gültepe Halk Eğitim Merkezi. These participants were different from those in the sample used for this study. Open-ended questions were asked and according to the answers obtained, as many questions as possible were closed in. Whenever ambiguities or misunderstandings were noted, questions were re-written. This was a continuous process throughout pre-testing.

Pre-testing of the summative level questionnaire was conducted in the homes of Şişli-Gültepe Halk Eğitim Merkezi

level II dropouts. Tape recordings were made of these inter-
views to facilitate analysis and refinement. Although, the
format of the questionnaires suggests close-ended questions,
in actuality, the questions were asked as opened ended and
responses were coded when possible according to the choices.
These choices were not read to the interviewees. English
translations of the entry level and summative level question-
naires are exhibited in Appendises B and C and Turkish ver-
sions can be found in Appendises D and E.

PROCEDURE

During the first week of class, each of the seven
schools (Refer to Table 2) were visited and personal inter-
views were conducted on participants present on those days
using the pre-tested entry level questionnaires. The inter-
viewer was introduced as a masters level student from Boğaziçi
University and the purpose of the research was briefly men-
tioned as being a study of dropouts from the literacy courses.

The exact dates of the visits made to the individual
schools are to be found in Table 3. As can be seen, classes
were visited both at the commencement and at the end of
classes.

During the regular classroom sessions, each partici-
pant was called to the back of the classroom and interviewed
individually. Each interview required approximately 15 minutes.

During the last two days of class while evaluation
processer were being conducted, the author of this report revi-
sited each school and obtained lists of unsuccessful comple-
ters, successful completers and dropouts from the individual
classroom teachers. At the completion of evaluative processes,
unsuccessful completers were personally interviewed in the

classroom using the summative level questionnaires.

On the entry level questionnaire home addresses for each of the participants had been obtained. With the help of school administrators, teachers and other participants in the classrooms, the homes of dropouts were located. The researcher interviewed the dropouts in their homes personally and recorded their responses on the prepared summative level questionnaire. Whenever possible tape recordings were made of these interviews. Generally, at least one other person was present during the interviews.

Table 3

Dates of School Visits

School Name	Date of Initial Visit	Dates of Subsequent Visits
Şişli-Gültepe Halk Eğitim Merkezi	February 15	Researcher was continually visiting these classes
Resneli Niyazi	March 16	April 7 May 24
Selim Sırrı Tarcan	March 22 though March 31	April 19 May 10
Köksal	March 3	April 8 June 11
Kuvayi Milliye	March 8	April 12 May 13
6 Ekim	March 15	April 13 June 11
Şair Yahya Kemal	March 23	April 20 May 27

FINDINGS

The findings from this study can be divided into three main parts: analysis of data obtained from the Entry Level Questionnaire; the analysis of data obtained solely from the Summative Level Questionnaire; and a comparison between data from the Entry Level and Summative Level Questionnaires. Percentages were calculated for all of the variables included in the questionnaires. Whenever substantial differences were noted in the percentages, appropriate statistical calculations were made to determine significance. Presentation and discussion has been limited to only those variables exhibiting significant differences.

ENTRY LEVEL DATA

The Entry Level Questionnaire attempted to collect information about the participants' perceptions of their attitudes including belief, desires, expectations related to the literacy course as well as information about demographic factors. In this section, first, findings related to demographic factors have been discussed, then, findings related to perceptions were presented. Data from the entry level questionnaire was collected from successful completers, unsuccessful completers and dropouts and will be used to characterize the three groups.

Demographic Factors

Frequencies of responses for each possible choice
under each question asked in the Entry Level Questionnaire
was tabulated and percentages were calculated for dropouts,
successful completers and unsuccessful completers. All three
groups were found to be similar in that they were born out-
side the Istanbul province, but had lived in Istanbul for 11
or more years, were married, female, housewives. A large
percentage of each group (81 % to 99 %) had children and an
almost equal percentage of these (36-38 %) indicated a need
for childcare. These demographic variables which were shown
to be similar for each of the groups have thus been eliminated
as possible dropout-related factors at this time.

Demographic factors showing differences by percentages
for the three groups were age, previous education and
spouse's occupation. Appropriate statistical tests have been
applied to these variables to test for significant differen-
ces.

Age of Participants: Dropouts and unsuccessful comple-
ters tended to be 40-50 years old while successful comple-
ters tended to be 30-39 years old. In addition, more 51
years of age or older participants were found in the unsuc-
cessful group than in the other two groups (17 % versus 6 %-
10 %).

Age cannot be seen as a dropout-related factor however
since a significant difference does not exist between drop-
outs and successful and unsuccessful perseverers when chi-
square is calculated. Nevertheless, it is important to note
that older age is a factor possibly related to successful
versus unsuccessful completion since a significant difference

was found between these two groups when chi-square was
applied (see Table 4).

Educational Levels of Participants: Dropouts and suc-
cessful completers have indicated that 67 % had had no previ-
ous formal or non-formal education while 90 % of the unsuc-
cessful completers had had no previous education experiences.
When previous attendance in this literacy campaign was consi-
dered separately, 19.5 % of the successful completers had
already attended 1 or 2 sessions while 9.6 % of the dropouts
and 6.6 % of the unsuccessful completers had previously
attended.

A higher level of non formal education was seen to be
a possible dropout-related factor since more dropouts had
some non formal education than unsuccessful completers. How-
ever, only when both formal and non formal education were
combined was a significant differences found between dropouts
and unsuccessful completers (Refer to Table 5).

Table 4

A Comparison Between Successful
and
Unsuccessful Completers by Age

Participants Age(years)	14-29	30-39	40-50	51+	Totals
Successful	29(29.9%)	41(42.3%)	21(21.6%)	6(6.2%)	97
Unsuccessful	4(13.3%)	9(30.0%)	12(40.0%)	5(16.7%)	30
Totals	33	50	33	11	127

$\chi^2_{obs} = \pm 9.16*$

$\chi^2_{crit} = \pm 7.82$

*Significant α = .05

Table 5

A Comparison Between Dropouts
and
Unsuccessful Completers by Educational level

Level of education / Participants	None	Formal and / or Non - Formal	Totals
Dropouts	35(67.3%)	17(32.7%)	52
Unsuccessful	27(90.0%)	3(10.0%)	30
Totals	62	11	82

$\chi^2_{obs} = \pm 5.30*$

$\chi^2_{crit} = \pm 3.84$

*Significant $\alpha = .05$

Socio-Economical Status of Participants: Considering
that 80% to 83% of each group was married and 60% to 70%
of each group was housewives (the group with the highest
percentage of the employed is unsuccessful completers with
37%) such variables as home ownership and spouse' occupa-
tion and educational level have been used as pseudo indica-
tors of socio-economical status. Looking at the educational
level of spouses, in all three groups the spouses are
predominantly literate with the successful completer group
having a somewhat higher percentage of literates (90%
versus 76%).

As for educational level, the spouses of successful
and unsuccessful completers indicated that 68% to 70% had
finished fifth grade while 55% of dropouts had reached that
level. Although the educational level of successful and un-
successful completers does appear to be slightly higher than
dropouts, it was not found to be a significant difference
when chi-square was calculated and cannot be considered as a
dropout-related factor.

Likewise, a difference was not noted as to numbers of home owners. All groups indicated that they mainly rented their dwellings (60% to 67%).

Some variations were noted as to the occupation of the spouse; however, significant differences in frequencies were not found when chi-square was applied.

Perceptions

Data regarding perceptions of expectations (possible problem, level of difficulty, time needed to learn, life changes resulting from learning beliefs (as to support of others, intent to attend), and desire (as to felt needs, for teacher type, to learn to read) was tabulated and percentages were calculated.

Significant differences according to chi-square were not found for intent to attend, desire to attend, anticipated difficulties, family support, teacher type and felt needs. All three groups indicated a high desire to attend the literacy courses with similar percentages (57% to 66%) anticipating difficulties. All three groups indicated strong family support and encouragement for their endeavors. Similar percentages from each group. 61% to 67%, showed a desire for understanding teachers. When asked what they desired to be able to read, 40% to 44% of each group stated that they desired to be able to read everything.

For such perceptions of expectations as anticipated life changes resulting from learning to read, level of difficulty of task and anticipated time needed for learning, using chi-square significant differences were found.

Anticipated Life Changes: When asked what changes were expected as a result of learning to read and write, 60 % to 67 % of unsuccessful completers and dropouts replied that they hoped to be better able to meet independently their daily needs including such functions as shopping and traveling in the city. The successful completer differed from the other groups in that their replies were evenly distributed (33 % to 34 %) over the selections of meet daily needs, gain knowledge and get a job.

Significant differences were found between the three groups (Table 6), between dropouts and successful completers (Table 7) and between successful and unsuccessful completers (Table 8). Significant differences were not found to exist between the dropout and the unsuccessful completer. The fact that dropouts and unsuccessful completers do not differ from each other while they do differ from the successful group leads one to believe that expectation of life changes may be a variable related to dropout and to unsuccessful completion of the course in that both dropouts and unsuccessful completers have less anticipation of gaining more general knowledge as a result of participation in this literacy course. Rather, they expect to learn a skill that will relieve a felt need.

Anticipated Time Needed to Learn: A substantial percentage (28.9 %) of dropouts and a percentage (23.3 %) of unsuccessful completers stated that they did not know if or when they would become literate whereas only 9.3 % of the successful completers reflected such a doubt in ability to achieve. Otherwise, all three groups predominately anticipated learning by the end of this term; however it must be noted that 14.4 % of successful completers versus 9.6 % and 6.6 % of dropouts and unsuccessful completers had already attended one term in this campaign. Therefore, more successful completers had, by previously participating in the campaign a

Table 6

A Comparison Among the Three Groups
for Anticipated Life Changes

Participants / Expectations	Meet Daily Needs	Gain Knowledge	Get a Job	Totals
Dropout	35(67.3%)	7(13.5%)	10(19.2%)	52
Successful	32(33 %)	32(33 %)	33(34 %)	97
Unsuccessful	18(60 %)	7(23.3%)	5(16.7%)	30
Totals	85	46	48	179

$\chi^2_{obs} = \pm 18.84*$

$\chi^2_{crit} = \pm 9.49$

*Significant $\alpha = .05$

Table 7

A Comparison Between Successful and
Dropouts For Anticipated Life Changes

Participants / Expectations	Meet Daily Needs	Gain Knowledge	Get a Job	Totals
Dropouts	35(67.3%)	7(13.5%)	10(19.2%)	52
Successful	32(33 %)	32(33 %)	33(34 %)	97
Totals	67	39	43	1-9

$\chi^2_{obs} = \pm 16.38*$

$\chi^2_{crit} = \pm 5.99$

*Significant $\alpha = .05$

Table 8

A Comparison Between Successful
and Unsuccessful Completers for Anticipated Life Changes

Participants / Expectations	Meet Daily Needs	Gain Knowledge	Get a Job	Totals
Successful	32(33 %)	32(33 %)	33(34 %)	97
Unsuccessful	18(60 %)	7(23.3%)	5(16.7%)	30
Totals	50	39	38	127

$\chi^2_{obs} = \pm 7.24*$

$\chi^2_{crit} = \pm 5.99$

*Significant $\alpha = .05$

more objective basis from which to make their judgements.

There is a significant difference among all three groups (Table 9) and between dropouts and successful completers (Table 10). Significant differences do not exist between successful completers and unsuccessful completers or between dropouts and unsuccessful completers for the anticipated time needed to learn. Dropouts predominately expect to learn before or at least by the end of one term. Successful completers feel even surer that they will learn by the end of the term. Dropouts show a greater tendance to be doubtful as to when if ever they will learn than do the successful completers.

The significant difference for this variable between dropouts and successful completers indicates that this variable may be a dropout-related factor. Successful completers tend to be surer that they will eventually learn to read and write whereas the other groups indicated doubts.

Table 9

A Comparison Among the Three Groups
As to Anticipated Time Needed to Learn

Participant	Time Less Than 1 Session	One Session	More Than 1 Session	Don't Know	Totals
Dropout	12(23.1%)	16(30.8%)	9(17.2%)	15(28.9%)	52
Successful	28(28.9%)	42(43.2%)	18(18.6%)	9(9.3%)	97
Unsuccessful	4(13.3%)	10(33.3%)	9(30 %)	7(23.4%)	30
Totals	44	68	36	31	179

$\chi^2_{obs} = \pm 13.94*$

$\chi^2_{crit} = \pm 12.59$

*Significant $a = .05$

Table 10

A Comparison Between Dropouts and
Successful Completers as to Anticipated Time Needed to Learn

Time Participants	Less Than One Session	One Session	More Than One Session	Don't Know	Totals
Dropout	12(23.1%)	16(30.8%)	9(17.2%)	15(28.9%)	52
Successful	28(28.9%)	42(43.2%)	18(18.6%)	9(9.3%)	97
Totals	40	58	27	24	149

χ^2obs = ±9.86*.   *Significant α = .05

χ^2crit= ±7.82

Difficulty of the Task: As to perceptions of the
difficulty of the task, 49% of the successful completers ver-
sus 27% to 29% of unsuccessful completers and dropouts
expected the task to be easy. All groups predominately
expected the task to be moderately difficult (43% to 52%). A
larger percentage (30%) of unsuccessful completers anticipated
learning to read and write to be a difficult process than did
dropouts or successful completers (19% and 5% prospectively).

Significant differences using chi square were deter-
mined to exist between the three groups as to their percep-
tions of the difficulty of the task (Table 11). Significant
differences were found between dropouts and successful
completers (Table 12) and between successful and unsuccessful
completers (Table 13). A significant difference was not found
between dropouts and unsuccessful completers. The successful
completer viewed the task as being easier than did dropouts
or unsuccessful completers. The existence of a difference
between successful completers and the other two groups
indicated that this factor could be related to dropout and to
unsuccessful completion.

Table 11

A Comparison Between the Three Groups
as to Perceived Difficulty of the Task

Participants \ Difficulty	Difficult	Moderately Difficult	Easy	Totals
Dropouts	10(19.2%)	27(51.9%)	15(28.9%)	52
Successful	5(5.2%)	44(45.8%)	47(49.0%)	96
Unsuccessful	9(30.0%)	13(43.3%)	8(26.7%)	30
Totals	24	84	70	178

χ^2obs = ±17.55*   *Significant α = .05

χ^2crit= ± 9.49

Table 12

A Comparison Between Dropouts and Successful
Completers as to Perceived Difficulty of the Task

Participants \ Difficulty	Difficult	Moderately Difficult	Easy	Totals
Dropouts	10(19.2%)	27(51.9%)	15(28.9%)	52
Successful	5(5.2%)	44(45.8%)	47(49.0%)	96
Totals	15	71	62	148

χ^2obs = ±10.06*   *Significant α = .05

χ^2crit= ± 5.99

Table 13

A Comparison Between Successful and Unsuccessful
Completers as to the Perceived Difficulty of the Task

Participants	Difficulty Difficult	Moderately Difficult	Easy	Totals
Successful	5(5.2%)	44(45.8%)	47(49.0%)	96
Unsuccessful	9(30.0%)	13(43.3%)	8(26.7%)	30
Totals	14	57	55	126

χ^2obs $= \pm15.28^*$ *Significant $\alpha = .05$

χ^2obs (with Yeats correction) $= \pm12.69^*$

χ^2crit $= \pm 5.99$

Volition: For this variable, two methods were used for
measuring. The first method used to measure volition (the
degree to which a person feels personally responsible for his
actions) was a direct question as to perceptions of the
support given to the participant during the decision process.
The participants were asked if they decided to enter the course
due to their own desire or due to support or force given by
others.

The second method used for measurement was a transla-
tion of four questions from Rotter's Internal-External Locus
of Control Schedule (Lefcourt, 15). These questions attempted
to measure the degree to which a person feels in control of
factors which determine outcomes. The later measurements
deals with a general tendance whereas the former attempts to
measure the felt volition for a specific situation.

Internal-External Locus of Control: All three groups
showed a general tendancy for internal control with internal

control being highest for the successful completer (56% versus 27% and 46%).

Chi square calculations revealed a significant difference for Locus of Control between successful and un- successful completers (Table 14). Differences were not found to exist between successful completers and dropouts or between dropouts and unsuccessful completers. The successful completer tended to feel more internal control than did the unsuccesful completer. Thus, it can be assumed that lower internal control may in some way influence unsuccessful completion.

Felt Responsibility for Own Decision: A greater percentage, 87% of unsuccessful completers stated that they attended the course due to their own desire whereas 62% of dropouts and 69% of successful completers responded in this manner.

A significant difference was found between dropouts and unsuccessful completers. The unsuccessful completer felt more personally responsible for their decision to attend the course than did dropouts (Table 15). Significant differences were not found to exist between the dropout and successful completer or between the successful and the unsuccessful completer. This may be a factor related to dropout.

Table 14

A Comparison Between Successful and Unsuccessful
Completers as to Internal – External Locus of Control

Participants \ Control	High Internal	Moderate Internal	External	Undecided	Totals
Successful	54(55.7%)	19(19.6%)	9(9.3%)	15(15.4%)	97
Unsuccessful	8(26.7%)	12(40.0%)	6(20.0%)	4(13.3%)	30
Totals	62	31	15	19	127

χ^2 obs $\qquad = \pm 10.66^*$ $\qquad$ *Significant $\alpha = .05$

χ^2 obs (with Yeats correction) $= \pm 9.31^*$

χ^2 crit $\qquad = \pm 7.82$

Table 15

A Comparison Between Dropouts and Unsuccessful
Completers for Felt Responsibility

Participant \ Responsibility	Own Desire	Support/Pressure	Totals
Dropout	32(61.5%)	20(38.5%)	52
Unsuccessful	26(86.7%)	4(13.3%)	30
Totals	58	24	82

χ^2 obs $= \pm 5.80^*$ $\qquad$ *Significant $\alpha = .05$

χ^2 crit $= \pm 3.84$

SUMMATIVE LEVEL DATA

The data collected from the Summative Level Question-
naire can be divided into three main topics: that collected
solely from the dropout referring to reasons for leaving the
course, that collected from both the dropout and unsuccessful
completers with respect to retrospective perceptions or pre-
ferences, that collected from both groups to obtain feedback
about evaluations of the course.

Reasons for Leaving the Course Stated by the Dropouts

Three main reasons for leaving the course were stated
as being illness (26%), children (21%) and work (16%). The
majority of the dropouts (65%) left the course during the
first month, 30% left after having completed one month of
class and 5% were unable to give a recordable estimate of
time spent in the course. Approximately 63% of the dropouts
stated that they did not continue to study after leaving the
course. Of those who stated that they continued to study, 47%
stated that they continued to study by themselves, 40% stated
some member of their family assisted them and 13% stated they
followed the literacy program on the television. Even though
they left the course, 58% stated that friends and relatives
still felt they should have continued. A large percentage,
93% felt regret at having left the course, 70% stated they
probably would have succeeded had they continued, 21% felt
they would not be able to learn and 2% felt they had learned
enough.

Variations Between Perceptions of Groups as to Retrospective
of Preference Questions

Retrospective questions were asked on the summative
questionnaire to further pinpoint changes in perceptions or

dissimilarity between preferences and reality. Of the four variables tested in this manner, two, ability to learn as perceived by self, and ability to learn as perceived by others, did not reveal variations while two other variables, teacher type preference and perceived difficulty of task showed significant differences.

Preferred/Reality for Teacher Type: A significant difference was found for the dropout between preference for teacher type and type of teacher found in reality (Table 16) while a significant difference was not found for this variable for the unsuccessful completer. The dropout stated that they preferred strict teachers but in reality, the course teacher was understanding. In the unsuccessful group an almost equal number chose each of the three choices, strict, understanding or "does not matter" as to both preferred and reality.

Retrospective Perceptions of Difficulty/Present Perceptions of Difficulty: A significant difference was found when the unsuccessful completer's remembered perception of difficulty of learning at the outset of the course was compared to his perception of the difficulty of learning at the close of the course (Table 17). Reflecting back to the outset of the course, unsuccessful completers responded that they then saw the learning task to be more difficult than they see it today. No change was noted for the dropout as to this retrospective perception. The dropout varied as to their perceptions of difficulty with only a slight shift towards seeing it more difficult at the close of the course (54% to 70%).

Table 16

A Comparison Between Preference for and Reality
of Teacher Type for the Dropout

Perceptions ⟍ Teacher Type	Strict	Understanding	Doesn't Matter	Totals
Preference	25(58.1%)	15(34.9%)	3(·7.0%)	43
Reality	8(18.6%)	28(65.1%)	7(16.3%)	43
Total	33	43	10	86

$\chi^2_{obs} = \pm 14.30^*$ *Significant $\alpha = .05$

$\chi^2_{crit} = \pm 5.99$

Table 17

A Comparison Between Summative Level Perception of
Unsuccessful Completer Difficulty to Learn at Outset and Finish

Time ⟍ Difficulty	Difficult	Easy	Totals
Outset	22(81.5%)	5(18.5%)	27
Finish	2(7.4%)	25(92.6%)	27
Totals	24	30	54

*Significant $\alpha = .05$

$\chi^2_{obs} = \pm 30.0^*$

$\chi^2_{crit} = \pm 3.84$

Feedback About Evaluations of the Course for Both Groups

Five out of seven of the responses as to evaluation of
the course given by the dropouts and unsuccessful completers
were similar. Both groups stated that the aspect of the
course which gave them the most satisfaction was being able
to achieve tasks set for them by the teacher while failure
to perform a task correctly (such as being unable to write a
word on the blackboard) made them dissatisfied. The majority
of both groups (53% to 67%) felt others in the class to be at
a more advanced level of achievement than themselves. While
89% of the unsuccessful completers stated that teachers
believed them capable of learning to read and write, 77% of
the dropouts reflected this perception. Generally, criticisms
of the text book were not given by either groups, 61% of
dropouts and 70% of unsuccessful completers found it
interesting. Furthermore, 84% of dropouts and 93% of
unsuccessful completers found the scheduled time of class to
be convenient, but 79% of dropouts and 100% of unsuccessful
completers desired classes to meet five days a week. Significant
differences in perceptions of achievement level, plans to re-
enter classes and desired amount of classroom time were noted.

Achievement Levels: Chi-square calculations showed a
significant difference between dropout and unsuccessful
completers as to perceptions of achievement levels (Table 18).
Dropouts perceived themselves at various levels of achievement:
46% stated they had learned some of the alphabet or a few
words, 28% stated they had learned nothing while another 26%
stated they could read. All of the unsuccessful completers felt
they had learned something but only 7% stated they could read
but not write.

Plans to Re-Enter: A significant difference was found
between unsuccessful completers and dropouts as to their plans
to enter the course again at a future date (Table 19). While
89% of the unsuccessful completers stated they planned to

Table 18

A Comparison Between Dropouts and
Unsuccessful Completers as to Achievement
Reached by End of the Course

Achievement / Participant	Some of the Alphabet	Some Syllables or Words	I can read but cannot Write	Nothing	Totals
Dropout	8(18.6%)	12(27.9%)	11(25,6%)	12(27.9%)	43
Unsuccessful	10(37%)	15(55.6%)	2(7.4%)	0(0%)	27
Totals	18	27	13	12	70

χ^2obs = ± 15.98* *Significanct α = .05

χ^2crit= ± 7.82

Table 19

A Comparison Between Dropouts and
Unsuccessful Completers as to Plans to
Re-Enter Compaign

Plans / Participant	Re-Enter	Not re-Enter	Uncertain	Totals
Dropout	23(53.5%)	13(30.2%)	7(16.3%)	43
Unsuccessful	24(88.9%)	3(11.1%)	0(0%)	27
Totals	47	16	7	70

χ^2obs = ± 10.14* *Significant α = .05

χ^2obs (With Yeats Correction) = ± 8.16*

χ^2crit= ± 5.99

re-enter the course only 54% of the dropouts stated a similar
intent.

Length of Time Per Day of Classes: Dropouts and
unsuccessful completers differed significantly as to the
desired length of classes per day (Table 20). Dropouts desired
classes to last three hours each day while unsuccessful
completers tended to find two hours (which is the normal
present time span) to be sufficient.

A Comparison Between Dropouts and Unsuccessful
Completers at Summative Level as to Desired Teacher Type:
At the end of the course 51.9% of the unsuccessful completers
stated they felt the characteristics of the teacher were
unimportant while only 7% of the dropouts stated likewise.
A larger percentage of dropouts stated a preference for strict
teachers (58% versus 26%). These groups were found to be
significantly different (Table 21).

Table 20

A Comparison Between Dropouts and
Unsuccessful Completers As to Desired
Hours of Classroom Study Per day

Participant \ Hours/day	1-2	3	Other	Totals
Dropout	4(9.3%)	34(79.1%)	5(11.6%)	43
Unsuccessful	19(22.2%)	8(29.6%)	0(0%)	27
Totals	23	42	5	70

χ^2obs = ± 28.73*   *Significanct α = .05

χ^2obs(With Yeats Correction) = ± 26.12

χ^2crit= ± 5.99

Table 21

A Comparison Between Dropouts and Unsuccessful Completers by
Desired Teacher Type at Summative Level

Participant ╲ Type	Strict	Understanding	Unimportant	Totals
Dropout	25(58.1%)	15(34.9%)	3(7.0%)	43
Unsuccessful completer	7(25.9%)	6(22.2%)	14(51.9%)	27
Totals	32	21	17	70

χ^2obs $=\pm18.38$*   *Significant α = .05

χ^2crit $=\pm$ 5.99

A Comparison Between Summative Level Perceptions of
Dropouts and Unsuccessful Completers with Pespect to Their
Remembering of Difficulty of Task at Commencement: When the
dropout remember the difficulty they had expected to encounter
when learning to read, almost equal percentages found it easy
and difficult whereas the unsuccessful completer remembered
it to be difficult at the commencement of the course (82%
versus 47%). This tendancy for unsuccessful completers to
remember the task as being more difficult was found to be
significant (Table 22).

A Comparison Between Summative Level Perceptions of
Difficulty of Task of Dropouts and Unsuccessful Completers:
A significantly higher percentage of dropouts felt the task
of learning to read was still a difficult task at the end of
the course (or after they had dropped out) where as
unsuccessful completers (93%) viewed the task as now being
easy (Table 23). .

Table 22

A Comparison Between Summative Level Perceptions of
Dropouts and Unsuccessful Completers With Respect to
Their Rememberence of Difficulty of Task at Commencement

Participant	Difficulty — Difficult	Easy	Totals
Dropout	20(46.5%)	23(53.5%)	43
Unsuccessful completer	22(81.5%)	5(18.5%)	27
Totals	42	28	70

$\chi^2 obs = \pm 8.45^*$ *Significant $\alpha = .05$

$\chi^2 crit = \pm 3.84$

Table 23

A Comparison Between Summative Level Perceptions
of Difficulty of Task of Dropouts and Unsuccessful Completers

Participant	Difficulty — Difficult	Easy	Totals
Dropout	13(30.2%)	30(69.8%)	43
Unsuccessful Completer	2(7.4%)	25(92.6%)	27
Totals	15	55	70

$\chi^2 obs = \pm 5.14^*$ *Significant $\alpha = .05$

$\chi^2 crit = \pm 3.84$

DIFFERENCES BETWEEN ENTRY
LEVEL AND SUMMATIVE LEVEL DATA

Some of the questions that were asked on the Entry
Level Questionnaire were repeated on the Summative Level
Questionnaire to be able to detect shifts in perceptions of
factors related to the literacy course for dropouts and
unsuccessful completers. Changes between these two groups
were not detected when percentages were calculated for the
variables measuring beliefs and facts such as: anticipated
time needed to learn, perception of others as to ability to
learn, difficulty of task, and responsibility for decision.
Such variables measuring desires and expectations, as desired
achievement level, desired teacher type, perceived difficulty
of task showed changes.

Desired Level of Achievement

Dropouts changed their responses from 42% desire to
read and write everything to a 51% desire to read and write
personal letters from entry level to summative level
interviews while the desire to read newspapers, bus signs and
prices remained more or less stable. An almost identical
shift occurred for the unsuccessful completer.

Referring to Table 24 it can be seen that a significant
change did occur for the dropout as to desired level of
achievement from administration of Entry Level Questionnaire
until administration of Summative Level Questionnaire in that
having attended the course for some amount of time, the
dropout was able to define everything more operationally by
saying he desires to learn to read and write personal letters.
A similar shift was also noted for the unsuccessful completer
(Table 25).

Table 24

A Comparison Between Entry Level and Summative
Level Data For the Dropout Regarding Desired Achievement

Achievement / Dropout	Read Newspapers, Bus Signs, Prices	Read and Write Personal Letters	Read and Write Everything	Totals
Entry	21(40.4%)	9(17.3%)	22(42.3%)	52
Summative	16(37.2%)	22(51.2%)	5(11.6%)	43
Totals	37	31	27	95

χ^2obs = ± 16.13*   *Significant α = .05

χ^2crit= ± 5.99

Table 25

A Comparison Between Entry Level and Summative
Level Data for the Unsuccessful Completer Regarding
Desired Achievement

Achievement / Unsuccessful Completer	Read Newspapers, Bus Signs, Prices	Read and Write Personal Letters	Read and Write Everything	Totals
Entry	14(46.7%)	4(13.3%)	12(40%)	30
Summative	12(44.5%)	13(48.1%)	2(7.4%)	27
Totals	26	17	14	57

χ^2obs = ± 11.94*   *Significant α = .05

χ^2crit= ± 5.99

Desired Teacher Type

At the outset of the course, most dropouts indicated a desire for understanding teachers (62%) whereas after having left the course they indicated a desire for strict teachers (58%). A shift was also noted for the unsuccessful completer for a 67% desire for an understanding teacher to a 52% reply that teacher characteristics were not important.

Chi-square calculations revealed significant changes in the desired teacher type from outset of course until finish of course for both groups. Dropouts stated a final desire for strict teachers (Table 26) while unsuccessful completers indicated that the teacher characteristics were unimportant at end of course (Table 27).

Perceived Difficulty of Task

Perceived difficulty of task from outset of course till finish of course measured at the outset and at the finish of the courses, showed significant differences for unsuccessful completers; however, a significant difference was not noted for the dropout (Table 28). The unsuccessful completer at the entry level saw the task easy (70%), and, at the summative level, even though the group was not successful, a much higher percentage (93%) saw the task easy.

Table 26

A Comparison Between Entry Level and Summative Level Data for Dropouts
Regarding Desired Teacher Type

Dropout　　　　Type	Strict	Understanding	Unimportant	Totals
Entry	14(26.9%)	32(61.5%)	6(11.6%)	52
Summative	25(58.1%)	15(34.9%)	3(7.0%)	43
Totals	39	47	9	95

χ^2obs = ± 9.44*　　　　　　　　　　　　　　*Significant α = .05

χ^2crit= ± 5.99

Table 27

A Comparison Between Entry Level and Summative Level Data for Unsuccessful
Completers Regarding Desired Teacher Type

Unsuccessful Completers　　Type	Strict	Understanding	Unimportant	Totals
Entry	7(23.3%)	20(66.7%)	3(10%)	30
Summative	7(25.9%)	6(22.2%)	14(51.9%)	27
Totals	14	26	17	57

χ^2obs = ± 14.56*　　　　　　　　　　　　*Significant α = .05

χ^2crit= ± 5.99

Table 28

A Comparison Between Perceived Difficulty for Unsuccessful
Completers at Entry Level and at Summative Level

Unsuccessful Completers	Perceived Difficulty — Difficult	Easy	Totals
Entry	9(30%)	21(70%)	30
Summative	2(7.4%)	25(92.6%)	27
Totals	11	46	57

χ^2obs = ± 4.66*   *Significant α = .05

χ^2crit= ± 3.84

CONCLUSIONS

In this section of the report, an attempt has been made to synthesize the findings of the research with the information discussed in the review of literature and to, in this manner, substantiate the hypotheses. It must be noted that the conclusions presented here are only one interpretation and that alternative explanations could be made.

CONCLUSIONS BASED ON HYPOTHESES

Theoretical Hypothesis 1: Successful completers will tend to be younger, to have more education, fewer children, and a higher socio-economical status than the dropouts and unsuccessful completers. Likewise, the successful completer will be more self confident than the other groups.

In order, to validate this hypothesis, the variables on the entry level questionnaire dealing with age, education, children, occupation, educational level of spouse, occupation of spouse, home ownership were compared for all three groups. It was found that the successful completer was older than the unsuccessful completer but that none of the other variables differed significantly; therefore, only one element in the first half of this hypothesis was found to be correct.

To deal with the self confidence of the successful
completer all of the variables in the questionnaire (27) were
considered to estimate a higher level of motivation or higher
desire to learn for learning's sake by the successful comple-
ter. It was found that the successful completer expected to
learn in less time than the dropout and saw the task to be
easier than either of the other groups and felt a more in-
ternal control over outcomes than did unsuccessful completers.
Furthermore, the successful completer desired to gain general
knowledge by attending this course more than did the dropout.
Thus, by seeing the successful completer as having more self
confidence, more desire to learn for the sake of learning one
could say that he is probably more self actualizing.

Using this comparison as a basis, one could characterize
the three groups of participants as to demographic and motiva-
tional factors. When doing this strikingly important is the
extreme similarity found between successful completers and
dropouts on all demographic factors, while they differ on
motivational factors such as expected life changes, expected
time needed, expected difficulty of task, and desire to gain
general knowledge whereas dropouts desire to learn a func-
tional skill.

The unsuccessful completer group tended to be slightly
older, than the successful completer to have had less formal
and non formal education than the dropout and to feel more
personally responsible for their decisions to attend the
course than do the dropouts. In spite of failure, when
compared to the dropout the unsuccessful completer indicated
that progress had been made, that some amount of learning had
occurred during the course and that they planned to re-enter
the course at a future date.

A tendancy to doubt ability to achieve and to see the
task as being difficult was detected for the dropout group.
In this group, a desire for learning a skill to be used for a
particular function was prevalent. For example, learning to
read bus signs to be better able to travel in the city or
read prices to avoid being cheated were frequently expressed
as reasons for entering the course. After termination of
attendance, variations in achievement levels were noted as
ranging from being able to read but unable to write to having
learned nothing at all. By self report, 65% who dropped out
did so during the first month of classes.

Theoretical Hypothesis 2: Reasons for leaving the course will
tend to be personal and social
factors rather than situational
factors. In addition, when situa-
tional factors are found to be
related, institutional rather than
non institutional reasons will be
found.

An attempt to determine reasons for leaving the course
and to determine dropout related factors was made through
direct questioning of the dropout as to reasons for leaving
and through inference by comparison at the entry level of the
groups by demographic factors and course related perceptions.
A comparison between the three groups as to demographic fac-
tors failed to yield demographic other than the fact that
dropouts tended to have had more education than did the un-
successful completer; however, certain perceptual factors
were seen to be possibly dropout-related such as uncertainity
as to ability to achieve, a desire to learn a skill (reading)
to be able to perform a task (to shop, ride a bus) rather
than gain general knowledge, feelings of less responsi-
bility for decision to attend and desired teacher character-
istics. All of these were personal and social factors with
the exception of teacher characteristics which was situational

but as had been predicted, institutional.

Direct questions to the dropout on the summative
questionnaire revealed that illness, lack of childcare
facilities, work and learning difficulties were primary
reasons for leaving the course. Rather than explaining the
dynamics behind why the person really left the course, these
statements reveal what was chosen as an alternative to
attending the course and has for some reason become more
attractive than attending. Illness and learning difficulties
are personal factors while work and child care are situational
factors. Both of these situational factors are non-institu-
tional.

It cannot be overlooked that 26% of the dropouts stated
they were now able to read but could not write. Since about
37% of the dropouts indicated a desire to learn to read bus
signs and prices at the entrance to the course, it may be
assumed that some persons having attained this level of
achievement may no longer feel a need to participate in the
course.

Thus, it was found that the possible reasons for
leaving the course were predominantly, personal and social
factors. However, both institutional and non-institutional
situational factors were isolated.

Theoretical Hypothesis 3: Unsuccessful completers will indi-
cate that the factors influencing
outcomes are more internally con-
trolled at the time of entrance,
whereas dropouts will indicate that
the factors influencing outcomes
are more externally controlled at
the time of entrance into the lite-
racy course.

The measurements were used for the validation of this hypothesis, Internal-External Locus of Control, and a direct question as to having entered the course due to own desire, support or force given by others. A significant difference was not found for the Internal-External Locus of Control measurement between unsuccessful completers and dropouts. On the second more specific measurement a significant difference was found to exist between the unsuccessful completer and the dropout in that the unsuccessful completer showed a greater frequency of attending the course due to his own desire. The findings from these two measurements are not seen to be contradictory since the first deals with a general tendancy and the second deals with a specific instance and is probably more relevant to the present situation.

Thus, it can be said that the unsuccessful completers probably felt a greater amount of volition than did the dropout. This could in part explain why the unsuccessful completer stayed in the course even though they had not learned to read while the dropout felt freer to leave the course. Brehm and Cohen stated that the feeling of volition is a pre-requisite to dissonance. Furthermore, Abelson and Rosenberg postulated that a person will chose the most effortless way to restore balance to a situation. A dropout with a lower feeling of volition may feel less dissonance and may find it easier to uncommit himself and leave the course.

Thus, one finds a small insight into one explanation of the dynamics behind dropout. Due to reduction of dissonce, elements forming attitude to attend the course are found to be dissonant with what was expected to be found and the attitudes of dropouts and unsuccessful completers change from the outset to the finish of the course. Since dropouts do not feel responsible for initial choice to attend, they are free

to leave the course to restore balance to mental state where-
as the unsuccessful completer changes his attitude in a
positive manner towards the course to restore balance.

It must be emphasized that this is only one explanation
as to possible dynamics behind the decision making process in
this situation. More intensive study is needed to substantiate
this explanation.

Theoretical Hypothesis 4: Attitudes will significantly change
in terms of anticipated time needed
to learn, perceptions of theirs as
to ability to learn, difficulty of
task, responsibility for decision,
desired achievement level and
desired teacher type for both the
dropout and unsuccessful completer
from the outset of the course to the
end of the course.

Significant differences were found between the entry
level responses and the summative level responses for both
the dropouts and the unsuccessful completers for two of the
possible six variables studied here. These two variables were
preferred teacher type, and desired level of achievement. A
significance was also found for difficulty of task from entry
to summative level for the unsuccessful completer but not for
the dropout. Significant differences from entry to summative
level were not found for anticipated time needed to learn,
perceptions of others as to ability to learn, responsibility
for decision. Thus, this hypothesis was partially supported, but
more importantly at least two instances of attitude change
were pinpointed.

Furthermore, when a difference is found for the same
group between the response given at the time of entrance and
the response given at the time of completion of the course,
based on the justification given for this hypothesis that an

unbalance occurring in the mental state of the participants
and that an attempt to restore balance resulted in attitude
change, one can assume that these factors may in some way be
related to dropout. Also, some indication was found that the
attitudes of the unsuccessful completer changed in a more
positive direction than did the dropout's attitute. For type
of teacher desired, the unsuccessful completer stated more
frequently that the teacher characteristics were not impor-
tant, that he would learn regardless of the teacher he con-
fronted. Also, the unsuccessful completer remembered learning
to read as being difficult at the outset of the course but
now, even though he she had not learned to read, saw the task
as being easier than at the outset. The unsuccessful comple-
ter also stated that he/she intended to re-enter the campaign
at a later date. In contrast, the dropout saw the task as
being difficult at outset and now, desired a strict teacher
and found an understanding teacher, and showed a lower in-
stance of planning to re-enter the course.

Theoretical Hypothesis 5: Unsuccessful completers will show a
significantly greater intent to
continue in the campaign at a later
data than will the dropouts.

     This hypothesis was substantiated in that a signifi-
cantly higher number of unsuccessful completers stated that
they would re-enter the course than did the dropout. There-
fore, even though dissonance occurred and the unsuccessful
completer failed to learn to read, he still was committed to
his initial decision and indicated that he would re-enter the
course at a future date (again, showing a positive direct for
attituted also fitting with hypothesis 4).

CONCLUSIONS NOT RELATED TO HYPOTHESES

Findings enabled one to be able to describe the general type of participant in the literacy course. Such a characterization was important to both better understand the felt needs, desires and expectations of the participantes and to be able to infer something about the characteristics of the illiterates refraining from participation in the courses.

Participants and Non Participants

In summary, the participants tended to be a most homogeneous group of female, married, middle aged housewives with children. Although birthplaces were indicated as being outside of Istanbul, eleven or more years of residence in Istanbul were common. Spouses tended to be employed, 5th grade graduates. In addition, family support and encouragement appeared to be pre-requisites for participation. All participants indicated a strong desire to learn. Furthermore, they generally believed they had some control over the happenings in their lives. From this summary of characteristics one can infer that pre-requisites for initial participation in the courses are a relative stable homelife, some type of financial security, free time and family support. Conversely, at the present time one can conclude that the literacy courses do not attract males, unmarried women, working women or the truly destitute.

Retention Rates, Dropout Reates, Achievement Rates

Using the definition of terms given in the introduction of this report, the retention rate by dividing the total number of first week participants into the total number of perseverers, successful and unsuccessful, was found to be 71%. The

dropout rate was calculated by dividing the total number of
first week participants into the total number of dropouts and
found to be 29%. The achievement rate calculated by dividing
the total number of first week participants into the total
number of successful completers was found to be 54%.

Definition of the Literate State

At the outset of the course the dropouts and the un-
successful completers tended to state that they desired to
learn to read everything along with desires to read bus
signs, prices etc. At the end of the course both groups while
still replying in the same manner for bus signs and prices
now switched reading everything to learning to read and to
write personal letters. Could it be that a result of partici-
pating in the course would be that they decide that one does
not truly become literate before he can both decode symbols
and reproduce symbols which represent his own personal
thoughts?

RECOMMENDATIONS

The recommendations were made accepting the financial
constraints, the organizational structure, the general frame-
work and the assumptions behind this literacy endeavor. The
choice made by the Ministry of Education to commence a mas-
sive Nationwide Literacy Campaign rather than small-scale
regional projects or some other alternative will not be
discussed. An argument will not be made for or against the
political undertones found in the goals of this campaign. The
bureaucratic centralized organizational structure will also
be accepted because this campaign will function through the
Directorate of Non Formal Education and the Halk Eğitim Mer-
kezleri, the assumption, that the elimination of illiteracy
will lead to political stability and economic development in
a country (even though there are some indications to show
this to be doubtful) will not be discussed here. Accepting
these constraints, realistic suggestions will be made dealing
with management, program development, and motivation.

MANAGEMENT

The need for standardized data collection instruments
was quite obvious. These instruments should be prepared and
pre-tested to be used by teachers, school directors and Halk
Eğitim Merkezi Directors. Information about the needs, inter-

est, expectations, and problems of the students must be
collected, not necessarily for the publication of statistics
about the programs but to better understand the participants
and to better fit the goals and program of the course to the
target audience. Instruments used in this study could be
further refined to be used for this purpose.

Evaluative instruments are needed for both the entry
level and the summative level to be able to understand first,
the present level of knowledge of the student and to finally
understand what he has learned as a result of being in the
course. One cannot truly understand the extent of wastage
that exists in the system without these measurements, nor can
one understand the actual amount of learning that has occur-
red, nor can one prepare correctives for learning problems.

This study was quite limited. At best, the findings
can be generalized to the endeavors within the Şişli-
Gültepe area and, due to non-probabalistic sampling perhaps
only to the schools studied. Similar projects could be planned
and executed at other Halk Eğitim Merkezleri (most centers
have an employee responsible for conducting research) to
determine the characteristics of the participants in the
courses, the actual number of and characteristics of the
illiterates in the   areas   for which they are respons-
ible and the interests and needs of the participants. It can-
not be assumed that the researcher at each center will be
trained to prepare or analyze the necessary instruments, how-
ever, the research personnel at the center could administer
the questionnaires along with teachers and could code the
results. Administration of such instruments would serve duel
purposes. Not only would information be collected for the
planners of the program but also the teachers and directors
at the schools and centers would spend individual time with
each participant while collecting this data and consequently

learn something about the participants' needs and interests.

PROGRAM

From this study possible problem spots were noted,
first teachers characteristics; second, a misfit between the
goals of program and the desires of the participants; and
thirdly, a need of additional time to learn and digest what
had been learned.

First, the teacher's characteristics were found to
possibly related in someway to dropout and possibly un-
successful completion. The researcher observed that some of
the elementary school teachers were not enthusiastic about or
trained to deal with the adult illiterate learner. Could it
be that the dropouts desire for strict teachers at the end of
the course actually showed a desire for interested teachers
who would give the time and effort needed to be able to
learn? Could it be that this particular cadre of teachers in
some instances is not the most appropriate for this particular
task? The literature dealing with literacy often suggested
that use of local resources and community support were
desireous for the success of a literacy program. Possibly
selecting interested, volunteers from each community and
training them in a few weeks at training sessions would serve
to be more feasible than using the already existing elementary
school teachers who see this extra duty as a burden. This does
not suggest that interested, dedicated elementary teachers are
never found. They are and should be encouraged, however,
rather than force undesireous teachers into the work, only
those persons really enthusiastic about this endeavor, both
teachers and community volunteers, could be further trained
to fill these positions.

The participant entering who is self actualizing and
desires to learn for learnings sake succeed whereas the
participant desiring to learn a skill, it appears, becomes
frustrated and drops out. The course could be modeled around
the need of the student to learn to read prices and to read
bus signs so that those desiring to learn for a particular
immediate need do not become frustrated. Results from pre-
vious literacy efforts showed that the immediate need for a
skill facilitated learning. Why not use this point to moti-
vate the student? Perhaps the principles of Bloom's Mastery
Learning (Bloom, 26) which uses a set of progressive steps
leading to a goal could be used to prepare course activities
around learning the skills that the participant needs to
learn to read bus signs, prices, etc. progressively leading
to being able to read and write personal leters which was
another need felt by the participants in this study. Never-
theless, further experimentation, is needed to be able to
chose the most appropriate teaching methods and approaches
for the Turkish illiterate.

Last, time or rather the increase of classroom time
must be considered. It was found that many of the successful
completers of this study had repeated the course a few times
and so had some of the dropouts and unsuccessful completers.
This definitely indicated that some of the participants
needed more than 90 hours of study to learn to read and to
write. This is not surprising since research has shown that
adults learn at different rates (children as well) and that
adults must be allowed to progress at their own pace. Students
should be made to feel that it is normal to need more time.
Since research has shown that breaks in the session of any
kind renders dropouts, extensions of courses should be made
until all those who entered have reached a realistic goal..
Continuous reassurance would be needed to avoid frustration
and self doubt. Perhaps the most difficult task is to convince

the illiterate that they can learn if only they take the
needed time. Further, continuous follow-up is needed to
assure the newly acquired skills are not forgotten.

MOTIVATION

The fact that dropouts and successful completers did
not differ as to demographic factors whereas they did differ
as to self concept and expectations led one to believe that
extra motivation is necessary to keep them in the course. It
is believed that orienting the course to fit their needs and
interests would motivate them to stay in the system and to
learn. Checking on their self concepts and expectations at
outset would allow special attention to be given to the pros-
pective dropouts. Their response on the summative level
questionnaire that the most unpleasant instance in the class
is to fail --to be called to the blackboard and to be unable
to write what is asked of them-- says a lot about motivation.
Learning facilitates learning and presenting the illiterate
with realistic attainable goals would motivate him to work.

The literacy related literature review stated that
using community resources was desirable, that community
support motivated. One observation made while administering
the questionnaires was that there did not appear to be a
correlation between increased quality of facilities and
decreased dropout. The school with one of the lowest dropout
rates was situated in a 'gece koneu' and classes were being
conducted in the bottom floor of an unfinished building.
Nevertheless, teachers were enthusiastic, dedicated, coopera-
tive and acquainted with their students. Teachers in these
classes lived in the community and knew the participants
personally. Referring to Table 1, the school which was just
described had a dropout rate of 14%. Could it have been the

community support, the homophily between teacher and student, that aided attainment of a low dropout rate?

OBSERVATIONS

As a result of the interviews conducted with the participants, the researcher developed a empathy for this illiterate population. An overwhelming desire for self actualization expressed by some of the successful completers brought to mind the following statement by Maslow:

"The inner nature is not strong and over powering and unmistakably like the instincts of animals. It is weak and delicate and subtle and easily over come by habit, cultural pressure and wrong attitudes toward it. Even though weak, it rarely disappears in the normal person perhaps not even in the sick person. Even though denied it persists underground pressing for actualization" (p.4, Maslow, 27).

A striving for growth and actualization of potential was expressed in varying ways. Some participants responded with hostile remarks about the constraints that had impeded their educational endeavors. Other ladies expressed desires to be able to express their own thoughts, feelings and desires in personal correspondences without sharing these feelings with husbands or others. Desires to be able to chose right from wrong for themselves and to be able to understand issues and happenings without accepting spouses or others opinions as valid were continuously expresed. One lady responded that the wanted to be able to read books and to sit with her family and discuss what had been read.

As a result of informal interviews with school direc-tors and teachers, their frustrations and desires for addi-tional research into appropriate methods and approaches and a desire for modification of goals to fit the needs of and

characteristics of the participant was given. In addition, they too felt that activities and some types of planning should be on the local level. Some quotes taken from these informal interviews were as follows:

The director of one school said:

> "The program must have been made at a
> desk someplace without going into the
> field and testing to see if it will
> work. The materials given to use are
> unrealistic".

A teacher at the same school, said:

> "The director pushes us to follow the
> program and to be strict, but students
> want discussion and need discussions
> to be able to associate with words and
> to remember them".

Another teacher said:

> "We need training to be able to deal
> with adults. It is impossible to treat
> them as children. Why don't the ones
> who planned this help us? How can we
> communicate with the planners? No one
> will listen to us, we are too low in
> this hierarchy. Can't you do something?
> Maybe they will listen to you?"

A director at another school said:

"After completing one of the level I
courses, students just learn the alphabet
or begin to put some syllables together.
They need to repeat level I, two or three
times to be really able to read: Before
they have reached a certain level of
perficiency there is no sense in opening
level II courses".

These observations support the recommendations being
made here for studies to be made about materials and approaches,
for modification of goals, for the need of extra time to study
and for the teachers' need for extra training.

APPENDIX A

FACTORS POSSIBLY RELATED TO NON-PERSEVERENCE IN A LITERACY CAMPAIGN

I- <u>PERSONAL SOCIAL FACTORS</u>

A. <u>Socio-Economic</u>

1. Age

2. Sex

3. Education (formal, non-formal)

4. Marital Status

5. Number of children or dependents

6. Occupation (hours worked per day, seasonal work)

7. Village of origin

8. Income

9. Occupation

10. Occupation of Spouse?
    Education of Spouse?
    Is spouse literate?

11. Ownership of home or rent

12. Length of residence in urban area

13. Ownership of television, patterns of TV viewing

14. State of health-eye sight.

B. <u>Psycho-Social</u>

1. Personal

a) Intelligence

b) Motivation

- Reason for enrollment

- Personal interests

- Personality

. aggressiveness - shyness

. strength of self concept

. anxiety

- Expectations

- Locus of control

          - Degree that learning to read is needed in life situation

      c) Family

          - Attitude of spouce

          - Assistance from family member in studying at home

          - Encouragement

  2. Ecological

      a) Type of culture (traditional, transitional, modern)

      b) Value society places on males or females

      c) Value society places on literacy

      d) Support community gives to participant in course

      e) Degree of personal participation in community activities or political activities (Voting)

      f) Value society places on education

C. Psycho-Linguistic

  1. Is course being taught in person's mother tongue?

  2. What is the level of the person's language development?

  3. Has the person been exposed to printed material? (newspaper subcription, etc.)

  4. Does the person know the alphabet from sight or recitation?

  5. Is the (person) participant capable of story telling?

II- SITUATIONAL FACTORS

A. Non-Institutional

  1. Distance of residence from school

  2. Availability of space for study at home

  3. Mode of Transportation

B. Institutional

  1. Administrative

      a) Time of class

      b) Duration of class

    c) Season of class

    d) Frequency of course

    e) Weekly schedule

    f) Length of course

    g) Size of class

    h) Length of breaks between courses

    i) Existence of follow up courses

2. Organization

    a) Internal versus external support of campaign

    b) Chosen approach to teaching

       - Decoding model

       - Skills model

       - Whole language model

    c) Campaign versus program

    d) Learner centered versus political orientation

    e) Existence of incentives and rewards

3. Instruction

    a) Teacher

       - Years of training

       - Years of experience

       - Specialized training for adult literacy

       - Approach used by teacher (Authoritative-facilitator)

       - Social status given teachers by society

       - Personality of teacher

       - Heterophily or homophily of teacher and student

       - Teacher's preparation for class

       - Number of hours taught daily

       - Methods used to test and rate students

       - Definition given by teacher for literacy and reading

    b) Facilities

       - Classroom

        . Size

        . Heating system

- Lighting system
- Desks comfort and useability
- Existence of blackboard
- Materials
  - Number of primers available
  - Local versus central preparation of primer
  - Appeal of materials
  - Useability of materials

APPENDIX B

ENGLISH TRANSLATION OF ENTRY LEVEL QUESTIONNAIRE

Şişli-Gültepe Public Education Center
Information Form
Literacy Campaign Spring, 1982

School _____
Teacher _____
Hours/day _____
Level _____

1. What is your name? _____

2. What is your address? _____

3. What is your age?

    1. 14-19 _____
    2. 20-29 _____
    3. 30-39 _____
    4. 40-50 _____
    5. 51+ _____

4. What is your gender?

    1. Female _____
    2. Male _____

5. Have you attended school or any courses before this? If yes, how long?

    1. Never _____
    2. A few months _____
    3. 1 year _____
    4. 2 years _____
    5. 1 term _____
    6. 2 terms _____

6. What is your marital status?

    1. Single _____
    2. Married _____
    3. Divorced _____
    4. Widowed _____

7. Were you born in Istanbul? If not, where were you born?

    1. Istanbul _____
    2. Other _____

8. How long have you lived in Istanbul?

    1. Less than 5 yr. _____
    2. 5-10 years _____
    3. 11-20 years _____
    4. More than 20 yr. _____

9. What type of work do you do?

    1. Housewife _____
    2. Factory workers _____
    3. Doorman _____
    4. Other _____
    5. Small businessman _____
    6. Servant _____
    7. Worker outside Turkey _____

10. What type of work does your spouse perform?

    1. Factory worker _____
    2. Office worker _____
    3. Retired _____
    4. Unemployed _____
    5. Other _____
    6. Small businessman _____
    7. Servant _____
    8. Worker outside Turkey _____

11. Do you have children?

    1. Yes _____
    2. No _____

12. Are your children too young to stay at home alone? If yes, who is caring for them now?

    1. Yes _____
    2. No _____

13. Is your spouse literate?

    1. Yes _____
    2. No _____

14. Until which grade level did he attend formal school? If he did not learn in the formal system, where did he learn?

    1. By himself _____
    2. Finished 3 rd grade _____
    3. Finished 5 th grade _____
    4. Finished some portion or all of middle school _____
    5. Finished some portion or all of high school _____
    6. Learned in military service _____

15. Do you own or do you rent your home?

    1. Rent _____
    2. Own _____

16. What do you most desire to be able to read?

    1. Newspapers _____
    2. Write letters _____
    3. Bus signs _____
    4. Everything _____
    5. Prices _____
    6. Other _____

17. What changes do you expect to occur in your life as a result of learning to read?

    1. Being better able to meet daily needs _____
    2. Gain knowledge _____
    3. Begin to work _____
    4. Help Children _____

18. Do your family, friends, neighbors want you to learn to read?

    1. Yes _____
    2. No _____

19. Do they believe that you are capable of learning to read and to write?

    1. Yes _____
    2. No _____

20. Which of the following best describe an ideal teacher?

    1. Strict _____
    2. Understanding _____
    3. Teacher characteristics are not important _____

21. How much time do you expect it to take you to learn to read and to write?

    1. Less than 1 term _____
    2. End of one term _____
    3. More than 1 term _____
    4. Don't know _____

22. Did you decide to participate in
this course as a result of your own
desire, due to support given by
others or due to pressure exerted
by others?

        1. Own desire
        2. Support
        3. Pressure

23. Do you expect to be able to
continuously attend classes?

        1. Yes _____
        2. No _____

24. What difficulties do you anticipate
that might interfer with your
being able to attend the course? _____

25. Now, I will ask you some questions related to attending classes. Let
us see what you think about them.

    1. If you have important quests at home will you come to
       class or will you stay at home?   quests _____
                                                  school _____

    2. If the weather is very bad, will you stay at home or
       will you come to the course?   home _____
                                                  school _____

    3. If you do not like your teacher will you still come
       to class?   home _____
                                                  school _____

    4. If you are very tired will you come to class or will
       you stay at home and rest?   home _____
                                              school _____

26. Two people are discussing a topic, let us see which one you find to
be in the right.

One man said:
--Becoming a success is a matter of hard work, luck has little or
   nothing to do with it. _____

The other man said:
--Getting a good job depends mainly on being in the right place at
   the right time. _____ (E)

One man said:
--In my case getting what I want has little or nothing to do with
 luck. _____

The other man said:
--Many times we might just as well decide what to do by flipping
  a coin _____ (E)

One man said:
--Many times I feel that I have little influence over the things
  that happen to me. _____(E)

The other said:
--It is impossible for me to believe that chance or luck plays an
  important role in my life. _____

One man said:
--What happens to me is my own doing. _____

The other man said:
--Sometimes I feel that I don't have enough control over the direc-
  tion my life is taking. _____(E)

27. Do you see learning to read and to write as being very difficult,
    somewhat difficult or easy?

                                        1. Very difficult _____
                                        2. Somewhat difficult _____
                                        3. Easy

APPENDIX C

ENGLISH TRANSLATION OF SUMMATIVE LEVEL QUESTIONNAIRE
ŞİŞLİ-GÜLTEPE PUBLIC EDUCATION CENTER
QUESTIONS FOR NON-PERSEVERERS AND UNSUCCESSFUL COMPLETERS

Literacy Campaign Spring, 1982

1. What is your name? _____

2. What is your address? _____

3. Why were you unable to continue with the course?

   1. Illness _____
   2. Children _____
   3. Fatigue _____
   4. Transportation _____
   5. Old age _____
   6. Work _____
   7. Housework _____
   8. Husband _____
   9. Family Problems _____
   10. Quests _____
   11. Boredom or Nervousness _____
   12. Lack of time _____
   13. Need assistance _____
   14. Learning difficulties _____
   15. Moved _____
   16. Other _____

4. How long did you attend?

   1. A few days _____
   2. A few weeks _____
   3. A month _____
   4. A month plus _____
   5. Two months _____
   6. Two months plus _____
   7. Other _____

5. Did you decide to attend the course due to your own desire, support or encouragement given by others or force exerted by others?

   1. Desire _____
   2. Support _____
   3. Presure _____

6. When you registered for the course did your family and friend believe you could learn to read and write?

   1. Yes _____
   2. No _____
   3. Don't know _____

7. Do your family and friends believe you can learn to read and write now?

    1. Yes _____
    2. No _____
    3. Don't know _____

8. When you first registered for the course did you believe that you could learn to read and write?

    1. Yes _____
    2. No _____
    3. Don't know _____

9-10. Now do you believe that you can learn to read and write? Why?

    1. Yes _____
    2. No _____
    3. Don't know _____

11. What type of teacher do you prefer?

    1. Strict _____
    2. Understanding _____
    3. Doesn't matter _____

12. What type was the teacher in your course?

    1. Understanding _____
    2. Strict _____
    3. Teacher characteristics not important _____

13. When you first began the course, how did you see the process of learning to read and write?

    1. Very difficult _____
    2. A little difficult _____
    3. Easy _____

14. How do you now see the process of learning to read and write ?

    1. Very difficult _____
    2. A little difficult _____
    3. Easy _____

15. When you first began the course how long did you expect it to take you to learn to read and write?

    1. Less than 1 term _____
    2. End of 1 term _____
    3. More than 1 term _____
    4. Don't know _____

16-17. What do you expect to learn in
       this length of time?

1. Newspaper _____
2. Write letters _____
3. Bus signs _____
4. Everything _____
5. Prices _____
6. Other _____

18. During the time you attended class
    what did you learn?

1. Some of alphabet _____
2. Whole alphabet _____
3. Some syllables _____
4. Some words _____
5. Some sentences _____
6. I can read _____
7. I can read and write _____
8. Simple math _____
9. Nothing _____
10. Signature _____

19-20. When you left the course how did
      you view yourself in relation to
      the others in class?

1. Most ahead of me _____
2. Most behind me _____
3. Many different levels _____
4. Others _____

21. If you consider your teachers
    actions, did he/she believe you
    could learn?

1. Yes _____
2. No _____
3. Don't know _____

22. Do you plan to re-enter course
    in the future?

1. Yes _____
2. No _____
3. Don't know _____

23. After leaving the course did you
    continue to study?

1. Yes _____
2. No _____

24. If you continued to study, how did you do it?

1. By self _____
2. With help of family _____
3. Television _____
4. Other course _____
5. Other _____

25. When you left the course, what did those close to you say?

1. It's unfortunate
   Had you _____
2. Continued you would
   have learned _____
3. For the best _____
4. You could not have
   learned anyway _____
5. Go again _____
6. Other _____
7. Laughed _____
8. Nothing _____

26. What did you feel when you left the course?

1. A weight was lifted _____
2. Sadness _____
3. Other _____

27. What do you feel now?

1. Wish had continued _____
2. Could not have learned _____
3. If had continued would
   have learned _____
4. Will go in future _____
5. Learned enough _____

28. What thoughts do you have about the books used in the course?

1. Subjects interesting _____
2. Not for adult _____
3. Good _____
4. Could read it _____

29. What did you like most about the course?

1. To learn _____
2. Teachers _____
3. Blackboard _____
4. Reading _____
5. Don't know _____
6. Friends _____

30. What did you like least about the
    course?

    1. Being unable to learn _____
    2. Lazy teacher _____
    3. Blackboard _____
    4. No males _____
    5. Liked all _____

31. Were the course hours convenient?

    1. Yes _____
    2. No _____

32. Every week how mary days should
    class be held?

    1. 2 days _____
    2. 3 days _____
    3. 4 days _____
    4. 5 days _____
    5. Other _____

33. Everyday what is the ideal number
    of hours for class?

    1. 1 hour _____
    2. 2 hours _____
    3. 3 + _____

APPENDIX D

ŞİŞLİ-GÜLTEPE HALK EĞİTİM MERKEZİ
KAYIT SIRASINDA KULLANILACAK OLAN
BİLGİ FORMU

İlkbahar, 1982

Okuma - Yazma Seferberliği

1. İsmin nedir?

2. Mektup adresini söyleyebilir misin?

3. Kaç yaşındasın?
   1. 14-19 _____
   2. 20.29 _____
   3. 30-39 _____
   4. 40-50 _____
   5. 51+ _____

4. Doğru olanı işaretleyin
   1. Kadın mı _____
   2. Erkek mi _____

5. Daha evvel hiç okula gittin mi?
   1. Hiç _____
   2. 1 seneden az _____
   3. 1 sene _____
   4. 2 sene _____
   5. 1 dönem _____
   6. 2 dönem _____

6. İşaretleyin
   1. Bekâr mısın? _____
   2. Evli misin? _____
   3. Boşanmış mısın? _____
   4. Eşin hayatta mı? _____

7. İstanbullu musun?
   1. Evet _____
   2. Hayır _____

8. Kaç seneden beri İstanbul'da oturuyorsun?
   1. 5 seneden az _____
   2. 5-10 sene _____
   3. 11-20 sene _____
   4. 20 seneden fazla _____

9. Çalışır mısın? Ne iş yaparsın?

1. Ev kadını _____
2. Kapıcı _____
3. İşçi _____
4. Başka _____
5. Esnaf _____
6. Hizmetçi _____
7. Yurtdışı işçi _____

10. Eşin ne tip iş yapar?

1. İşçi _____
2. Memur _____
3. Emekli _____
4. İşsiz _____
5. Başka _____
6. Esnaf _____
7. Hizmetçi _____
8. Yurtdışı işçi _____

11. Çocuğun var mı?

1. Evet _____
2. Hayır _____

12. Çocukların okula gider mi?

1. Evet _____
2. Hayır _____

13. Eşinin okuma yazması var mı?

1. Evet _____
2. Hayır _____

14. Eşin ne kadar okula gitti?

1. Kendi kendine öğrendi _____
2. İlkokulu bitirmedi _____
3. İlkokulu bitirdi _____
4. Ortaokulu bitirdi _____
5. Liseden ayrıldı _____
6. Askerlik yaparken _____

15. Oturduğunuz ev sizin mi, kiralık mı?

1. Bizim _____
2. Bizim değil _____

16. En çok neler okumayı öğrenmek istiyorsun?

1. Gazete _____
2. Mektup _____
3. Otobüs levhası _____
4. Herşey _____
5. Fiatlar _____
6. Başka _____

17. Okuma yazma öğrenince hayatında ne
    tür değişiklikler bekliyorsun?

    1. Gündelik ihtiyaçlarımı
       daha kolay karşılarım _____
    2. Bilgi edinirim _____
    3. İşe girebilirim _____
    4. Çocuklarıma yardım
       ederim _____

18. Çevrendekiler senin okuma yazmayı
    öğrenmeni istiyorlar mı?

    1. Evet _____
    2. Hayır _____

19. Çevrendekiler senin okuma yazmayı
    öğrenebileceğine inanıyorlar mı?

    1. Evet _____
    2. Hayır _____

20. Sence hocan nasıl bir insan olmalı?

    1. Sert _____
    2. Anlayışlı _____
    3. Farketmez _____

21. Okuma yazma öğrenmen sence ne kadar
    zaman sürer?

    1. 1 kursdan az _____
    2. Kursun sonuna kadar _____
    3. 1 dönemden fazla _____
    4. Ne zaman öğrenebilece-
       ğimi bilemiyorum _____

22. Bu okula kendi isteğin ile mi geli-
    yorsun, yoksa biri teşvik ediyor mu?

    1. İstek _____
    2. Teşvik _____
    3. Baskı _____

23. Her gün gelebileceğini sanıyor musun?

    1. Evet _____
    2. Hayır _____

24. Okula gelirken ne gibi zorluklarla karşılaşacağınızı zannediyor-
    sunuz?

25. Sana en uygun olanı seç:

    1. Çalıştığın yerde patronun fazla kalıp çalışmanı rica ederse
       okula mı gelirsin, yoksa işte mi kalırsın? Okul _____ İş _____

    2. Eşin okula gelmeni istemiyor fakat sen istiyorsun, gene de gelir
       misin? Okul _____ Eş _____

3. Evde misafir varsa okula mı gelirsin yoksa evde mi kalırsın?
   Okul _____ Misafir _____

4. Havanın çok kötü olduğu bir gün okula gelir misin, yoksa evde mi
   kalırsın? Okul _____ Ev _____

5. Öğretmenin hiç sevmediysen gene de okula gelir misin? Evet _____
   Hayır _____

6. Herhangi bir gün çok yorgunsan kalkıp okula gelir misin, yoksa
   evde kalıp dinlenir misin? Okul _____ Ev _____

26. Bir adam demiş ki:
    1. Başarılı olmak için çok çalışmak lazımdır. _____

    Başka adam da demişki:
    2. İyi bir iş sahibi olmak kısmet işidir. _____ (E)

    Hangi adamın dediği daha doğru?

    _____

    Bir adam demiş ki:
    1. Senin istediğini elde etmen kısmete hiç bağlı değildir. _____

    Başka adam da demişki:
    2. Birçok hallerde şu veya bu şekilde karar vermişiz, farketmez _____
    (E)
    Hangi adamın dediği daha doğru?

    _____

    Bir adam demiş ki:
    1. Senin başına gelen şeyler senin elinde değildir. _____ (E)

    Başka adam da demişki:
    2. Kısmet benim hayatımı önemli bir şekilde etkilemez.

    Hangi adamın dediği daha doğru?

    _____

    Bir adam demiş ki:
    1. Hayata ne yaparsam kendim yaparım _____

    Başka adam da demişki:
    2. Kendi hayatımı kendim idare etmiyorum. _____ (E)

    Hangi adamın dediği daha doğru?

    _____

27. Sence okuma yazma öğrenmen

    1. Çok zor _____
    2. Biraz zor _____
    3. Kolay mı? _____

APPENDIX E

BIRAKANLARA VE SERTİFİKA ALAMIYANLARA SORULACAK OLAN SORULAR
ŞİŞLİ GÜLTEPE HALK EĞİTİM MERKEZİ
İlkbahar, 1982
Okuma - Yazma Seferberliği

1. İsmin nedir?

2. Adres nedir?

3. Kursa niçin devam etmedin?

   1. Hastalık _____
   1. Hastalık _____
   2. Çocuk _____
   3. Yorgunluk _____
   4. Ev uzak _____
   5. Yaşlı _____
   6. İşten zor yetiştirmek _____
   7. Evdeki iş çok _____
   8. Kocası istemiyor _____
   9. Aile sorunu _____
   10. Misafir _____
   11. Sınıfta sıkılıyorum _____
   12. Ders çalışmak için vaktim
      yok _____
   13. Ders ile yardım edecek
      yok _____
   14. Zor öğreniyorum _____
   15. Memlekete gitmek gerek-
      ti _____
   16. Başka _____

4. Ne kadar süre ile gittin?

   1. Birkaç gün _____
   2. Birkaç hafta _____
   3. Bir ay _____
   4. Bir aydan fazla _____
   5. İki ay _____
   6. İki aydan fazla _____
   7. Başka _____

5. Kursa kendi isteğin ile mi gitmiş-
tin. Yoksa başkası mı teşvik etmiş
ya da zorlamıştı?

   1. İstek _____
   2. Teşvik _____
   3. Baskı _____

6. Kursa yazıldığın zaman çevrendekiler
   senin okuma yazma öğrenebileceğine
   inanıyorlar mıydı?

   1. Evet _____
   2. Hayır _____

7. Şimdi çevrendekiler senin okuma yazma
   öğrenebileceğine inanıyorlar mı?

   1. Evet _____
   2. Hayır _____

8. Kursa yazıldığın zaman kendin okuma
   yazma öğrenebileceğine inanıyor
   muydun?

   1. Evet _____
   2. Hayır _____

9-10. Şimdi kendin okuma yazma öğrenebi-
      leceğine inanıyor musun?

   1. Evet _____
   2. Hayır _____

11. Sence bir öğretmen nasıl olmalı?

   1. Müsamahasız sert _____
   2. Anlayışlı _____
   3. Farketmez _____

12. Kurstaki öğretmen nasıldı?

   1. Anlayışlı _____
   2. Müsamahasız sert _____
   3. Farketmez _____

13. Kursa katıldığın zaman okuma yazma
    öğrenmek nasıl görüyordun?

   1. Çok zor _____
   2. Biraz zor _____
   3. Kolay _____

14. Şimdi okuma yazma öğrenmek nasıl
    görüyorsun?

   1. Çok zor _____
   2. Biraz zor _____
   3. Kolay mı _____

15. Kursa katıldığın zaman okuma yazma ne
    kadar süre de öğrenebileceğim diye
    bekliyordun?

   1. Kurs bitmeden _____
   2. Kursun sonunda _____
   3. Bir kurs yetmez _____
   4. Bilmiyorum _____

16-17. Bu kadar zamanda kursta neler oku-
mayı bekliyorsun?

1. Gazete okurum _____
2. Mektup yazarım _____
3. Otobüs levhası _____
4. Herşey okurum _____
5. Fiyatlar _____
6. Başka _____

18. Kursa devam ettiğin sürece neler öğ-
renebildin?

1. Bazı harfleri _____
2. Bütün harfleri _____
3. Bazı heceleri _____
4. Bazı kelimeleri _____
5. Bazı fişleri _____
6. Okuyorum _____
7. Okuyorum ve yazıyorum _____
8. Hesap yapıyorum _____
9. Hiç _____
10. İmza _____

19-20. Kurstan ayrıldığında sınıfta bu-
lunan diğerleri ile kendi aranda
fark görüyor muydun?

1. Çoğu daha ileri idi _____
2. Çoğu daha geride _____
3. Çok çeşitli seviyedey-
diler _____
4. Başka _____

21. Kurstaki öğretmenin davranışlara
bakarsan senin öğrenebileceğine
inanıyor muydun?

1. Evet _____
2. Hayır _____
3. Bilmem _____

22. İlerde kursa katılmayı düşünüyor
musun?

1. Evet _____
2. Hayır _____
3. Bilmem _____

23. Kursu bıraktıktan sonra başka bir
yoldan okuma yazma öğrenmeyi
sürdürdün mü?

1. Evet _____
2. Hayır _____

24. Evet cevap verdiysen, ne gibi?

    1. Kendi kendim _____
    2. Evdekilerin yardımıyle _____
    3. Televizyon _____
    4. Başka yere gittim _____
    5. Başka _____

25. Kursu bıraktın diye çevrendekiler ne dediler?

    1. Yazık oldu _____
    2. Devam etseydin öğrenir-
       din _____
    3. İyi oldu _____
    4. Boşuna uğraşıyordun _____
    5. Tekrar git _____
    6. Başka _____
    7. Hiç _____
    8. Güldüler _____

26. Kursu bıraktığın zaman ne hissettin?

    1. Üzerimden yük kalktı _____
    2. Üzüldüm _____

27. Kursu bıraktın diye şimdi ne hissedi-yorsun?

    1. Keşke devam etseydim _____
    2. Nasıl olsa öğrenemezdim _____
    3. Devam etseydim öğrenir-
       dim _____
    4. İlerde tekrar gideceğim _____
    5. Yeteri kadar öğrendim _____

28. Kurstaki kullandığın kitapları nasıl buldun?

    1. İlgilendiğim konuları
       kapsadı _____
    2. Bir yetişkin insana
       göre değildi _____
    3. Güzel _____
    4. Okuma seviyemde _____

29. Kursta en çok hoşuna giden neydi?

    1. Öğrenmek _____
    2. Öğretmek _____
    3. Kara tahta _____
    4. Okumak _____
    5. Bilmem _____
    6. Arkadaş _____

30. Kursta en az hoşuna giden neydi?

        1. Öğrenebilmek _____
        2. Tembel öğretmen _____
        3. Kara tahta _____
        4. Başka erkek yok _____
        5. Herşeyi beğendim _____

31. Kursa gittiğin saat size uygun bir
    saat mıydı?

        1. Evet _____
        2. Hayır _____

32. Sence haftada kaç gün ders yapılma-
    sı gerekir?

        1. İki _____
        2. Üç _____
        3. Dört _____
        4. Beş _____

33. Her gün en çok kaç saatlik ders
    yapılmalı?

        1. 1 saat _____
        2. 2 saat _____
        3. 3 saat _____

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