Reasons Behind Dropouts in Adult Education

A Survey with Students of Private English Language Courses in İstanbul

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ABSTRACT

Dropouts are a serious problem with adult educational institutions in Turkey. Dropout students either cancel their registration before they complete the school, or they stop attending to the classes. Statistics released by the State Institute of Statistics Devlet İstatistik Enstitüsü-DİE has shown the great gap between the number of the adults starting an English course and the number of adults completing the course.

Dropouts have been an important and detrimental factor affecting the eventual success of adult education programs. So far, quite a few number of studies have been done in order to pinpoint the reasons leading the students to drop out courses they have started. As a result of these international and national studies, some reasons have been identified to be important on student dropouts from adult education programs.

Some researchers grouped reasons for dropping out according to trends based on: psycho-social variables such as goal-setting, motivation, personality, resistance, interaction patterns, life change, and commitment; socio-economic/demographic variables such as gender, race, employment, age, family members, and income/poverty level; situational variables such as childcare and transportation needs; academic variables such as last grade attended, educational status, placement level, ability, and testing scores; and institutional variables such as class time, format, numbers, location, instructor, and recruitment procedures.

In order to find out more about the reasons the participant adults to English language schools in İstanbul, Turkey stated, a questionnaire has been developed. The reasons in the questionnaire came through review of literature on dropout studies and by browsing through petitions given to school administrations by students to cancel

their registration. Moreover, interviews carried out with educational consultants and directors provided some other reasons to be included in the questionnaire.

The questionnaire has been applied in the pilot study, and some adjustments made under the supervision of the professors advising the study. The final form of the questionnaire then has been applied to 283 individuals from various conveniently selected private English language schools in İstanbul. The results of the questionnaire have been analyzed using various statistical techniques including T-test and One-Way ANOVA, and Scheffe.

It has been found that the foremost reasons to drop out the courses were about lack of time. A considerable percentage of the respondents stated they couldn't find time either for the course or studying. It also became clear that expectations of some students have not been satisfactorily met by the schools, which in turn leads to dropping out. Moreover, a majority of students mentioned not being able to find time for social activities and dropped out the schools. Finally, demographic characteristics such as gender, age, level of education, marital status, employment status, level of income, and source of payment have been influential on the proximity of the reasons stated.

ÖZET

Yetişkin eğitimini yarıda bırakma Türkiye'deki yetişkin eğitimi kurumları açısından ciddi bir sorundur. Yarıda bırakan öğrenciler ya kursu tamamlamadan kayıtlarını iptale ettirmektedirler ya da derslere devam etmeyi bırakmaktadırlar. Devlet İstatistik Enstitüsü tarafından yayınlanan istatistikler bir İngilizce kursuna başlayan yetişkinlerin sayısıyla kursu tamamlayan yetişkin sayısı arasındaki büyük farkı göstermektedir.

Eğitimlerin yarıda bırakılması, yetişkin eğitimi programlarının başarıyla sonuçlanmasını etkileyen önemli ve kötü yönlü bir etkendir. Şu ana kadar, öğrencilerin başladıkları kursları yarıda bırakmalarına dair nedenleri saptamak amacıyla pek çok araştırma yapılmıştır. Yapılan ulusal ve uluslararası çalışmaların neticesinde, bir takım nedenlerin yetişkin eğitimi programlarını yarıda bırakmada etkili olduğu görülmüştür.

Bazı araştırmacılar, saptanan bırakma nedenlerini psiko-sosyal değişkenler (hedef-belirleme, güdülenme, kişilik, karşı koyma, etkileşim türlei, yaşamsal değişim, bağlılık v.b.), sosyo-ekonomik değişkenler (cinsiyet, ırk, iş durumu, yaş, aile üyeleri, gelir/fakirlik düzeyi v.b.), durumsal değişkenler (çocuk bakımı, ulaşım gereksinimleri v.b.), akademik değişkenler (devam edilen son okul, eğitim düzeyi, yerleştirilme düzeyi, yetenek, test sonuçları v.b.), ve kurumsal değişkenler (ders saati, ders formatı, öğrenci sayısı, konum, öğretmen, kayıt kabul süreci v.b.) olarak gruplandırmışlardır.

İstanbul'daki İngilizce kurslarını bırakan öğrencilerin belirttikleri nedenleri saptamak amacıyla, bir sormaca geliştirildi. Sormacada yer alan nedenler, daha önceki ilgili çalışmaları içeren literatür taramasından ve kayıtlarını iptal etmek isteyen öğrencilerin verdikleri dilekçelerden elde edildi. Ayrıca, varsa daha farklı

nedenlere de ulaşmak amacıyla, kurslardaki eğitim danışmanları ve idarecilerle görüşmeler yapıldı.

Sormaca pilot çalışma olarak uygulandı ve araştırmanın danışmanlığını yürüten profesörlerin gözetiminde bazı değişiklikler yapıldı. Geliştirilen yeni sormaca, İstanbul'daki özel İngilizce kurslarından uygun olanlarındaki 283 kişiye uygulandı. Elde edilen sonuçlar ANOVA, T-test, ve Scheffe gibi çeşitli istatistik teknikleriyle çözümlendi ve değerlendirildi.

Değerlendirme sonucunda, zaman kıtlığının kursları bırakmada en öne çıkan neden olduğu görüldü. Anketi yanıtlayanların önemli bir çoğunluğu kursa gelmek ve ders çalışmak için zaman bulamadıklarından kursu bıraktıklarını belirttiler. Ayrıca, öğrencilerin beklentilerinin kurslar tarafından tam anlamıyla karşılanamadığı ve bunun kursu bırakmaya yol açtığı ortaya çıktı. Dahası, öğrencilerin büyük çoğunluğu sosyal aktivitelere zaman bulamadıkları için kursu bıraktıklarını belirttiler. Son olarak da, cinsiyet, yaş, eğitim düzeyi, medeni hal, iş durumu, ve kurs ücretini kimin ödediği gibi demografik özelliklerin, nedenlerin öncelik sıralamalarında etkili olduğu görüldü.

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I. INTRODUCTION

In this chapter, the background to the problem with reference to previous studies will be provided. Following that, the statement of the problem and research questions will be stated. Finally, the significance of the study will be explained.

In the next chapter a comprehensive review of literature as to the issues that make up the background of this research will be provided. The third chapter explains the methodology of the research. The results and their interpretations are given in the fourth chapter. In the final chapter, after a brief summary of the research and its findings, conclusions and related discussion is provided.

A. The Background to the Study

Dropouts have always been a detrimental factor affecting the eventual success of not only child but also adult education activities. The word "dropout" is defined as "…one who drops out of school, or one who abandons an attempt, activity, or chosen path" (Merriam-Webster, 2000, p.849). In terms of adult education, dropouts are students who start an educational program but leave it without completion. In a study by Flugman, Perin, and Spiegel (2003) a dropout from the Adult Education (AE) program is defined as one who has been in non-attendance for 2 months.

There has been some research conducted as to adult educational activities in Turkey. Except for one research on attrition by Atakan (1982), in which she found demographic factors not to be dropout-related factors but such motivational factors as expectations regarding the course, felt needs, and teacher characteristics, no research directly related with dropouts has been identified through a search within the national theses database (Higher Educational Council) and libraries of various universities; however, some other research about participation and non-participation

to adult educational activities have been found. Of these studies, Ural (1993) investigated the reasons why adults participate in adult educational activities, whereas Kirazoglu (1996) looked for the reasons for not participating adult educational activities.

Although, as is stated above, there evidently exists limited research conducted on dropouts in adult education programs in Turkey, it is stated that the dropouts are a serious problem with adult educational institutions in Turkey. (Kabahasanoğlu, 2002; Okçabol, 1996) Moreover, the researcher of the study himself, in his ten years of employment, the last two of which is as the director of studies, at various private English language schools for adults, has well observed the incident of dropouts as a considerable issue. At these schools, quite a few number of adult students drop out the course some time after they have registered. These drop-out students either cancel their registration before they complete the course, or they stop attending to the classes.

Statistics in Table 1, released by the State Institute of Statistics (Devlet İstatistik Enstitüsü-DİE), show the great gap between the number of the adults starting an English course and the number of adults completing the course. Table 1 also indicates that the number of students choosing private English language courses is much higher than those who choose Public Education Centers in İstanbul.

Table 1. *Number of Participants Who Complete or Dropout Language Courses*

Number of Adult Participants in Public Education Center English Courses and Private English Schools in İstanbul						
YEARS	**PUBLIC EDUCATION CENTERS**			**PRIVATE LANGUAGE SCHOOLS**		
	Number of Participants	Completed	Dropout	Number of Participants	Completed	Dropout
1997-1998	1,745	1,128	617	11,855	8,534	3,321
1998-1999	1,370	1,115	255	15,675	13,676	1,999
1999-2000	2,181	1,871	310	13,097	9,021	4,076
2000-2001	2,230	1,838	392	15,181	10,617	4,564

Source: State Institute of Statistics Publications.

The following figures reveal the severity of the situation much better. In a private English language school with four branches in İstanbul for adults who want to develop their English, the total number of registered students is 563, whereas the total number of drop-out students is 250 in the first 6 months of the year 2005. This fact can also be observed in the decreasing number of students towards higher levels of English instruction. In other words, the elementary level classes start with an average number of 12 students. However, when they reach upper-intermediate level, the average number of students is 7 at most. (Retrieved through the analysis of registers at 4 branches of Discover Education Center, May 8, 2005)

The situation above, however, may seem particular to a single adult education institution. In order to learn about the situation at other adult education courses, several telephone conversations and visits have been made with or to the directors, founders, or owners of private English language schools in İstanbul. Among the schools interviewed were ones with 10, 8, 5, 4, and 3 branches in İstanbul. Although no specific figures are articulated, it has been clear that most of the private English language schools in İstanbul suffer from drop-outs to some degree (Directors of Studies, personal communications, May 15-30, 2005).

Research has also accumulated in examining the reasons to dropping out in various studies throughout the world. In many studies, reasons why adults drop out programs they have enrolled in, are identified as well. For example, Weber and Silvani-Lacey (1983) report that dropouts scored lower on intelligence tests (mean Intelligence Quotient (IQ) of 90), had repeated at least one grade, had limited academic success accompanied by poor academic performance, and had demonstrated poor reading and communications skills. They maintained that a lack of self-confidence in their ability to learn, child care, transportation, work, and family health are many reasons for the high dropout rates in adult education programs

A significant number of comparative studies in adult education have focused on identifying students perceived to be at risk of "dropping out". Psychosocial variables, such as goal-setting, motivation, personality, resistance, interaction patterns, life change, and commitment, have been suggested to identify students who continue or persist in adult education programs (Diekhoff & Diekhoff, 1984; Bosma, 1988; Garrison, 1985, 1988; Martin, 1990; Quigley, 1992). Other reasons of dropouts have focused on socio-demographic status, ethnicity, family members, and age (Diekhoff& Diekhoff, 1984; Rachal, Jackson, & Leonard, 1987; Bosma, 1988; Jha & Dirkx, 1992). Moreover, academic variables, academic ability, entry-level grade equivalency scores, and testing have often been used as factors to distinguish dropout students from those who persist (Bosma, 1988, Jha & Dirkx, 1992). On the other hand, it is stated that student dropout is rarely the result of a single point of decision failure but typically occur when the system breaks down at multiple points along the chain (Reason, 1990).

Dirkx and Jha (1994) grouped reasons for dropping out according to trends based on: (a) psycho-social variables such as goal-setting, motivation, personality, resistance, interaction patterns, life change, and commitment; (b) socio-economic/demographic variables such as gender, race, employment, age, family members, and income/poverty level; (c) situational variables that include factors for dropout or number of hours enrolled such as childcare and transportation needs; (d) academic variables such as last grade attended, educational status, placement level, ability, and testing scores; and (e) institutional variables such as class time, format, numbers, location, instructor, and recruitment procedures.

Another grouping of various factors leading to dropping out a course comes with four broad categories. Namely, demographic characteristics (age, prior educational level, etc.), psychological factors (self-esteem, locus of control, support, etc.), situational factors (transportation, child care, etc.), and program variables (class time, location, instruction, etc.) (Dickinson, 1996).

Conation, operationalized as personal energy with direction and magnitude, was suggested if it could prove to be an important variable when explaining why some students persist while other students dropout (Giles, 1999).

Moreover, age, gender, ethnic identity, technical expertise of the student, whether or not this is the student's first course, grade point average, the student's specialization or primary area of study, the student's reason for taking the class, and timeliness of assignment submission by the student are also mentioned as variables affecting dropouts. These student variables can be classified into four subcategories: demographic variables, personal variables, participation variables and institutional variables (Giles, 1999).

In his book of “Lifelong Learning”, Roger Hiemstra (2002) mentions the research and evolving theory as to why some people drop out of adult educational programs, where the magnitude of dropouts is emphasized to range from none to a fairly high percentage in some classes or programs.

Several other findings, some of which are already found by other researchers and mentioned above, were also available. For example, younger people were more likely to drop out than older persons. As cited in Hiemstra (2002) some researchers have suggested that age may be the most powerful factor in predicting who will drop out. It is maintained that single individuals, females, minorities in an integrated learning environment, non-homeowners, and those having inactive employment status enrolled in job-related education, frequently dropped out more than their counterparts. As to the academic abilities of students, it is mentioned that “…Individuals with lower academic abilities tended to drop out more; however, people with higher academic abilities were more likely to drop out of noncredit classes.” (Hiemstra, 2002, p. 256). On the other hand, several research studies showed no relationship between academic ability and a propensity to drop out when all forms of adult education were considered (Hiemstra, 2002).

Not all the reasons found for dropping out can be directly related to the student. For example, the stated requirements of the involved adult education agency, the reception given to enrolling students, the informality of the learning setting, and the attention given to student needs, all were found to be related to the dropout problem. Even the type of instructional method employed by the teacher and the course contents can have an effect (Hiemstra, 2002).

B. Statement of the Problem and Research Questions

As mentioned above, adult education programs are designed in order to equip the adult learners with necessary skills in their professional lives. Apparently, the aims and objectives of these programs can only be achieved through the completion of the requirements of these programs. However, based on the discussion carried above, it seems that some students drop out adult education programs for various reasons, Surely, these dropouts are a considerable problem hindering the eventual success of adult education programs. The rate of dropout students in adult education programs in Turkey, specifically in English language schools, constitutes a great majority.

The purpose of this research is to investigate the reasons behind dropouts in adult education programs more clearly, specifically in private English language schools. In order provide background to the eventual solution of the problem of dropouts, this research intends to answer the following questions:

1. What are the reasons behind drop-outs in adult English language courses, as stated by participants?
2. Do the reasons stated as leading to drop out differ significantly in terms of gender, age, level of education, marital status, employment status, level of income, and source of payment?

C. The Significance of the Study

The number of Public Education Centers and private English language schools, which not only contribute significantly to the teaching of English in our country but also enable the adults to compensate their foreign language skills so that they can find better jobs and develop themselves culturally and intellectually, is

considerably high as is the number of students attending these schools. Nevertheless, they suffer from high drop out rates. It is expected that this research will contribute to the literature related to the issue of dropouts in adult education.

Public and private English language schools are expected to provide their participants with high quality teaching that will eventually make them proficient individuals in English. However, the problem of drop-outs signals an important hindrance to the achievement of this mission. Hopefully, this research will identify the reasons behind dropouts so that as few students as possible will stop their instruction before they successfully complete it.

Furthermore, learning English is a meticulous task and requires the successful completion of all levels in order to become proficient at it. Dropping out a course will leave the participant with an incomplete education besides unrecoverable loss of time and money. The elimination of this problem will save a considerable amount of time and money otherwise to be wasted, and this research will help overcome this.

Moreover, it is a clear fact that if the situation of drop-outs continues to exist without any intervention, the trust of individuals seeking to foster their career through learning English will deteriorate against Public Education Centers and private English language schools as people keep telling their bad experiences to each other. Eventually, these schools will start to experience difficulties in participation to the programs they offer.

All in all, the reasons of dropping out the course, which this research intends to identify, will provide Public Education Centers and private English language schools with guidelines to effectively deal with the problem and overcome it.

II. REVIEW OF LITERATURE

This chapter of the research is comprised of five sections. In the first section, general definitions and aims and purposes of adult education are discussed. This will provide an essential background to the understanding of the field of the study.

In the second part, principles and practice in adult education will be discussed. Considering these principles is important in terms of identifying guidelines in order to design and plan successful programs and practices.

In the third part, adult education in Turkey is discussed with reference to its history and current practices. This will help depict adult education activities offered at various institutions in our country. Moreover, there will be a specific reference to the teaching of English in adult education courses.

In the fourth part, characteristics of participants to adult education activities and reasons for participation will be discussed. Taking into account who participates in adult education course and why they participate will help better understand what reasons might lead to drop out.

In the fifth and the most extensive part, studies that have been done so far on dropouts in adult education are surveyed.

A. Adult Education

The following part discusses the various definitions of adult education, and provides a brief survey as to the history of adult education. Then, the functions and purposes of adult education are stated.

Definition

Education, in its broadest terms, can be defined as a process that transfers culture, value, ideology, knowledge, skills, and abilities (Kirazoğlu, 2003) Adult education, on the other hand, has come out with more specific and more detailed definitions.

The first widely accepted definition of adult education was made by United Nations Educational, Scientific and Cultural Organization (UNESCO) (1976). According to this definition, adult education refers to the whole body of organized educational processes with any content, level, and method. These processes can either be formal or non-formal, and either extend or replace the initial education at schools, colleges, universities, and in apprenticeship. Through these processes, the participants, regarded as adult by the society, improve their abilities, enrich their knowledge, develop their technical or professional qualifications. Moreover, they can utilize their current qualifications in a new direction and cause changes in their attitudes or behaviors in terms of personal development and of participation in social, economic, and cultural development.

Knowles (1980) defines adult education as a process "…whereby persons who no longer attend school on a regular and fulltime basis (unless fulltime programs are especially designed for adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, skills, appreciation, and attitudes" (p. 21)

Darkenwald and Merriam (1982) defines adult education as a process in which participants whose main social roles are characteristics of adult status receive

systematic and continued learning activities for the purpose of developmental change in knowledge, attitudes, values, or skills.

Hamiloğlu (2002) mentions the difficulty of defining adult education due to the vagueness of the term considering the conditions and circumstances in which adult education takes place. Besides the term “adult education”, “lifelong learning/education”, “non-formal education”, “continuing education” are used in attempts to define adult education activities, not only in our country but in the world as well. (Okçabol, 1996).

On defining adult education based on these various terms, Okçabol (1996) points to the fact that teaching-learning process is called “formal education” when it takes place in a “school”, whereas it is called “non-formal education” when it takes place outside “the school environment.” Considering the physical, psychological, and societal functional characteristics of the participants as adults, this process is called adult education (Okçabol, 1996).

Aims and Objectives

UNESCO (1976) states the aims of adult education as follows. These aims should contribute to

a. promoting work for peace, international understanding and, cooperation;
b. developing a critical understanding of major contemporary problems and social changes and the ability to play an active part in the progress of society with a view to achieving social justice;

c. promoting increased awareness of the relationship between people and their physical and cultural environment and to respect and protect nature, the common heritage and public property;

d. creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes;

e. promoting increased awareness of, and giving effect to various forms of communication and solidarity at the family, local, national, regional and international levels;

f. developing the aptitude for acquiring new knowledge, qualifications, attitudes or forms of behavior conducive to the full maturity of the personality, either individually, in groups or in the context of organized study in educational establishments specially set up for this purpose;

g. ensuring the individuals' conscious and effective incorporation into working life by providing men and women with an advanced technical and vocational education and developing the ability to create, either individually or in groups, new material goods and new spiritual or aesthetic values;

h. developing the ability to grasp adequately the problems involved in the upbringing of children;

i. developing the attitude for making creative use of leisure and for acquiring any necessary or desired knowledge;

j. developing the necessary discernment in using mass communication media, in particular radio, television, cinema and the press, and interpreting the various messages addressed to modern men and women by society;

k. developing the aptitude for learning to learn;

Darkenwald and Merriam (1982) comes up with five different emphases to the aims and objectives of adult education. The first of these is the cultivation of the intellect. The realization of this aim, which is also viewed as the development of rationality by a curriculum emphasizing liberal studies and a teacher-centered instructional methodology, is through the transmission of educationally worthwhile knowledge (Darkenwald and Merriam, 1982).

The second aim of adult education is individual self-actualization. Here, the focus is on the individual rather than the content and on the affective rather than the cognitive aspects of education. The function of adult education is to help develop all the skills of the individual. Although those who favor individual growth and development as the aim of adult education are often aware of the hardships in transforming this ideal into practice, they highlight process over content, consider adult as the center of the experience, teacher as the facilitator, and group interaction as the primary vehicle for learning (Darkenwald and Merriam, 1982; Okçabol, 1996).

The third aim of adult education is personal and social improvement. In other words, the function of adult education is to raise creative individuals and not only to improve the individuality of persons and social consciousness but also to protect social balance. It is also maintained that adult education is important to protect and improve a democratic life. Moreover, adult education creates a better citizen and society as it provides a more satisfying individual life (Okçabol, 1996).

The fourth aim of adult education is social transformation. A radical social change is advocated through adult education. Education is considered to be responsible to carry values that are to be acquired by the learners. At this point some

radical theorists place great importance on the role of education in bringing about social change (Darkenwald and Merriam, 1982; Okçabol, 1996).

The last emphasis on the aims and objectives of adult education is organizational effectiveness. In order to become more efficient deliverers of goods and services, public and private sector organizations engage their employees in training, education, or development activities (Darkenwald and Merriam, 1982)

B. Principles in Adult Education

The basic principles in adult education are as follows (Brookfield 1986; Draves 1997; Grissom 1992; Knowles 1992):

The first principle is to involve learners in planning and implementing learning activities. Including learners in the planning and implementing of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where members of the target population help establish the program goals and objectives and continue throughout the learning activity to the evaluation phase.

The second principle is to draw upon learners' experiences as a resource. Another often-cited principle of adult education revolves around the idea of using the experiences of participants as a learning resource. Not only do adult learners have experiences that can be used as a foundation for learning new things but also, in adulthood, readiness to learn frequently stems from life tasks and problems. The particular life situations and perspectives that adults bring to the classroom can provide a rich reservoir for learning.

The third principle is to cultivate self-direction in learners. Self-direction is considered by some to be a characteristic of adulthood but not all adults possess this

attribute in equal measure. In addition, if adults have been accustomed to teacher-directed learning environments, they may not display self-directedness in adult learning settings. Adult learning should be structured to nurture the development of self-directed, empowered adults. When adults are encouraged to become self-directed, they begin "…to see themselves as proactive, initiating individuals engaged in a continuous re-creation of their personal relationships, work worlds, and social circumstances rather than as reactive individuals, buffeted by uncontrollable forces of circumstance" (Brookfield 1986, p. 19).

The fourth principle is to create a climate that encourages and supports learning. The classroom environment should be characterized by trust and mutual respect among teachers and learners. It should enhance learner self-esteem. Supporting and encouraging learning does not mean that the environment is free of conflict. It does mean that when conflict occurs, it is handled in a way that challenges learners to acquire new perspectives and supports them in their efforts to do so.

The fifth principle is to foster a spirit of collaboration in the learning setting. Collaboration in the adult classroom is frequently founded on the idea that the roles of teachers and learners can be interchangeable. Although teachers have the overall responsibility for leading a learning activity, in adult learning settings "…each person has something to teach and to learn from the other" (Draper 1992, p. 75). Adult learning is a cooperative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.

The fifth principle is to use small groups. The use of groups has deep historical roots in adult education, and adults learning in groups have become embedded in adult education practice. Groups promote teamwork and encourage cooperation and collaboration among learners. Structured appropriately, they

emphasize the importance of learning from peers, and they allow all participants to be involved in discussions and to assume a variety of roles.

C. Adult Education in Turkey

The history of adult education in Turkey is broadly studied in two periods, the establishment of the Republic in 1923 being the dividing line (Hamiloğlu, 2002). Before 1923, several institutions gave non-formal education. Mosques, sects, libraries, puzzles in the folklore, fairy tales, Nasreddin Hodja stories, and Karagöz public story telling played the central role until the end of the sixteenth century. More institutional were medreses, janissaries, akhi organizations, guilds and palace schools (Okçabol, 1996). Towards the end of the nineteenth century, higher education institutions such as, Ottoman Science Association (Osmanlı Bilim Derneği), and the Party of Union and Progress (İttihat ve Terakki Fırkası), appeared on the stage, providing night classes for adult education (Geray, 1977).

In the first years of the republic adult education focused mostly on literacy. Public Schools and Night Classes (Halk Mektepleri ve Gece Dersleri), opened in 1925, taught more than seven thousand people how to read and write, a trend that predominantly continued until 1980s and increased literary rate from 11% in 1928 to 67% in 1980 (Okçabol, 1996)

Primary contributors to this feat are the “Public Houses”, which were established in 1923 under Atatürk’s leadership. Between 1936 and 1947, public houses opened 1800 literacy courses that educated over 60,000 people. Also, they organized activities in a wide range of areas including literature, fine arts, sports, and history.

From 1960 on adult education institutionalized for the better. Public Education Office promoted to general directorate, which itself transformed into General Directorate of Apprenticeship and Non-formal Education (Çıraklık ve Yaygın Eğitim Genel Müdürlüğü) in 1983. Basic Laws of National Education that passed in 1973 required that our education system be organized in the subsystems of formal and non formal education, and that Ministry of National Education be responsible for the coordination of adult education.

In the current system today, adult education activities are organized not only by Ministry of National Education but also by some other institutions and ministries (Okçabol, 1996; Kabahasanoğlu, 2002). Besides Ministry of National Education, some institutions supervised by Prime Minister, such as Turkish Armed Forces, and Institute of Turkish Standards, other ministries, such as Ministry of Justice and Ministry of Health, universities and academic institutions, voluntary associations and foundations, vocational institutions, such as unions and vocational chambers, local administrations, and many private organizations (Okçabol, 1996; Kabahasanoğlu, 2002).

When it comes to teaching of English in adult education, Public Education Centers and private courses are the two major institutions to provide courses for adults. Both institutions operate under the supervision of Ministry of National Education. The figure below shows their place in the organization of the ministry.

As it is seen in Figure 1, Public Education Centers (Halk Eğitim Merkezleri) are under the General Directorate of Apprenticeship and Non-formal Education, whereas private English Language Schools are under the General Directorate of Private Educational Institutions (Özel Öğretim Kurumları Genel Müdürlüğü).

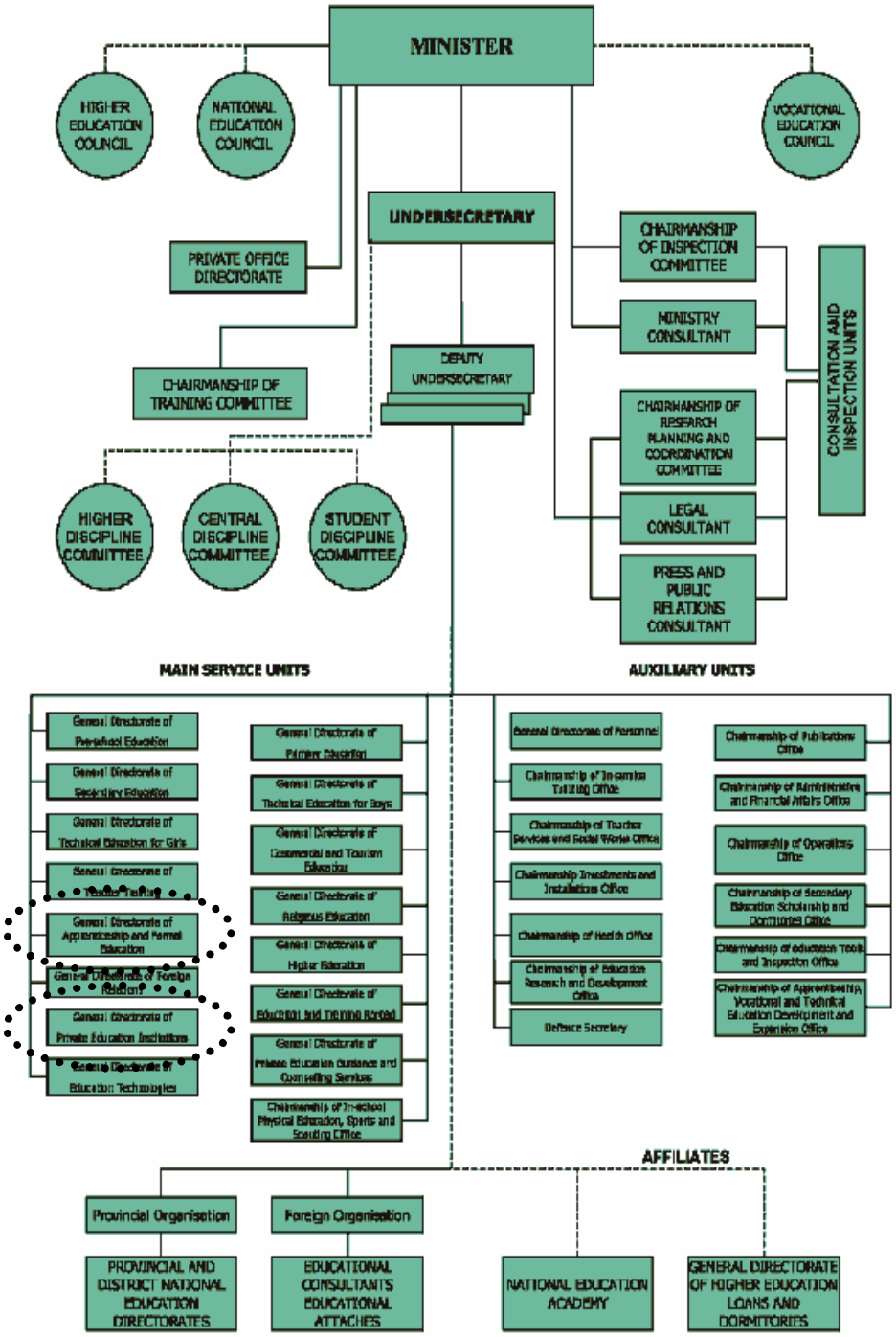

Figure 1. *Organization of Ministry of National Education*

Source: http://www.meb.gov.tr/indexeng.htm

Private English language schools are founded by private individuals, or companies, under the supervision of Ministry of Education as mentioned. They are classified under the branch of Private Courses in the Directorates of Education in cities. The aim of Private English language schools is "…either to utilize the free time of individuals on their own will or to develop their knowledge, skills, abilities and experiences in social, cultural and vocational areas, all in compliance with the general aims and principles of Turkish National Education" (Law of Private Educational Institutions No 625; Regulation on Private Educational Institutions dated 23/06/1985 and No 18790; Regulation on Private Courses).

Based on the statistics by the General Directorate of Private Educational Institutions of Ministry of National Education, which are revised each year, the total number of Private English language schools in İstanbul is 212. Although there are at least a few schools in 30 provinces of İstanbul, except Beykoz, Güngören, and Tuzla, these schools are mainly clustered in Kadıköy (46), Şişli (26), Bakırköy (24), and Beşiktaş (11), which all together boast a total number of 107 schools (Retrieved May 8, 2005, from http://ookgm.meb.gov.tr/OkulListe.aspx).

Considering the structural organization of these schools, which is strictly defined and standardized by the regulations mandated by Ministry of National Education, each school is founded by an individual, or representative of a company, who need not to be an educator himself or herself. These founders are responsible for providing a scientific and contemporary educational environment. Their various responsibilities include the required funding, hiring the necessary staff, the provision of educational tools and materials, and the maintenance of the building. A founder who has not been appointed the director of studies at the same time cannot interfere with the educational and instructional activities of the school (Regulation on Private

Educational Institutions dated 23/06/1985 and No 18790; Article 9 of Regulation on Private Courses).

In each language school a director of studies, or a school director, is appointed by the founder and approved by the local Directorate of Education. The director of studies is responsible for the management of the school and the planning and implementation of educational activities depending on the principles of Total Quality Management. Among his or her various duties listed under Article 13 of Regulation on Private Courses, most of which are related with the management of the course, the most important one is that the director of studies ensures that the students are educated according to the aims determined in the curriculum program of the private language school, that the overall success is increased, and that the quality of education is improved (Article 13 of Regulation on Private Courses).

D. Teaching English To Adult Learners and Adult Learners

Teaching English language to adults is a widely applied profession in all over the world. There are two worldwide accepted academic programs of teaching English to adults, which are Certificate of English Language Teaching to Adults (CELTA) and Diploma in English Language Teaching to Adults (DELTA).

All the discussion about the characteristics of adult learners is based on the principles identified by Knowles (1990). These principles are also considered while teaching English to adult learners.

To start with, adults are autonomous and self-directed. As a result of this, their teachers must actively involve adult participants in the learning process and serve as facilitators for them. The perspectives of participants about what topics to cover should be considered and they should be allowed to work on projects that

reflect their interests. Moreover, the participants should be allowed the responsibility for presentations and group leadership. Their teachers have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals.

Secondly, adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. Learning needs to be connected to this knowledge/experience base by the learners. To help them do so, adult instructors should draw out participants' experience and knowledge which is relevant to the topic. Theories and concepts must be related to the participants and the value of experience in learning must be recognized.

Thirdly, adults are goal-oriented. When they enroll in a course, they usually know what goal they want to achieve. They, therefore, appreciate an educational program that is well organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

The fourth principle in adult learning is that adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

Another thing to be considered is the fact that adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.

Furthermore, as do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

In addition to the principles about adult learning discussed above, Graham (1998) comes up with additional principles. First of all, adults are considered to be learners who are well conscious of their educational needs and experienced enough to select whether and in which form to receive education. Moreover, they are experienced through life and work to be able to reason and implement any learning to this field of experience, to be able to decide when and where to study and learn, and to be ready to accept the cost of that learning (whether this is a cost in terms of time, money or lost opportunities). Adults are assumed to have limited time and to have to balance the demands of family, job, and education. They may also be assumed to have already acquired knowledge of themselves and the world, sufficient to survive on a daily basis if not to control their environment to their own satisfaction (Graham, 1998; Imel, 1998).

As is mentioned above, adult learners select the place where they wish to start educational activities. The places primarily chosen are mostly oriented to their needs, and a large proportion of adult education takes place in the workplace or the home or at sites where adults have a positive association. These places may be community

halls, or other gathering places and, in some countries at least, in postgraduate institutions (Graham, 1998; Imel, 1998).

The education is likely to occur outside normal working hours for participants who have professional careers. As a result, many programs are scheduled for the evening or the weekend. Adults may have to choose about participating in such events and shift other activities during their personal time unless they can arrange education during working hours. However, if working hours are used, adults may be obliged to sacrifice earnings in order to take part. Another option is that they may have to put in over-time hours in order to compensate time spent on education. In these cases, as in the decisions about use of personal time, there are significant costs and, therefore, those adults who do attend educational activities are both highly motivated and highly demanding of the outcome (Graham, 1998; Imel, 1998).

Education programs that are able to make attendance easy, or least reduce any possible conflicts with attendance, are likely to have a better chance of attracting a wider group of people. There is some evidence to suggest that adults undertake self-chosen educational programs at particular times in their lives. In addition to this, those who have positive experiences of education, especially at primary and secondary levels, are more likely to choose a formal program of education. In particular, those who are facing career choices or personal choices, who have personal time, or who understand that their ambitions will not be fulfilled without additional qualification will participate in formal programs. People in institutions with their own educational programs linked to career advancement may be directed towards these programs, but not all adults have this privilege (Graham, 1998; Imel, 1998).

As a result of this self interest, adults cannot be expected to select an educational program merely because it is available. There must be a clear advantage, but this advantage need not always be further certified qualification. Those who believe that the education will make a difference to their lives or those closest to them, either by meeting a particular need to solving a specific problem, are likely to choose to attend. Based on certain limitations, they may also choose to engage in the learning activity if it does not involve attendance but rather reading, viewing, or listening (Graham, 1998; Imel, 1998).

Adults will choose how best to spend their limited resources of time and money. Educational programs that entertain as well as educate, that reach out to people where they are rather than expecting them to attend, and those which most obviously relate to their day to day existence are likely to meet with more success. But educators should not underestimate the commitment that most people have to community and to personal enrichment (Graham, 1998; Imel, 1998).

E. Participation in Adult Education

Some early studies defined the characteristics of people who participate in adult education as follows (Boshier, 1971):

1. Young;
2. High educated;
3. Members of more organizations;
4. Positive in their attitudes toward education and the educational agency;
5. Middle class;
6. Highly motivated to learn;
7. Urban residents with easy access to education;

8. Involved with broad and diverse leisure activities;
9. Highly skilled in social relationships;
10. Oriented in terms of a personal role of service to others.

The adults who do not participate in adult education, on the other hand, were found to have lower incomes and socioeconomic levels, to maintain a fairly restricted social circle of friendships, to engage passively in sports, and to limit most of their activity to fairly immediate surroundings (Hiemstra, 2002).

It is also mentioned that the more highly educated, those with plans for further continuing education, and those individuals living in highly populated areas were more frequent participators of adult education programs. On the other hand, those under age 35 and over 65, unemployed individuals, homemakers, those with the fewest number of children, and people with the greatest withdrawal tendencies participated the least (Hiemstra, 2002).

A number of reasons were found as to why people participate in adult education. Houle (1961) suggested three basic reasons for participation in continuous educational activity: The first group of adults had a specific goal in mind, some others were activity or socially oriented, and others were just plain interested in constantly learning new things. There were also other reasons, such as wanting to be a better informed person, having initial or updating job information, achieving a religious goal, escaping from environmental problems or pressures, and complying with a formal requirement (Hiemstra, 2002).

In this time period, where early research on adult education was carried out, a variety of barriers to participation were uncovered at various studies. Some of the

significant reasons given as obstacles to participation are as follows (Boshier, 1971; Hiemstra, 2002):

1. Not wanting to go out in the evening;
2. Not enough time;
3. Financial limitations;
4. Home and job responsibilities;
5. Lack of energy or health problems;
6. Perception of being too old to learn;
7. Bureaucracy complexities;
8. Transportation limitations;
9. Child care problems.

In Turkey, the earlier studies as to the reasons of participation for adults start after the 1980s (Ural, 1993). Çakır (1983) investigated which courses adults would like to participate and found out social, cultural and vocational courses to be demanded. Moreover, the prospective participants mentioned the support of their families.

Another study was done in order to carry out a needs analysis of adults living in a province of İstanbul. It was established that age and prior level of education was important factors on the need for education. Educational needs correlated positively with marital status, level of income, and place of living. Among the reasons stated for a need for education were earning more money, getting promoted in their jobs, or finding a better job (Oğuzkan and Okçabol, 1987).

In many other studies it was established that the students attending private language schools were more instrumentally motivated than interactively. Among the reasons stated were to get promoted in their jobs, to find better high-paying jobs, and to be able to speak English when they go abroad. Moreover, having such motivation was found to be effective on success in second language education (Antikacıoğlu, 1989; Raybould, 1985).

F. Dropouts in Adult Education

Why some adults drop out of educational programs was surveyed by some early studies and results representing most dropouts enabled the following picture. The dropout in comparison to the person who completes a course or program often has the following characteristics. They are less intelligent, experienced less success in past learning efforts, have lower reading abilities, less education, and lower vocabulary skills, had less success in work experiences, have been out of school longer, had less experience in adult education, and have to rely on public transportation to attend adult education activities. Moreover, these dropouts enrolled in the course because of an educational or vocational deficiency, have a lower status job and lower income, and have been fairly inactive in community affairs, less permanent in a community and at a residence, and more dissatisfied with the class and the teacher (Boshier 1971; Hiemstra, 2002).

Besides these variables, some other findings were identified. For example, younger people were more likely to drop out compared with older persons. That age may be the most powerful factor in predicting who will drop out was postulated by some researchers. Single individuals, females, minorities in an integrated learning environment, non-homeowners, and those having an inactive employment status who

enroll in job-related education frequently dropped out more than their counterparts as mentioned in these early studies. Considering the adult education classes offering credits, individuals with lower academic abilities tended to drop out more, whereas people with higher academic abilities were more likely to drop out of noncredit classes. However, several research studies showed no relationship between academic ability and a propensity to drop out when all forms of adult education were considered. (Boshier 1971; Hiemstra, 2002)

In order to better understand the reasons behind dropouts, some researchers also looked at adults who finished the adult education activities they started. It was found that perseverers, who completed the programs they registered, were more apt to do the following (Boshier 1971; Hiemstra, 2002):

a. Perceive a persister as more worthy than a dropout
b. Rate external and instrumental goals higher
c. Have a definite goal as the reason for enrolling.
d. Be in smaller classes
e. Have had a high school rank higher than dropouts.
f. Have received information about the education through mailed brochures

In these early studies, registering in hobby-related adult education, recency of past education, and personal motivation also were found to be related to perseverance. Another thing related with perseverance is the regularity of adult education class attendance. It has been found that the degree of course understanding, a person's fulfillment of needs, the approachability of the instructor, and the amount of formal and informal class interaction were related to attendance (Hiemstra, 2002).

The dropout problem was tied to vocational reasons regarding lower socioeconomic and educational levels. For example, dropouts from a manpower training program often had resided in areas with the greatest employment opportunities, had previous work experience in service occupations, had received higher incomes before training, had a history of unemployment, and had less education compared to those who did not drop out. Dropouts also reported less satisfaction with the training (Hiemstra, 2002).

However, not all the reasons found for dropping out can be directly related to the student. For example, the stated requirements of the involved adult education agency, the reception given enrolling students, the informality of the learning setting, and the attention given to student needs, all were found to be related to the dropout problem. Even the type of instructional method employed by the teacher and the course contents can have a bearing (Hiemstra, 2002).

Some studies state the reasons why some adult learners drop out before completing their goals while others persist as intelligence, age, race, sex, marital status, parents educational level, prior educational level, entry level, scholastic ability, prior diagnosis of learning disabilities, time to complete ones goals, prior positive / negative school experiences, goal setting, motivation, determination, self-esteem, course relevancy, academic and social integration, unrealistic expectations, locus of control, support, availability of counseling, making progress, finances, economic status, family situation, alcohol / drugs, marriage, employment, health (current / prior medical conditions and current / prior use of medication), relocation, child care problems, transportation, lack of time, quality of instruction, number of

tutors, class size, class scheduling, class location (rural / urban, learning center / home), and materials (Dickinson, 1996).

Dickinson (1996) grouped the reasons stated above in broad categories: demographic characteristics (age, prior educational level, etc.), psychological factors (self-esteem, locus of control, support, etc.), situational factors (transportation, child care, etc.), and program variables (class time, location, instruction, etc.)

Demographic / Socio-demographic Characteristics

To start with demographic characteristics, age and academic achievement have been shown to impact continuation in an adult education program until completion. Watson (1983) found that age was a factor in persistence. It was determined that older students were more likely to persist. Fasig and Jones (1979) (as cited in Dickinson, 1996) concluded that non-persisters tended to be older (age 45 and above), female, and unemployed. Employment was correlated with withdrawal and persistence in studies cited by Jha in 1991, which are Anderson and Darkenwald (1979), Bosma (1988), Diekhoff and Diekhoff (1984), and Meyer (1974). It is also mentioned that Boshier (1973) determined that unmarried students were more likely to drop out than married students. Eisenberg and Dowsett, in their seven year study of dropouts in project courses at the British Open University, found that demographic traits were “significant” indicators of at-risk students for dropout (Eisenberg and Dowsett, 1990).

Academic factors have also been linked with attrition / persistence in the research. Moore (1982) (as cited in Dickinson, 1996) studied the returns of adults after 5 years of having left the program. and decided that the last grade completed in

school was a significant factor. Garrison (1985) decided that the last grade completed in school and number of hours worked seemed to play a role in persistence. He also mentioned social and academic integration as being important.

Dirkx and Jha (1994) say that academic ability as measured by achievement tests holds promise as a variable in persistence. They cite studies done by: Bosma (1988), Long (1983), Martin (1988), and Smith (1985). Higher entry level scores are associated with students who successfully complete their goals. Also, studies on academic preparation are mentioned as being am important factor. (Kronick & Hargis, 1990; Martin, 1988; Shipp & McKenzie, 1981; Sainty, 1971). Watson (1983) said academic level was important (Dirkx & Jha, 1994).

Psychological / Psychosocial / Personal Characteristics

The psychological factors have been shown to impact perseverance in adult education. These include goal clarity, course relevancy to life, self-esteem, locus of control, presence of support, prior school experience, and determination (Dickinson, 1996).

Garrison (1985) discussed course relevancy and goal clarity. Anderson and Darkenwald (1979) (as cited in Garrison, 1985) say that the best predictor of persistence is satisfaction with learning in relation to its helpfulness to the student in meeting his goals. It was found that adult education dropouts thought that classes were more relevant but were also clearer about their goals than persisters. He then examined the interaction between course relevancy and scholastic ability and determined that students often set unrealistic goals.

DuBois (1989) found that having a goal as well as support was important. Myers (1988) also determined that having a definite goal was a factor in persistence (as cited in Dickinson, 1996). Some researchers offered advice on helping students develop goal setting skills. In The Paraprofessional Handbook: A Guide for Adult Homebound Instructors, put out by the Kentucky State Department of Education, instructors are advised to help clarify students' goals by helping them determine short-term goals that lead to long-term goals. They also need to help students arrive at achievable long-term goals. Lenz, Ehren, and Smiley (1991) (as cited in Dickinson, 1996) highlighted the importance of clearly defined goals.

Situational Characteristics

Although some of these characteristics are grouped under demographic/socio-demographic in some studies, situational factors can all be reasons for dropout: finances, economic status, family situation, alcohol / drug use, marriage, employment, health, relocation, transportation, and lack of time. Jha (1991) listed class and work schedules and moving as contributors to attrition. She cites others who mentioned transportation, time constraints, health, employment, and family problems as reasons for leaving adult education programs (Darkenwald, 1986; Rachal, Jackson, & Leonard, 1987; and Wheaton, 1976). Other studies mentioned by Jha (1991) related job and time of class with completion (Cramer, 1982); class scheduling, day care problems, transportation and location, health and family problems, and lack of interest (Sticht, 1988-89); and reported non-school related factors as the major problems contributing to attrition (Jackson-Mayer et al., 1987).

Institutional / Program Characteristics

Program variables comprise things such as class size, class time, location of lessons, number of tutors working with a person, quality of instruction, and selection of materials. Jha (1991) listed research related to class size. It was found that a class with fewer than nine students had a lower dropout rate (Boshier, 1973). Jha (1991) emphasized that dropout rates were fewer for classes meeting less than 20 sessions. It was also found that students who attended in the afternoon participated in more classes. (Weisel, 1980, as cited in Dickinson, 1996). Myers (1988) listed regular attendance as one of the five factors she determined to impact goal completion.

Support can also be a program variable in addition to a psychological factor. Dickinson (1996) cites the following studies: counseling on an individual basis (Arruze & Daniel, 1987; Jackson et al., 1987; and Wheaton, 1976), one-to-one interactions (Reder, 1985), and individual pre-enrollment counseling as well as continuous one-on-one follow-up.

Other studies mentioned the importance of supportive counseling in goal completion. Mikulecky and DAdamo-Weinstein, (1991) said that counseling is an integral part of the more effective workplace literacy programs. Butler and McNeely (1987) found that the presence and assistance of caring and well qualified staff can make a difference in student outcomes. Quality of instruction, improved through staff development, needs to be considered in regard to student outcomes when looking at program variables (Dickinson, 1996).

Perin and Greenberg (1994) stressed program design as one of the most important factors in student persistence. DAmico-Samuels (1990), cited by Perin and

Greenberg (1994) asked urban, male, African American students what program characteristics encouraged them to persist. Responses were program support services, geographical location, class schedule, the content of instruction, and the quality of teaching. They also mentioned McKillop (1991), (as cited in Dickinson, 1996) who argued that retention rates could increase by intake procedures that were sensitive to student characteristics, flexible scheduling, availability of computer-based learning, counseling support, and appropriate assessment methods.

Another contribution to the study of dropouts and persisters was Vincent Tinto (1975). It was established that dropout was more likely to occur when a student was not sufficiently integrated into the fabric of the institution and thus had not sufficiently developed a high commitment to the institution. In addition, an individual's educational goal commitment was an important variable for Tinto. Tinto's theoretical dropout model postulates that the process of dropout from college can be viewed as a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems (Tinto, 1975).

For Sweet (1986) course materials represented an aspect of the institutional system with which the students interacted. How well an institution meets its responsibility to design and to deliver the course materials to the student is a major factor in persistence and dropout. In a study by Giles (1999) the students were also asked to evaluate the quality of the course materials developed for each class.

III. METHODOLOGY

In this chapter, first information as to the population and the sample of the study is provided. Following that, the development of the questionnaire, the pilot study, and the final form of the questionnaire are explained. Then, data collection procedure and how the data gathered have been analyzed are given in detail.

A. Population and Samples

This study is a survey type study done in the spring of the year 2005. The population of the study is composed of adult learners who have started learning English in Public Education Centers or in private non-formal institutions but dropped out after a certain time for some reason. Participants to these programs are generally high school graduates, university students and university graduates. Whereas some of the participants have professional careers, others are unemployed or have part-time jobs. In terms of financing the program, Public Education Centers are not supposed to charge for the service they provide, or may do so but at a considerably low rate; however, private English language schools have considerably high fees. Dropping out private English language schools after accepting to pay a large sum of money exposes an interesting phenomenon, making dropouts in private English language schools the central scope and the population of the study.

Before moving onto the procedures, how the sample was selected out of the abovementioned population will be explained. The criteria for a dropout student were that

a. He or she has canceled his or her registration on his or her own will, or
b. He or she has not been attending to the education activities for at least one month although he or she has not canceled her registration.

As is stated in the survey of literature, there are 212 schools in 30 provinces in İstanbul. A number of private English language schools were conveniently selected from the sub-provinces of İstanbul, where there were more than 10 schools. These provinces were Kadıköy (46 schools), Şişli (26), Bakırköy (24), Fatih (17), Beşiktaş (11), Ümraniye (11), Beyoğlu (10). The dropout students at these selected schools constituted the sample of the study. From each institution, 15 students at most took part in the study.

B. Data Collection Instrument

The development of the questionnaire and application of it has been done through the following processes. Three steps have been taken during this process.

The Development of the Questionnaire

In order to identify what reasons participants state when they drop out an English language school, the student registers at these schools were browsed through. At these schools, students who want to drop out on their will are supposed to state their reason to do so in order to cancel their registration. Therefore, the petitions given by students who dropped out English language schools were considered for content analysis. A considerable number of reasons leading to their dropping out as stated by the participants were identified through this content analysis.

To cover more reasons, several private interviews were carried out with the administrative staff of some English language schools including the educational consultants, who are responsible for the educational activities of each student, and directors, who listen to and respond to the requests and complaints from the participants. Interviewing these people made it possible to learn about the reasons of another group of dropouts. These were students who had dropped out without

canceling their registration but stopped attending the course. Some more reasons were obtained through these interviews.

Finally, all the collected reasons for dropout were re-evaluated in terms of the findings in the review of literature on reasons behind dropouts, and a final list of 29 reasons were identified to be used in the questionnaire (See Appendix A). Moreover, the demographic information to be collected was decided through going over the previous research done on dropouts.

The final form of the questionnaire was examined and discussed by the professors advising the research. The wordings and the comprehensibility of the items in the questionnaire were improved. In the first part of the questionnaire were demographic questions. The demographic information collected was as follows:

i. Gender
ii. Age
iii. Level of Education
iv. Marital Status
v. Employment Status
vi. Level of Income (if employed)
vii. Source of Financing the Course
viii. Mode of Transportation

In the second part of the questionnaire, possible reasons for dropouts were listed. The respondents were asked to indicate the level each reason influences their decision to drop out the school. Four levels of influence were provided. The levels were:

a. Almost Always

b. Often

c. Sometimes

d. Almost Never

Finally, in case the list of reasons given might not have included one or more of the reasons the dropout students had in their minds, they were asked to write reasons other than the stated in the list.

Pilot Study

In the pilot study, 33 students who had dropped out from different private language schools were asked to fill out the questionnaire (See Appendix A). After they completed, each student was interviewed about the comprehensibility of the items in the questionnaire and whether they had encountered any problems filling it out. The following points were mentioned as problems.

i. Some of the items were unclear.

ii. The labeling indicating the levels of influence did not make sense for some of the items, and even mislead the answers of the respondents.

The Questionnaire

Considering results of the pilot study and the feedback collected at the interviews after applying the questionnaire, some changes were made on the questionnaire. The first change was about the wording of some items. In order to increase the clarity and the comprehensibility of the items, some were rephrased regarding the comments of the respondents.

The second and the most important change was about labeling the levels of influence. Since they were not clearly understood by the respondents, following changes were made.

PILOT STUDY	AFTER PILOT STUDY
Almost Always	*Influenced Much*
Often	*Influenced*
Sometimes	*Partly Influenced*
Almost Never	*Never Influenced*

Another change was made with the number of the items. Out of 29 items the respondents answered, 6 items were not indicated as reasons influencing their decisions. As a result of this, the following items were discarded.

1. *I got married.*
2. *I had a child.*
3. *I had to go for compulsory military service.*
4. *I realized I van not learn English in Turkey.*
5. *I had transportation problems.*
6. *My company no longer pays my course fee*

One last change was with one of the demographic questions. Distance to the school, or transportation, was considered to be an important factor on dropouts due to literature review; however, the item as to having transportation problems was not mentioned as an influential reason. As a result of this, the mode of transportation was not included in the questionnaire.

As the final step, the final form of the questionnaire was examined and discussed by the professors advising the research. The wordings and the comprehensibility of the items in the questionnaire were improved (See Appendix B). A total of 283 respondents who had dropped out from various schools in İstanbul answered the questionnaire.

C. Data Collection

At both steps of the study, the pilot study and the main questionnaire, data was collected in two ways. In the first way, the questionnaire forms were left at the private language schools for 15 days. The students who wanted to dropout the school and cancel their registration within that time interval were asked to fill in the questionnaire. In the second way, the students who had recently dropped out the school by canceling their registration, or who had recently been in non-attendance for a month in various schools were identified through registers at the schools. These students were contacted to fill in the questionnaire. Some of the questionnaires were filled during the telephone conversations.

D. Data Analysis

The data collected was analyzed and evaluated using the statistical analysis SPPS 11.5 software. The means and frequencies of all items in the questionnaire were calculated. In order to analyze differences in terms of demographic characteristics, t- test formulas were used for the independent variables with two categories. For other independent variables with 3 or more categories, one-way ANOVA was employed. After ANOVA, Scheffe test was used for items that differed significantly in terms of the categories in order to identify which groups specifically

differed from each other. The independent variables of the study and their operational definitions were as follows.

1. Gender: *Female* or *Male*
2. Age *17-21* *22-29* *30 and up*
3. Marital Status: *Married* or *Single*
4. Level of Education: *Secondary School Graduate*
   University Student
   University Graduate
5. Employment Status: *Employed* or *Unemployed*
6. Level of Income (If employed): *Less than 750YTL*
   Between 750YTL and 1,500YTL
   Over 1,500 YTL
7. Who Pays for the Education: *Company*
   Myself
   My Family

The dependent variable of the study is the reasons in terms of the levels of influencing their decision of dropping out the school.

IV. RESULTS

In this chapter, first, the frequencies and descriptive statistics of the items in the questionnaire are presented and interpreted. Following that, T-test and One-Way ANOVA analyses of the items are presented and related discussion is provided (See Appendix C for detailed statistical results).

A. Preliminary Analyses

After the preliminary analysis of the data gathered through the survey, following frequencies and percentages have been derived.

Demographic Items

The frequencies and percentages of the demographic items are as follows. However, these percentages of demographic characteristics are only valid for the respondents of the questionnaire and not applicable to the whole population of dropouts. In order these results to be valid for all dropouts, the percentages of demographic characteristics of all students in private English language schools should be considered.

The first demographic characteristic of the respondents is their sex. Table 2 shows that among the total number of 283 students who have responded the questionnaire, 46% of them were females whereas 54% of them were males.

Table 2. *Frequencies and Percentages of Respondents for their Sex*

SEX	Frequency	Percent
Female	131	46
Male	152	54
Total	283	100

In the original questionnaire, the respondents were asked to write their ages only. During the analyses of the data gathered, the responses have been grouped under three age groups. Table 3 shows that the majority of the respondents are between the ages 22 and 29 (52%). On the other hand, 27% of them are at the 17-21 age group whereas 20% of them are older than 30 years old.

Table 3. *Frequencies and Percentages of Respondents for their Age Groups*

AGE GROUPS	Frequency	Percent
17-21	81	27
22-29	146	52
30 and up	56	20
Total	283	100

Table 4 shows that the majority of the respondents are university graduates (44%). High school graduates comprise 29% of the respondents whereas students in university make up 27% of the respondents to the questionnaire.

Table 4. *Frequencies and Percentages of Respondents for Level of Education*

LEVEL of EDUCATION	Frequency	Percent
High School Graduate	83	29
Student in University	77	27
University Graduate	123	44
Total	283	100

The respondents have also been asked about their marital status. According to Table 5, 61% of the respondents are single whereas 39% are married people. This shows that the majority of the respondents are single people.

Table 5. *Frequencies and Percentages of Respondents for Marital Status*

MARITAL STATUS	Frequency	Percent
Married	110	39
Single	173	61
Total	283	100

Another demographic item that respondents were asked to provide was their employment status. Table 6 shows that the majority of the respondents (66%) are working on a job whereas 33% of them are not. Two respondents have not answered this question.

Table 6. *Frequencies and Percentages of Respondents for Employment Status*

EMPLOYMENT STATUS	Frequency	Percent
Working	188	66
Not Working	92	33
Missing	3	1
Total	283	100

Level of income was an important variable in the demographic characteristics of the respondents. Table 7 shows that the majority of the respondents (40%) earn between 750 YTL and 1,500 YTL. On the other hand, 18% of them earn less than

750 YTL whereas 12% of them earn more than 1,500 YTL. 30% of the respondents have not answered this question.

Table 7. *Frequencies and Percentages of Respondents for Level of Income*

LEVEL of INCOME	Frequency	Percent
Less than 750 YTL	50	18
750 YTL - 1,500 YTL	114	40
More than 1,500 YTL	33	12
Missing	86	30
Total	283	100

The last demographic item was about the source of payment. The respondents were asked about who pays the school fee. According to Table 8, more than half of the respondents (55%) pay the school fee by themselves. For some others, their families pay for the education (33%), whereas companies pay for the education of some respondents (12%) as well.

Table 8. *Frequencies and Percentages of Respondents for Source of Payment*

SOURCE of PAYMENT	Frequency	Percent
My Company	33	12
Myself	156	55
My Family	94	33
Total	283	100

Reasons Behind Dropouts

Two statistical analyses have been made on the items for reasons behind dropouts. First, the frequencies and percentages have been calculated. The results are shown in Table 9. Then, in order to calculate the means and standard deviations of the reasons, the four levels of influence provided for each item have been coded as follows:

Influenced Much	=	4
Influenced	=	3
Partly Influenced	=	2
Never Influenced	=	1

The means and standard deviations are shown in Appendix B. Moreover, a list of reasons sorted from highest mean to the lowest, in order to show the level of influence of the reasons on the decisions to drop out, is also provided in Appendix B.

Following interpretations on the items for reasons behind dropouts are based on the aforementioned tables. To start with, 54% of the respondents mentioned the item "I.7 - *I couldn't find enough time for studying*" as "influenced much". This reason has a mean of 3.05. Considering the demographic characteristics of the respondents, 66% of them are working on a job and it is quite plausible for them not to be able to find enough time for the school.

53% of the respondents mentioned the item "I.6 - *I couldn't find time for the school*" as "influenced much". This reason has a slightly greater mean than the previous one, which is 3.09. This reason is no different than the previous for people who are working on a job.

A cumulative 48% percent of the respondents mentioned the item "I.3 - *My English didn't improve as I expected*" either as "influenced much" or "influenced".

This reason has a mean of 2.41. It is well established that adults are mostly well aware of their educational needs, so when they see their needs are not met, they may give up. On the other hand, they might have set unrealistic goals and unless they are guided on this, they may think they do not learn and improve as they have expected.

A cumulative of 46% of the respondents mentioned the item "I.11 - *I couldn't find time for my social activities*" either as "influenced much" or "influenced". This reason has a mean of 2.29. Considering working people, they feel the need to relax and forget about their job environments, so going to a school prevents them doing so. Moreover, it seems that spending their free hours going to school is not as preferable as going to a social activity for some who are keen on social activities.

Other than the reasons explained above, each of the following reasons have been mentioned as "never influenced" by at least 50% of the respondents. These reasons will be explained starting with the one with the highest percentage in terms of being mentioned as "never influenced".

85% of the respondents mentioned the item "I.23 - *There was a lot of noise outside during the class*" as "never influenced". This reason has a mean of 1.28, and it is not an influential reason for dropout for the majority. It seems that there are a few institutions that are located in a central district of the city but with poor soundproof windows.

81% of the respondents mentioned the item "I.17 - *I left / changed / am laid off from my job*" as "never influenced". This reason has a mean of 1.34, and it is not an influential reason for dropout for the majority. Although it is an important event for many people to have a change about their jobs, it does not seem to be influential on their decision dropout.

80% of the respondents mentioned the item "I.18 - *I have decided to go abroad to learn English*" as "never influenced". This reason has a mean of 1.41, and it is not an influential reason for dropout for the majority. Since it is quite expensive to go abroad in order to learn English, this may not be an important reason for the majority. It is also possible that the quality of instruction may not have satisfied some learners, leading them to go abroad.

78% of the respondents mentioned the item "I.21 - *I had health problems*" as "never influenced". This reason has a mean of 1.34, and it is not an influential reason for dropout for the majority. Health problems seem to be an unimportant reason to give up attending a school.

76% of the respondents mentioned the item "I.22 - *I had problems about my personal life*" as "never influenced". This reason has a mean of 1.41, and it is not an influential reason for dropout for the majority. Adults seem to manage to keep their personal problems out of their other commitments, such as attending a school.

74% of the respondents mentioned the item "I.13 - *Learning English is no longer my primary objective*" as "never influenced". This reason has a mean of 1.35, and it is not an influential reason for dropout for the majority. It seems that adult learners do not give up their resolutions easily.

73% of the respondents mentioned the item "I.8 - *I moved to another district, or city*" as "never influenced". This reason has a mean of 1.53, and it is not an influential reason for dropout for the majority. Although it is quite possible for adults to move for many reasons, it seems that this does not disturb most of them with their schools.

72% of the respondents mentioned the item "I.15 - *I didn't have enough support from the administrative staff*" as "never influenced". This reason has a mean

of 1.50, and it is not an influential reason for dropout for the majority. Despite the fact that administrative staff is an important component of an educational institution, this does not seem to be an influential reason to drop out for many.

68% of the respondents mentioned the item "I.20 - *I couldn't get along with other students in the class*" as "never influenced". This reason has a mean of 1.41, and it is not an influential reason for dropout for the majority. For some learners it may an important handicap to blend with the class atmosphere, but it seems that many adults overcome this problem and do not consider this a reason to drop out.

64% of the respondents mentioned the item "I.14 - *I didn't like the instructional methods employed*" as "never influenced". This reason has a mean of 1.60, and it is not an influential reason for dropout for the majority.

61% of the respondents mentioned the item "I.2 - *I had difficulty paying the fees*" as "never influenced". This reason has a mean of 1.73, and it is not an influential reason for dropout for the majority.

60% of the respondents mentioned the item "I.16 - *I had some family problems*" as "never influenced". This reason has a mean of 1.67, and it is not an influential reason for dropout for the majority. Although everybody regardless of their age may have some kind of family problems in their lives, on account of the busy lives of adults full of many responsibilities family problems are likely to occur. However, these problems do not seem to prevent most of them attending the schools.

59% of the respondents mentioned the item "I.9 - *I have lost my enthusiasm I had when I started the school*" as "never influenced". This reason has a mean of 1.69, and it is not an influential reason for dropout for the majority.

56% of the respondents mentioned the item "I.4 - *Materials of instruction were insufficient*" as "never influenced". This reason has a mean of 1.67 is, and it is not an influential reason for dropout for the majority.

56% of the respondents mentioned the item "I.12 - *There were no extra-curricular social activities at the school*" as "never influenced". This reason has a mean of 1.86, and it is not an influential reason for dropout for the majority.

54% of the respondents mentioned the item "I.1 - *I didn't like the teacher*" as "never influenced". This reason has a mean of 1.76, and it is not an influential reason for dropout for the majority.

54% of the respondents mentioned the item "I.19 - *I had difficulty learning English*" as "never influenced". This reason has a mean of 1.81, and it is not an influential reason for dropout for the majority.

51% of the respondents mentioned the item "I.10 - *I couldn't spend time with my family*" as "never influenced". This reason has a mean of 2.16, and it is not an influential reason for dropout for the majority.

50% of the respondents mentioned the item "I.5 - *The class was overcrowded*" as "never influenced". This reason has a mean of 1.77, and it is not an influential reason for dropout for the majority.

Table 9. *Frequencies and Percentages of Items for Reasons Behind Dropout*

	ITEMS	INFLUENCED MUCH		INFLUENCED		PARTLY INFLUENCED		NEVER INFLUENCED	
		f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
I.1	I didn't like the teacher.	20	7	45	16	64	23	154	54
I.2	I had difficulty paying the fees.	33	12	30	10	48	17	172	61
I.3	My English didn't improve as I expected.	63	22	73	26	64	23	83	29
I.4	Materials of instruction were insufficient.	11	4	45	16	68	24	159	56
I.5	The class was overcrowded.	10	3	56	20	76	27	141	50
I.6	I couldn't find enough time for the school.	151	53	52	19	35	12	45	16
I.7	I couldn't find enough time for studying.	151	54	51	18	26	9	55	19
I.8	I moved to another district, or city.	25	9	21	7	32	11	205	73
I.9	I have lost my enthusiasm I had when I started the school	27	10	27	10	60	21	169	59
I. 0	I couldn't spend time with my family.	83	29	24	9	32	11	144	51
I.11	I couldn't find time for my social activities.	70	25	58	21	38	13	117	41
I.12	There were no extra-curricular social activities at the school	21	7	53	19	52	18	155	56
I.13	Learning English is no longer my primary objective.	3	1	20	7	50	18	210	74
I.14	I didn't like the instructional methods employed.	15	5	36	13	52	18	180	64
I.15	I didn't have enough support from the administrative staff.	16	6	33	12	28	10	206	72
I.16	I had some family problems.	18	6	38	13	59	21	168	60
I.17	I left / changed / am laid off from my job.	14	5	14	5	26	9	229	81
I.18	I have decided to go abroad to learn English.	25	9	11	4	19	7	228	80
I.19	I had difficulty learning English.	33	12	35	12	61	22	154	54
I.20	I couldn't get along with other students in the class.	6	2	14	5	70	25	193	68
I.21	I had health problems.	15	5	3	1	45	16	220	78
I.22	I had problems about my personal life.	15	5	17	6	38	13	213	76
I.23	There was a lot of noise outside during the class.	9	3	15	5	21	7	238	85

Note: *f* = frequency; *P* = percentage

B. T-test Analyses

Having provided the general results for all groups, differences between item responses of groups in terms of their demographic characteristics will be provided. In the following tables below, only the significant reasons have been listed. Results for all reasons can be seen in the Appendices. What the abbreviations in the tables stand for are as follows:

n: number in a subsample

SD: Standard Deviation

t_0: computed value of *t* test

p: significance level

M: Mean

Gender Groups

Table 10 indicates that the reasons "*The class was overcrowded", "I moved to another district, or city", "There were no extra-curricular social activities at the school", "I had difficulty learning English", "I had difficulty learning English", "I couldn't get along with other students in the class", and "There was a lot of noise outside during the class*", significantly differ with significance level between 0.006 and 0.047 in terms of gender of the sample.

The first reason in which respondents significantly differ in terms of gender groups is the item "I.5 - *The class was overcrowded*." Male respondents mentioned I.5 to be more influential on their decision than females.

The second reason in which respondents significantly differ in terms of gender groups is the item "I.8 - *I moved to another district, or city*." Female respondents mentioned I.8 to be more influential on their decision than males.

The third reason in which respondents significantly differ in terms of gender groups is the item "I.12 - *There were no extra-curricular social activities at the school*." Female respondents mentioned I.12 to be more influential on their decision than males.

The fourth reason in which respondents significantly differ in terms of gender groups is the item "I.19 - *I had difficulty learning English*." Male respondents mentioned I.19 to be more influential on their decision than females.

The fifth reason in which respondents significantly differ in terms of gender groups is the item "I.20 - *I couldn't get along with other students in the class*." Male respondents mentioned I.20 to be more influential on their decision than females.

The sixth reason in which respondents significantly differ in terms of gender groups is the item "I.23 - *There was a lot of noise outside during the class*." Female respondents mentioned I.23 to be more influential on their decision than males.

Table 10. *T-test scores for Gender Groups and Reasons*

ITEMS	**FEMALE**			**MALE**			t_0	**p**
	n	***M***	**SD**	**N**	***M***	**SD**		
I.5	131	1.62	.769	152	1.90	.961	-2.749	.006
I.8	131	1.69	1.131	152	1.39	.772	2.555	.011
I.12	131	2.06	1.626	152	1.68	.938	2.339	.020
I.19	131	1.68	1.002	152	1.93	1.080	-1.993	.047
I.20	131	1.31	.593	152	1.50	.746	-2.443	.015
I.23	131	1.39	.837	152	1.18	.553	2.467	.014

Employment Status

The second T-test analysis has been made on employment status. Table 11 shows that the items "*I had difficulty paying the fees", "My English didn't improve as I expected", "I couldn't find enough time for the school", "I couldn't find enough time for studying", "I moved to another district or city", "I couldn't spend time with my family", "I couldn't find time for my social activities", "There were no extra-curricular social activities at the school", "Learning English is no longer my primary objective", "I didn't like the instructional methods employed", "I didn't have enough support from the administrative staff", "I left / changed / am laid off from my job", "I had difficulty learning English",* and *"I had problems about my personal life*" significantly differ with a significance level between 0.000 and 0.043 in terms of employment status of the sample.

The first reason in which respondents significantly differ in terms of employment status is the item "I.2 - *I had difficulty paying the fees*". Respondents not working on a job mentioned I.2 to be more influential on their decision than those working on a job.

The second reason in which respondents significantly differ in terms of employment status is the item "I.3 - *My English didn't improve as I expected*" Respondents working on a job mentioned I.3 to be more influential on their decision than those not working on a job.

The third reason in which respondents significantly differ in terms of employment status is the item "I.6 - *I couldn't find enough time for the school*".

Respondents working on a job mentioned I.6 to be more influential on their decision than those not working on a job.

The fourth reason in which respondents significantly differ in terms of employment status is the item "I.7 - *I couldn't find enough time for studying*". Respondents working on a job mentioned I.7 to be more influential on their decision than those not working on a job.

The fifth reason in which respondents significantly differ in terms of employment status is the item "I.8 - *I moved to another district or city*". Respondents not working on a job mentioned I.8 to be more influential on their decision than those working on a job.

The sixth reason in which respondents significantly differ in terms of employment status is the item "I.10 - *I couldn't spend time with my family*". Respondents working on a job mentioned I.10 to be more influential on their decision than those not working on a job.

The seventh reason in which respondents significantly differ in terms of employment status is the item "I.11 - *I couldn't find time for my social activities*". Respondents working on a job mentioned I.11 to be more influential on their decision than those not working on a job.

The eighth reason in which respondents significantly differ in terms of employment status is the item "I.12 - T*here were no extra-curricular social activities at the school*". Respondents working on a job mentioned I.12 to be more influential on their decision than those not working on a job.

The ninth reason in which respondents significantly differ in terms of employment status is the item "I.13 - *Learning English is no longer my primary*

objective". Respondents working on a job mentioned I.13 to be more influential on their decision than those not working on a job.

The tenth reason in which respondents significantly differ in terms of employment status is the item "I.14 - *I didn't like the instructional methods employed*". Respondents working on a job mentioned I.14 to be more influential on their decision than those not working on a job.

The eleventh reason in which respondents significantly differ in terms of employment status is the item "I.15 - *I didn't have enough support from the administrative staff*". Respondents working on a job mentioned I.15 to be more influential on their decision than those not working on a job.

The twelfth reason in which respondents significantly differ in terms of employment status is the item "I.17 - *I left / changed / am laid off from my job*". Respondents working on a job mentioned I.17 to be more influential on their decision than those not working on a job.

The thirteenth reason in which respondents significantly differ in terms of employment status is the item "I.19 - *I had difficulty learning English*". Respondents working on a job mentioned I.19 to be more influential on their decision than those not working on a job.

The fourteenth and the last reason in which respondents significantly differ in terms of employment status is the item "I.22 - *I had problems about my personal life*". Respondents working on a job mentioned I.22 to be more influential on their decision than those not working on a job.

Table 11. *T-test scores for Employment Status and Reasons*

ITEMS	WORKING			NOT WORKING			t_0	p
	n	*M*	SD	N	*M*	SD		
I.2	188	1.60	.940	92	1.93	1.175	-2.415	.017
I.3	188	2.56	1.081	92	2.05	1.142	3.598	.000
I.6	188	3.22	1.076	92	2.79	1.209	2.895	.004
I.7	188	3.22	1.085	92	2.78	1.291	2.789	.006
I.8	188	1.41	.870	92	1.71	1.095	-2.233	.027
I.10	188	2.38	1.333	92	1.72	1.207	4.184	.000
I.11	188	2.46	1.251	92	1.95	1.161	3.376	.001
I.12	188	1.96	1.440	92	1.62	.982	2.031	.043
I.13	188	1.41	.729	92	1.21	.458	2.841	.005
I.14	188	1.66	.948	92	1.42	.759	2.242	.026
I.15	188	1.62	1.008	92	1.27	.613	3.598	.000
I.17	188	1.43	.866	92	1.13	.559	3.497	.001
I.19	188	2.01	1.114	92	1.43	.789	4.982	.000
I.22	188	1.49	.874	92	1.26	.709	2.395	.017

Marital Status

The third T-test analysis has been made on differences between groups in terms of their marital status. Table 12 shows that the items "*I had difficulty paying the fees", "My English didn't improve as I expected", "I couldn't find enough time for the school", "I couldn't spend time with my family", "I didn't have enough support from the administrative staff", "I had some family problems", "I have decided to go abroad to learn English",* and *"I couldn't get along with other students in the class"* significantly differ with a significance level between 0.000 and 0.039 in terms of marital status of the sample.

The first reason in which respondents significantly differ in terms of marital status is the item "I.2 - *I had difficulty paying the fees*". Single respondents mentioned I.2 to be more influential on their decision than married ones.

The second reason in which respondents significantly differ in terms of marital status is the item "I.3 - *My English didn't improve as I expected*". Married respondents mentioned I.3 to be more influential on their decision than single ones.

The third reason in which respondents significantly differ in terms of marital status is the item "I.6 - *I couldn't find enough time for the school*". Married respondents mentioned I.6 to be more influential on their decision than single ones.

The fourth reason in which respondents significantly differ in terms of marital status is the item "I.10 - *I couldn't spend time with my family*". Married respondents mentioned I.10 to be more influential on their decision than single ones.

The fifth reason in which respondents significantly differ in terms of marital status is the item "I.15 - *I didn't have enough support from the administrative staff*". Single respondents mentioned I.15 to be more influential on their decision than married ones.

The sixth reason in which respondents significantly differ in terms of marital status is the item "I.16 - *I had some family problems*". Single respondents mentioned I.16 to be more influential on their decision than married ones.

The seventh reason in which respondents significantly differ in terms of marital status is the item "I.18 - *I have decided to go abroad to learn English*". Single respondents mentioned I.18 to be more influential on their decision than married ones.

The eighth reason in which respondents significantly differ in terms of marital status is the item "I.20 - *I couldn't get along with other students in the class*". Single

respondents mentioned I.20 to be more influential on their decision than married ones.

Table 12. *T-test scores for Marital Status and Reasons*

ITEMS	MARRIED			SINGLE			t_0	p
	n	*M*	SD	n	*M*	SD		
I.2	110	1.33	.779	173	1.99	1.126	-5.833	.000
I.3	110	2.64	1.163	173	2.27	1.088	2.717	.007
I.6	110	3.28	1.085	173	2.97	1.153	2.260	.025
I.10	110	2.45	1.379	173	1.98	1.253	2.942	.004
I.15	110	1.36	.810	173	1.59	.958	-2.129	.034
I.16	110	1.51	.896	173	1.77	.949	-2.294	.023
I.18	110	1.27	.823	173	1.50	.974	-2.079	.039
I.20	110	1.26	.501	173	1.50	.767	-3.173	.002

C. ANOVA

Other analyses of differences among groups in terms of demographic characteristics have been carried out through ANOVA. Further analyses on group differences have also been through multiple comparisons using Scheffe. Only the significant items are provided in the tables below. Whole lists of items and detailed Scheffe results, including the means of each item, are provided in the Appendix C. Abbreviations used in the tables stand for the following:

SS: Sum of squares

df: degree of freedom

MS: Mean square

F_0: Fisher's *F* ratio

p: significance level

Age Groups

Table 13 shows that the following items "*I had difficulty paying the fees", "My English didn't improve as I expected", "The class was overcrowded", "I couldn't find enough time for the school", "I couldn't find enough time for studying", "I moved to another district, or city", "I couldn't spend time with my family", "I couldn't find time for my social activities", "There were no extra-curricular social activities at the school", "I had some family problems", "I left / changed / am laid off from my job", "I had difficulty learning English", "I had health problems", "I had problems about my personal life",* and *"There was a lot of noise outside during the class*" significantly differ with significance level between 0.000 and 0.028 according to level of income of the people ('17-21', '22-29', and '30 and up').

Age groups differ from each other significantly in relation to the item "I.2 - *I had difficulty paying the fees*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "30 and up" age group ($p < .021$). There is also a significant difference between "22-29" age group and "30 and up" age group ($p < .002$) Considering the means, I.2 is more influential on their decision for "17-21" age group than "30 and up" age group, and for "22-29" age group than "30 and up" age group. However, there is no significant difference between "17-21" age group and "22-29" age group.

Age groups differ from each other significantly in relation to the item "I.3 - *My English didn't improve as I expected*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "30 and up" age group ($p < .001$. There is also a significant difference between "17-21" age group and "22-29" age group ($p < .000$). Considering the means, I.3 is more influential on their decision for "30 and up" age group than "17-21" age group, and for "22-29" age group than "17-21" age group. However, there is no significant difference between "22-29" age group and "30 and up" age group.

Age groups differ from each other significantly in relation to the item "I.5 - *The class was overcrowded*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .008$). Considering the means, I.5 is more influential on their decision for "22-29" age group than "17-21" age group. However, there are no significant differences between "17-21" age group and "30 and up" age group and "22-29" and "30 and up" age group.

Age groups differ from each other significantly in relation to the item "I.6 - *I couldn't find enough time for the school*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .028$). Considering the means, I.6 is more influential on their decision for "22-29" age group than "17-21" age group. However, there are no significant differences between "17-21" age group and "30 and up" age group and "22-29" and "30 and up" age groups.

Age groups differ from each other significantly in relation to the item "I.7 - *I couldn't find enough time for studying*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .023$).

There is also a significant difference between “22-29” age group and “30 and up” age group ($p < .039$). Considering the means, I.7 is more influential on their decision for “22-29” age group than “17-21” age group, and for “22-29” age group than “30 and up” age group. However, there is no significant difference between “17-21” age group and “30 and up” age group.

Age groups differ from each other significantly in relation to the item “I.8 - *I moved to another district, or city*”. According to Scheffe analysis, there is a significant difference between “17-21” age group and “22-29” age group ($p < .050$). Considering the means, I.8 is more influential on their decision for “22-29” age group than “17-21” age group. However, there are no significant differences between “17-21” age group and “30 and up” age group and “22-29” and “30 and up” age groups.

Age groups differ from each other significantly in relation to the item “I.10 - *I couldn’t spend time with my family*”. According to Scheffe analysis, there is a significant difference between “17-21” age group and “22-29” age group ($p < .000$). There is also a significant difference between “17-21” age group and “30 and up” age group ($p < .031$). Considering the means, I.10 is more influential on their decision for “22-29” age group than “17-21” age group, and for “30 and up” age group than “17-21” age group. However, there is no significant difference between “22-29” age group and “30 and up” age group.

Age groups differ from each other significantly in relation to the item “I.11 - *I couldn’t find time for my social activities*”. According to Scheffe analysis, there is a significant difference between “17-21” age group and “22-29” age group ($p < .050$). Considering the means, I.11 is more influential on their decision for “22-29” age group than “17-21” age group. However, there are no significant differences between

"17-21" age group and "30 and up" age group and "22-29" and "30 and up" age groups.

Age groups differ from each other significantly in relation to the item "I.12 - *There were no extra-curricular social activities at the school*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .048$). There is also a significant difference between "22-29" age group and "30 and up" age group ($p < .000$). Considering the means, I.12 is more influential on their decision for "22-29" age group than "17-21" age group, and for "22-29" age group than "30 and up" age group. However, there is no significant difference between "17-21" age group and "30 and up" age group.

Age groups differ from each other significantly in relation to the item "I.16 - *I had some family problems*". According to Scheffe analysis, there is a significant difference between "22-29" age group and "30 and up" age group ($p < .000$). Considering the means, I.16 is more influential on their decision for "22-29" age group than "30 and up" age group. However, there are no significant differences between "17-21" age group and "22-29" age group and "17-21" and "30 and up" age groups.

Age groups differ from each other significantly in relation to the item "I.17 - *I left / changed / am laid off from my job*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .002$). Considering the means, I.17 is more influential on their decision for "22-29" age group than "17-21" age group. However, there are no significant differences between "17-21" age group and "30 and up" age group and "22-29" and "30 and up" age groups.

Age groups differ from each other significantly in relation to the item "I.19 - *I had difficulty learning English*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "30 and up" age group ($p < .001$). There is also a significant difference between "22-29" age group and "30 and up" age group ($p < .014$). Considering the means, I.19 is more influential on their decision for "30 and up" age group than "17-21" age group, and for "30 and up" age group than "22-29" age group. However, there is no significant difference between "17-21" age group and "22-29" age group.

Age groups differ from each other significantly in relation to the item "I.21 - *I had health problems*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .026$). Considering the means, I.21 is more influential on their decision for "22-29" age group than "17-21" age group. However, there are no significant differences between "17-21" age group and "30 and up" age group and "22-29" and "30 and up" age groups.

Age groups differ from each other significantly in relation to the item "I.22 - *I had problems about my personal life*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "22-29" age group ($p < .000$). There is also a significant difference between "22-29" age group and "30 and up" age group ($p < .047$). Considering the means, I.22 is more influential on their decision for "22-29" age group than "17-21" age group, and for "22-29" age group than "30 and up" age group. However, there is no significant difference between "17-21" age group and "30 and up" age group

Age groups differ from each other significantly in relation to the item "I.23 - *There was a lot of noise outside during the class*". According to Scheffe analysis, there is a significant difference between "17-21" age group and "30 and up" age

group (p < .018). There is also a significant difference between “22-29” age group and “30 and up” age group (p < .047). Considering the means, this reason is more influential on their decision for “17-21” age group than “30 and up” age group, and for “22-29” age group than “30 and up” age group. However, there is no significant difference between “17-21” age group and “22-29” age group.

Table 13. *ANOVA Results for Age Groups and Reasons*

ANOVA for AGE								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**p**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.2	14.202	2	7.101	299.388	280	1.069	6.641	.002
I.3	24.490	2	12.245	335.962	280	1.200	10.205	.000
I.5	7.946	2	3.973	214.125	280	.765	5.195	.006
I.6	12.385	2	6.193	351.226	280	1.254	4.937	.008
I.7	14.744	2	7.372	381.461	280	1.362	5.411	.005
I.8	6.589	2	3.295	255.962	280	.914	3.604	.028
I.10	40.363	2	20.181	452.160	280	1.615	12.497	.000
I.11	33.296	2	16.648	398.521	280	1.423	11.697	.000
I.12	35.767	2	17.883	450.579	280	1.609	11.113	.000
I.16	14.458	2	7.229	232.320	280	.830	8.713	.000
I.17	7.959	2	3.980	167.475	280	.598	6.654	.002
I.19	15.305	2	7.652	295.769	280	1.056	7.244	.001
I.21	4.901	2	2.451	154.533	280	.552	4.441	.013
I.22	13.504	2	6.752	179.125	280	.640	10.554	.000
I.23	4.307	2	2.154	136.195	280	.486	4.428	.013

Level of Education

Table 14 shows that the items “*I had difficulty paying the fees”, “My English didn’t improve as I expected”, “I couldn’t find enough time for the school”, “I couldn’t find enough time for studying”, “I moved to another district, or city”, “I*

couldn't spend time with my family", "I had some family problems", "I left / changed / am laid off from my job", "I have decided to go abroad to learn English", "I had difficulty learning English", "I couldn't get along with other students in the class", and *"I had problems about my personal life*" significantly differ with significance level between 0.000 and 0.035 according to the level of education of people 'high school graduates', 'university students', and 'university graduates'.

Level of education groups differ from each other significantly in relation to the item "I.2 - *I had difficulty paying the fees*". According to Scheffe analysis, there is a significant difference between "high school graduates" and "university students" ($p < .047$). Considering the means, I.2 is more influential on their decision for "university students" than "high school graduates". However, there are no significant differences between "high school graduates" and "university graduates", and between "university students" and "university graduates".

Level of education groups differ from each other significantly in relation to the item "I.3 - *My English didn't improve as I expected*". According to Scheffe analysis, there is a significant difference between "high school graduates" and "university graduates" ($p < .025$). There is also a significant difference between "university students" and "university graduates" ($p < .000$). Considering the means, I.3 is more influential on their decision for "university graduates" than "high school graduates", and for "university graduates" than "university students". However, there is no significant difference between "high school graduates" and "university students".

Level of education groups differ from each other significantly in relation to the item "I.6 - *I couldn't find enough time for the school*". According to Scheffe analysis, there is a significant difference between "university students" and

“university graduates” ($p < .033$). Considering the means, I.6 is more influential on their decision for “university graduates” than “university students”. However, there are no significant differences between “high school graduates” and “university graduates”, and between “high school graduates” and “university students”.

Level of education groups differ from each other significantly in relation to the item “I.7 - *I couldn’t find enough time for studying*”. According to Scheffe analysis, there is a significant difference between “university students” and “university graduates” ($p < .029$). Considering the means, I.7 is more influential on their decision for “university graduates” than “university students”. However, there are no significant differences between “high school graduates” and “university graduates”, and between “high school graduates” and “university students”.

Level of education groups differ from each other significantly in relation to the item “I.8 - *I moved to another district, or city*”. According to Scheffe analysis, there is a significant difference between “high school graduates” and “university students” ($p < .000$). There is also a significant difference between “high school graduates” and “university graduates” ($p < .013$). Considering the means, I.8 is more influential on their decision for “university students” than “high school graduates”, and for “university graduates” than “high school graduates”. However, there is no significant difference between “university students” and “university graduates”.

Level of education groups differ from each other significantly in relation to the item “I.10 - *I couldn’t spend time with my family*”. According to Scheffe analysis, there is a significant difference between “university students” and “university graduates” ($p < .010$). Considering the means, I.10 is more influential on their decision for “university graduates” than “university students”. However, there are no

significant differences between “high school graduates” and “university students”, and between “high school graduates” and “university graduates”.

Level of education groups differ from each other significantly in relation to the item “I.16 - *I had some family problems*”. According to Scheffe analysis, there is a significant difference between “university students” and “university graduates” ($p < .024$). Considering the means, I.16 is more influential on their decision for “university students” than “university graduates”. However, there are no significant differences between “high school graduates” and “university students”, and between “high school graduates” and “university graduates”.

Level of education groups differ from each other significantly in relation to the item “I.17 - *I left / changed / am laid off from my job*”. According to Scheffe analysis, there is a significant difference between “high school graduates” and “university graduates” ($p < .007$). There is also a significant difference between “university students” and “university graduates” ($p < .041$). Considering the means, I.17 is more influential on their decision for “university graduates” than “high school graduates”, and for “university graduates” than “university students”. However, there is no significant difference between “high school graduates” and “university students”.

Level of education groups differ from each other significantly in relation to the item “I.18 - *I have decided to go abroad to learn English*”. According to Scheffe analysis, there is a significant difference between “high school graduates” and “university graduates” ($p < .007$). Considering the means, I.18 is more influential on their decision for “university graduates” than “high school graduates”. However, there are no significant differences between “high school graduates” and “university students”, and between “university students” and “university graduates”.

Level of education groups differ from each other significantly in relation to the item "I.19 - *I had difficulty learning English*". According to Scheffe analysis, there is a significant difference between "high school graduates" and "university students" ($p < .004$). There is also a significant difference between "high school graduates" and "university graduates" ($p < .029$). Considering the means, I.19 is more influential on their decision for "high school graduates" than "university students", and for "high school graduates" than "university graduates". However, there is no significant difference between "university students" and "university graduates". Higher academic ability

Level of education groups differ from each other significantly in relation to the item "I.20 - *I couldn't get along with other students in the class*". According to Scheffe analysis, there is a significant difference between "high school graduates" and "university graduates" ($p < .003$). Considering the means, I.20 is more influential on their decision for "high school graduates" than "university graduates". However, there are no significant differences between "high school graduates" and "university students", and between "university students" and "university graduates".

Level of education groups differ from each other significantly in relation to the item "I.22 - *I had problems about my personal life*". According to Scheffe analysis, there is a significant difference between "university students" and "university graduates" ($p < .050$). Considering the means, I.22 is more influential on their decision for "university graduates" than "university students". However, there are no significant differences between "high school graduates" and "university students", and between "high school graduates" and "university graduates".

Table 14. *ANOVA Results for Level of Education Groups and Reasons*

ANOVA for LEVEL of EDUCATION								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**p**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.2	8.643	2	4.232	305.127	280	1.090	3.883	.022
I.3	22.559	2	11.280	337.893	280	1.207	9.347	.000
I.6	8.722	2	4.361	354.890	280	1.267	3.441	.033
I.7	9.904	2	4.952	386.301	280	1.380	3.589	.029
I.8	16.791	2	8.396	245.760	280	.878	9.565	.000
I.10	17.910	2	8.955	474.613	280	1.695	5.283	.006
I.16	7.436	2	3.718	239.341	280	.855	4.350	.014
I.17	7.305	2	3.652	168.130	280	.600	6.083	.003
I.18	8.612	2	4.306	231.840	280	.828	5.200	.006
I.19	13.156	2	6.578	297.918	280	1.064	6.182	.002
I.20	5.804	2	2.902	126.649	280	.452	6.415	.002
I.22	4.550	2	2.275	188.079	280	.672	3.387	.035

Level of Income

Table 16 shows that the items "*I had difficulty paying the fees", "My English didn't improve as I expected", "I have lost my enthusiasm I had when I started the school", "I have decided to go abroad to learn English", "I had problems about my personal life",* and *"There was a lot of noise outside during the class*" significantly differ with significance level between 0.000 and 0.040 according to level of income of people 'less than 750 YTL', '750-1,500 YTL', and 'more than 1,500 YTL'.

Level of income groups differ from each other significantly in relation to the item "I.2 - *I had difficulty paying the fees*". According to Scheffe analysis, there is a significant difference between "less than 750 YTL" group and "750-1,500 YTL"

group ($p < .000$). There is also a significant difference between "750-1,500 YTL" group and "more than 1,500 YTL" group ($p < .003$). Considering the means, I.2 is more influential on their decision for "less than 750 YTL" group than "750-1,500 YTL" group, and for "more than 1,500 YTL" group than "750-1,500 YTL" group. However, there is no significant difference between "less than 750 YTL" group and "more than 1,500 YTL" group.

Level of income groups differ from each other significantly in relation to the item "I.3 - *My English didn't improve as I expected*". According to Scheffe analysis, there is a significant difference between "less than 750 YTL" group and "more than 1,500 YTL" group ($p < .000$). There is also a significant difference between "750-1,500 YTL" group and "more than 1,500 YTL" group ($p < .003$). Considering the means, I.3 is more influential on their decision for "more than 1,500 YTL" group than "less than 750 YTL" group, and for "more than 1,500 YTL" group than "750-1,500 YTL" group. However, there is no significant difference between "less than 750 YTL" group and "750-1,500 YTL" group.

Level of income groups differ from each other significantly in relation to the item "I.9 - *I have lost my enthusiasm I had when I started the school*". According to Scheffe analysis, there is a significant difference between "less than 750 YTL" group and "more than 1,500 YTL" group ($p < .000$). There is also a significant difference between "750-1,500 YTL" group and "more than 1,500 YTL" group ($p < .000$). Considering the means, I.9 is more influential on their decision for "more than 1,500 YTL" group than "less than 750 YTL" group, and for "more than 1,500 YTL" group than "750-1,500 YTL" group. However, there is no significant difference between "less than 750 YTL" group and "750-1,500 YTL" group.

Level of income groups differ from each other significantly in relation to the item "I.18 - *I have decided to go abroad to learn English*". According to Scheffe analysis, there is a significant difference between "less than 750 YTL" group and "more than 1,500 YTL" group ($p < .017$. Considering the means, I.18 is more influential on their decision for "more than 1,500 YTL" group than "less than 750 YTL" group. However, there are no significant differences between "less than 750 YTL" group and "750-1,500 YTL" group, and between "750-1,500 YTL" group and "more than 1,500 YTL" group.

Level of income groups differ from each other significantly in relation to the item "I.22 - *I had problems about my personal life*". According to Scheffe analysis, there is a significant difference between "less than 750 YTL" group and "more than 1,500 YTL" group ($p < .023$). There is also a significant difference between "750-1,500 YTL" group and "more than 1,500 YTL" group ($p < .002$). Considering the means, I.22 is more influential on their decision for "less than 750 YTL" group than "more than 1,500 YTL" group, and for "750-1,500 YTL" group than "more than 1,500 YTL" group. However, there is no significant difference between "less than 750 YTL" group and "750-1,500 YTL" group.

Level of income groups differ from each other significantly in relation to the item "I.23 - *There was a lot of noise outside during the class*". According to Scheffe analysis, there is a significant difference between "750-1,500 YTL" group and "more than 1,500 YTL" group ($p < .045$). Considering the means, I.23 is more influential on their decision for "750-1,500 YTL" group than "more than 1,500 YTL" group. However, there are no significant differences between "less than 750 YTL" group and "750-1,500 YTL" group, and between "less than 750 YTL" group and "more than 1,500 YTL" group.

Table 15. *ANOVA Results for Level of Income and Reasons*

ANOVA for LEVEL of INCOME								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**p**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.2	30.737	2	15.369	173.374	280	.894	17.197	.000
I.3	25.366	2	12.683	205.537	280	1.059	11.971	.000
I.9	32.236	2	16.118	163.074	280	.841	19.175	.000
I.18	7.125	2	3.563	165.910	280	.855	4.166	.017
I.22	8.994	2	4.497	136.103	280	.702	6.410	.002
I.23	2.365	2	1.182	69.940	280	.361	3.280	.040

Source of Payment

Table 16 shows that the items "*My English didn't improve as I expected", "I couldn't find enough time for the school", "I couldn't find enough time for studying", "I couldn't spend time with my family", "I couldn't find time for my social activities", "Learning English is no longer my primary objective", "I didn't like the instructional methods employed", "I didn't have enough support from the administrative staff", "I had some family problems", "I left / changed / am laid off from my job",* and *"I had difficulty learning English*" significantly differ with significance level between 0.000 and 0.011 according to the source of payment of the people 'My Company', 'Myself', and 'My Family'.

Source of payment groups differ from each other significantly in relation to the item "I.3 - *My English didn't improve as I expected*". According to Scheffe analysis, there is a significant difference between "my company" group and "my family" group ($p < .001$). There is also a significant difference between "myself" group and "my family" group ($p < .000$). Considering the means, I.3 is more

influential on their decision for “my company” group than “my family” group, and for “myself” group than “my family” group. However, there is no significant difference between “my company” group and “myself” group.

Source of payment groups differ from each other significantly in relation to the item “I.6 - *I couldn’t find enough time for the school*”. According to Scheffe analysis, there is a significant difference between “myself” group and “my family” group ($p < .000$). Considering the means, I.6 is more influential on their decision for “myself” group than “my family” group. However, there are no significant differences between “my company” group and “myself” group, and between “my company” and “my family” group.

Source of payment groups differ from each other significantly in relation to the item “I.7 - *I couldn’t find enough time for studying*”. According to Scheffe analysis, there is a significant difference between “my company” group and “myself” group ($p < .040$). There is also a significant difference between “myself” group and “my family” group ($p < .000$). Considering the means, I.7 is more influential on their decision for “myself” group than “my company” group, and for “myself” group than “my family” group. However, there is no significant difference between “my company” group and “my family” group.

Source of payment groups differ from each other significantly in relation to the item “I.10 - *I couldn’t spend time with my family*”. According to Scheffe analysis, there is a significant difference between “my company” group and “my family” group ($p < .024$). There is also a significant difference between “myself” group and “my family” group ($p < .004$). Considering the means, I.10 is more influential on their decision for “my company” group than “my family” group, and for “myself”

group than “my family” group. However, there is no significant difference between “my company” group and “myself” group.

Source of payment groups differ from each other significantly in relation to the item “I.11 - *I couldn’t find time for my social activities*”. According to Scheffe analysis, there is a significant difference between “myself” group and “my family” group ($p < .005$). Considering the means, I.11 is more influential on their decision for “myself” group than “my family” group. However, there are no significant differences between “my company” group and “myself” group, and between “my company” and “my family” group.

Source of payment groups differ from each other significantly in relation to the item “I.13 - *Learning English is no longer my primary objective*.” According to Scheffe analysis, there is a significant difference between “my company” group and “my family” group ($p < .001$). There is also a significant difference between “myself” group and “my company” group ($p < .008$). Considering the means, I.13 is more influential on their decision for “my company” group than “my family” group, and for “myself” group than “my company” group. However, there is no significant difference between “my family” group and “myself” group.

Source of payment groups differ from each other significantly in relation to the item “I.14 - *I didn’t like the instructional methods employed*”. According to Scheffe analysis, there is a significant difference between “my company” group and “my family” group ($p < .000$). There is also a significant difference between “myself” group and “my company” group ($p < .000$). Considering the means, this reason is more influential on their decision for “my company” group than “my family” group, and for “my company” group than “myself” group. However, there is no significant difference between “my family” group and “myself” group.

Source of payment groups differ from each other significantly in relation to the item "I.15 - *I didn't have enough support from the administrative staff*". According to Scheffe analysis, there is a significant difference between "my company" group and "my family" group ($p < .001$). There is also a significant difference between "myself" group and "my company" group ($p < .014$). Considering the means, I.15 is more influential on their decision for "my company" group than "my family" group, and for "my company" group than "myself" group. However, there is no significant difference between "my family" group and "myself" group.

Source of payment groups differ from each other significantly in relation to the item "I.16 - *I had some family problems*". According to Scheffe analysis, there is a significant difference between "myself" group and "my family" group ($p < .000$). There is also a significant difference between "myself" group and "my company" group ($p < .004$). Considering the means, I.16 is more influential on their decision for "my family" group than "myself" group, and for "my company" group than "myself" group. However, there is no significant difference between "my family" group and "my company" group.

Source of payment groups differ from each other significantly in relation to the item "I.17 - *I left / changed / am laid off from my job*". According to Scheffe analysis, there is a significant difference between "myself" group and "my family" group ($p < .013$). Considering the means, I.17 is more influential on their decision for "myself" group than "my family" group. However, there are no significant differences between "my company" group and "myself" group, and between "my company" and "my family" group.

Source of payment groups differ from each other significantly in relation to the item "I.19 - *I had difficulty learning English*". According to Scheffe analysis, there is a significant difference between "myself" group and "my family" group ($p < .006$). There is also a significant difference between "my family" group and "my company" group ($p < .012$). Considering the means, I.19 is more influential on their decision for "myself" group than "my family" group, and for "my company" group than "my family" group. However, there is no significant difference between "myself" group and "my company" group.

Table 16. *ANOVA Results for Groups according to Source of Payment and Reasons*

ANOVA for SOURCE OF PAYMENT								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**p**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.3	27.669	2	13.835	332.783	280	1.189	11.640	.000
I.6	24.644	2	12.322	338.967	280	1.211	10.178	.000
I.7	30.276	2	15.138	365.929	280	1.307	11.583	.000
I.10	22.763	2	11.381	469.760	280	1.678	6.784	.001
I.11	16.074	2	8.037	415.742	280	1.485	5.413	.005
I.13	5.977	2	2.989	116.390	280	.416	7.190	.001
I.14	17.058	2	8.529	213.020	280	.761	11.211	.000
I.15	10.973	2	5.486	221.777	280	.792	6.927	.001
I.16	18.008	2	9.004	228.770	280	.817	11.020	.000
I.17	5.514	2	2.757	169.921	280	.607	4.543	.011
I.19	14.700	2	7.350	296.374	280	1.058	6.944	.001

D. Other Reasons Stated

Other than the reasons already stated in the questionnaire form, some of the respondents have mentioned some other reasons that have not been covered by the questionnaire. These reasons have been evaluated and some reasons that more or less

tap the same point have been merged as one reason. The final list of reasons that respondents have indicated influential on their decision to drop out is as follows:

Some students stated the death or emergent health problems of their relatives. This is also an important reason to drop out a school for the person who suffers from it; however, apparently these incidents do not occur frequently and may not constitute a majority.

Some of the students mentioned transportation problems as a hindrance to attend the school, which resulted in dropping out. This is quite an acceptable reason in terms of not wasting their time; however, many people choose a closer school to their house or workplace in order to overcome this problem.

Some university students mentioned the intensity of their departmental classes as a reason to interfere with their attendance to the school. It is stated that it was almost impossible to attend the private English school during their mid-term or final weeks.

Furthermore, there were some individual reasons stated by only one person in the questionnaire. Although they might be important reasons for the respondents who stated them, they are not considered to be applicable to the majority. These reasons are as follows.

1. *There were no female students in my class.*
2. *I was on the female student in the class.*
3. *The native speaker teacher was American.*
4. *The books were very expensive.*
5. *My father died.*
6. *I broke up with my girlfriend.*

V. CONCLUSION

This section summarizes the study and lists the conclusions derived from the results. Following that the limitations of the study are stated, and some recommendations for research are discussed.

A. Summary

Dropouts have been an important and detrimental factor affecting the eventual success of adult education programs. So far, quite a few number of studies have been done in order to pinpoint the reasons leading the students to drop out courses they have started. As a result of these international and national studies, some reasons have been identified to be important on student dropouts from adult education programs.

Some studies reported that dropouts scored lower on intelligence tests mean IQ of 90, had repeated at least one grade, had limited academic success accompanied by poor academic performance, and had demonstrated poor reading and communications skills. They maintained that a lack of self-confidence in their ability to learn, child care, transportation, work, and family health are many reasons for the high dropout rates in adult education programs

In some other studies psychosocial variables, such as goal-setting, motivation, personality, resistance, interaction patterns, life change, and commitment, have been suggested to identify students who continue or persist in adult education programs. Other reasons of dropouts have focused on socio-demographic status, ethnicity, family members, and age. Moreover, academic variables, academic ability, entry-level grade equivalency scores, and testing have often been used as factors to

distinguish dropout students from those who persist. On the other hand, it is stated that student dropout is rarely the result of a single point of decision failure but typically occur when the system breaks down at multiple points along the chain.

Dirkx and Jha (1994) grouped reasons for dropping out according to trends based on: psycho-social variables such as goal-setting, motivation, personality, resistance, interaction patterns, life change, and commitment; socio-economic/demographic variables such as gender, race, employment, age, family members, and income/poverty level; situational variables that include factors for dropout or number of hours enrolled such as childcare and transportation needs; academic variables such as last grade attended, educational status, placement level, ability, and testing scores; and institutional variables such as class time, format, numbers, location, instructor, and recruitment procedures.

Another grouping of various factors leading to dropping out a course comes with four broad categories. Namely, demographic characteristics age, prior educational level, etc., psychological factors self-esteem, locus of control, support, etc., situational factors transportation, child care, etc., and program variables class time, location, instruction, etc. (Dickinson, 1996).

It is stated that the dropouts are a serious problem with adult educational institutions in Turkey. Moreover, the researcher of the study himself, in his ten years of employment, the last two of which is as the director of studies, at English language schools for adults, has well observed the incident of dropouts as a considerable issue. At these schools, quite a few number of adult students drop out the school some time after they have registered. These drop-out students either cancel their registration before they complete the school, or they stop attending to the classes. Furthermore, statistics released by the State Institute of Statistics Devlet

İstatistik Enstitüsü-DİE has shown the great gap between the number of the adults starting an English course and the number of adults completing the course.

In order to find out more about the reasons the participant adults to English language schools in İstanbul, Turkey, a questionnaire has been developed. The reasons in the questionnaire came through review of literature on dropout studies and by browsing through petitions given to school administrations by students to cancel their registration. Moreover, interviews carried out with educational consultants and directors provided some other reasons to be included in the questionnaire.

The questionnaire has been applied in the pilot study, and some adjustments made under the supervision of the professors advising the study. The final form of the questionnaire then has been applied to 283 individuals from various conveniently selected private English language schools in İstanbul. The results of the questionnaire have been analyzed using various statistical techniques including T-test and One-Way ANOVA, and Scheffe.

It has been found that the foremost reasons to drop out the courses were about lack of time. A considerable percentage of the respondents stated they couldn't find time either for the course or studying. It also became clear that expectations of some students have not been satisfactorily met by the schools, which in turn leads to dropping out. Moreover, a majority of students mentioned not being able to find time for social activities and dropped out the schools. Finally, demographic characteristics such as gender, age, level of education, marital status, employment status, level of income, and source of payment have been influential on the proximity of the reasons stated.

B. Conclusions and Discussion

Although the items of the questionnaire were reasons already stated by the students who have dropped out of private English language schools, statistical analyses have brought up the following picture about the reasons stated by the participants. In this section, reasons stated in the questionnaire will be discussed regarding their influence on the decision to drop out a course and variance according to some demographic characteristics.

1. Time seems to be an important aspect for adults to drop out from the schools. Although they already know they have to attend in order to succeed when they start a course, due to poor planning or external reasons they hardly find time to attend the school among their other commitments. It is not surprising that a considerable majority of the respondents stated this reason as problem. In terms differences among respondents according to their demographic characteristics, this reason is more influential on their decisions for university graduates compared with university students, because most of them are working in a job, leaving them a limited amount of time for going to a school regularly. Moreover, married people state lack of time an important influence on their decision, quite normal considering their responsibilities. As a result of these, some adults can't find time to go to a school or time for studying. What seems clear at this point is that, adults should either make more feasible time management plans, or schools should offer a variety of alternative course options for adults who have limited time.

2. Another outstanding reason stated by the drop out students was that they thought their English did not improve as they had expected. This may be due to a serious incompatibility between the needs and interests of the adult learners and the objectives of the program they attend to, or due to some unrealistic goals set by the

participants themselves. Working people considered this situation as a more important reason for their dropout. This may be due to higher levels of expectations of their employers or their impatience to learn quickly and get promoted in their careers. This was also more important for married people, most of whom may be people working in a job. It seems quite plausible that in order to satisfy the needs and interest of students enrolling private English language schools, English language teaching curriculum programs should be revised and evaluated.

3. Another reason that was related about lack of time was that the dropouts stated they could not find time for social activities. This may be true especially for those who attend to weekend classes, because weekend classes take nearly half of the day and they may not find enough time to go to cinema or other activities. This was a more important reason for working people because people not working could go for a social activity anytime whereas working people can not. A greater number of older people compared to younger people stated this reason possibly due to increasing responsibilities by age such as career, marriage, or children. Those who were financed by their families did not emphasize this reason compared to those who paid themselves for most of the former were most probably students and had enough time for social activities. In order to overcome, this problem weekend courses may be organized in an intermittent fashion, that is to say, one week both days of the weekend, the following week just one day of the weekend.

4. Another reason more or less the same with the previous one was that those who dropped out courses stated they couldn't spend time with their families. This is especially true for working people, because as mentioned before courses are organized outside the working hours, either on weekday evenings or on weekends, so working people may have to sacrifice from the time they could spend with their

family to attend a course and some can not keep up with this. Married people compared to single also stated this reason as could be expected. It seems that people should make their long term plans to start a course by taking into consideration all their responsibilities.

5. Lack of extracurricular activities has been an important reason for dropping out. This reason is more important for working people. They may be quite right on this when the hustle and bustle of working life considered, for both learning English in order to develop themselves and deal with refreshing activities related to their education can be more enjoyable and satisfactory for them. In order to satisfy this need, the curriculum programs of the schools should include extracurricular activities so that working people may find the opportunity to relax while they are still on the track to realize their aims.

6. The difficulty in paying the fees for the courses has been mentioned as an important handicap for people who are not working, as it could be expected. Married people did not mention this reason much as compared to single ones. If both spouses are employed, then considering the total income of the family, the course fee may not be a considerable expense for married people. Moreover, in terms of level of income, people who earn less than 750 YTL a month mentioned this reason to be important on their decision. What is more interesting is that high level income group also mentioned this reason as important, which may be due to their selection of some schools that evidently charge twice as that of most others. Nevertheless, private English language schools should revise their cost policies by providing special discounts for people who are not working. At least, these people could find better jobs with the English they learn at these schools, and in turn they may come back to the schools to further develop their English.

7. Overcrowded classes have also been mentioned as a reason for dropping out by some students. People between the ages of 22 and 29 stated this item to be more influential on their decision to drop out. Evidently, in crowded classes the amount of time teacher allocates for each student may considerably decrease. Some students who desperately need to learn English may need more teacher care, which is also of the basic principles of adult education activities. Moreover, many private language schools are in such buildings that are not designed as schools but later converted to be so. As a result of this, the classrooms are small and more than a certain amount of students may seem crowded regarding available space in the classroom. No one would feel comfortable in a congested environment trying to learn English. Private English language schools should limit the maximum number of each class according to the classroom size, providing a physically conducive environment for education.

8. Another highlighted reason for dropping out the course is that some students had difficulty in learning English. This reason was especially emphasized by people whose ages were 30 and up. It is quite predictable that learning a foreign language at a later age brings out some problems, such as difficulties in correct pronunciation, vocabulary retention, and high level of interference with mother language. Program developers and teachers should take the special characteristics of adults while planning and implementing their classes. Moreover, high school graduates compared to university students and graduates mentioned about the difficulty they had learning English. Learner strategies should not be underestimated in achievement, and university students and graduates are expected to be more proficient at them as a result of their learning experience than high school graduates. In order to combat with this problem, schools should organize guidance and

counseling services so that they can identify students with learning difficulties and counsel them on learner strategies.

What this research has found also coincides with another study. Dickinson 1996 evaluates the findings of her study as "…While demographic characteristics perhaps cannot be changed and situational factors are often difficult to surmount. the areas that can most be influenced by studies such as this are psychological factors and program variables. Indeed. program aspects are perhaps what can be changed the most readily. Things such as class size, class time, location of lessons, number of tutors working with a person, quality of instruction, and selection of materials are within the control of adult education programs." The researcher fully agrees with aforementioned points.

All in all, this research has identified the aforesaid reasons to be influential on the decisions of students to drop out private English language schools. The researcher believes that by organizing their programs considering the time constraints of adults, by guiding and counseling the students on the stages and difficulties of learning English, by organizing extracurricular activities such as various club activities, by adjusting their financial policies regarding the financial power of their potential students, and by making up less crowded classes, private English language schools will overcome the problem of dropout students. This will eventually result in many more individuals equipped with foreign language proficiency in order to contribute not only to self-realization of their goals in their professional careers and intellectual development but also an overall intellectual transformation of our country.

C. Limitations of the Study

This research did not include the adult learners attending English language courses in Public Education Centers. Moreover, Continuing Education Centers founded by universities, which offer English language courses for adults, were not included in the scope of the research. High school students may also attend private English language schools, but they have been neglected as well. Moreover, most companies organize in-house training programs, where there are also dropout students. However, this study did not include those students.

Another limitation was that the students who responded the questionnaire were those who dropped out in spring and summer time. However, there might be different responses from the students who drop out in fall and winter.

D. Recommendations for Further Research

The researcher believes that the problem of dropouts will be better investigated in a much larger scope including Public Education Centers and Lifelong Education Centers founded by universities. Moreover, a similar study can be conducted on a larger sample including dropouts in rural areas so as to investigate whether there are differences between rural and urban patterns of dropout problem.

Lack of time came out to be the most important reason for dropouts. Based on this finding, a research on curriculum can be carried out which will fit the time constraints of the adult learners. In addition to this, another research may focus on extracurricular activities which would enable the dropouts to give time to their families. Another study may investigate the possible differences among the dropout reasons stated by participants who attend at various times, weekends, weekday nights and weekday mornings.

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APPENDIX A Pilot Çalışma Anketi

Aşağıdaki sorular öğrencilerin **İngilizce kurslarından ayrılma/bırakma nedenlerini araştırmak** amacıyla, **Boğaziçi Üniversitesi Eğitim Bilimleri Anabilim Dalı Yetişkin Eğitimi Yüksek Lisans Programı**'ndaki tez çalışması kapsamında hazırlanmıştır. Ankette isim belirtilmeyecektir. Soruları dikkatlice yanıtlamanız bu araştırmanın güvenilir olması açısından önemlidir.Katılımınız için teşekkür ederiz.

Demografik / Kişisel Bilgiler

Kurstan ayrıldığınız/bıraktığınız tarih: _____

Cinsiyetiniz: ( ) Kadın ( ) Erkek

Yaşınız: _____

Eğitim Durumunuz: ( ) Lise Mezunu ( ) Üniversite Öğrencisi
( ) Üniversite Mezunu

Medeni Haliniz: ( ) Evli ( ) Bekar
Diğer: _____

İş Durumunuz: ( ) Çalışıyorum ( ) Çalışmıyorum

Gelir Durumunuz: ( ) 750 YTL'den AZ
(Eğer çalışıyorsanız) ( ) 750 – 1,500 YTL ARASINDA
( ) 1,500 YTL'den FAZLA

Eğitim ücretinizi kim karşılıyor? ( ) Şirketim ( ) Kendim
( ) Ailem Diğer:_____

Kursa nasıl ulaşıyorsunuz? ( ) Yürüyerek ( ) Tek vasıtayla
( ) Birden fazla vasıtayla ( ) Kendi aracımla

Arka sayfada İngilizce kursundan ayrılmanızda / kursu bırakmanızda etkili olabilecek bir takım nedenler verilmiştir. Bu nedenlerin kararınızı ne düzeyde etkilediğini belirtiniz. Eğer verilenlerden başka nedenleriniz varsa, DİĞER NEDENLER bölümünde yazabilirsiniz.

NEDENLER	**KARARINIZI ETKİLEME DÜZEYİ**			
	Hemen Hemen Her Zaman	**Sıklıkla**	**Bazen**	**Hemen Hemen Hiçbir Zaman**
1. Öğretmenden memnun değildim.	( )	( )	( )	( )
2. Kurs ücretini ödemekte zorlandım.	( )	( )	( )	( )
3. İngilizcem umduğum şekilde gelişmedi.	( )	( )	( )	( )
4. Öğretim materyalleri yetersizdi.	( )	( )	( )	( )
5. Sınıf çok kalabalıktı.	( )	( )	( )	( )
6. Kursa yeterince zaman ayıramadım.	( )	( )	( )	( )
7. Ders çalışmaya zaman ayıramadım.	( )	( )	( )	( )
8. Başka bir semte/şehre taşındım.	( )	( )	( )	( )
9. Öğrenmeye başladığımdaki isteğimi yitirdim.	( )	( )	( )	( )
10. Aileme zaman ayıramadım.	( )	( )	( )	( )
11. Sosyal yaşantıma zaman ayıramadım.	( )	( )	( )	( )
12. Ders dışı sosyal aktivite yoktu.	( )	( )	( )	( )
13. İngilizce öğrenmek artık öncelikli hedefim değil.	( )	( )	( )	( )
14. Kullanılan öğretim yöntemlerini. beğenmedim.	( )	( )	( )	( )
15. Kurs idaresinden yeterli ilgi ve yardım göremedim.	( )	( )	( )	( )
16. Bazı ailevi problemler yaşadım.	( )	( )	( )	( )
17. İşten ayrıldım / çıkarıldım / değiştirdim.	( )	( )	( )	( )
18. Evlendim.	( )	( )	( )	( )
19. Çocuğum oldu.	( )	( )	( )	( )
20. Askere gitmem gerekiyordu.	( )	( )	( )	( )
21. Yurtdışına gitmeye karar verdim.	( )	( )	( )	( )
22. İngilizceyi öğrenmekte zorlanıyordum.	( )	( )	( )	( )
23. Sınıf ortamını beğenmedim.	( )	( )	( )	( )
24. Sağlık sorunları yaşadım.	( )	( )	( )	( )
25. Özel hayatımla ilgili psikolojik sorunlar yaşadım	( )	( )	( )	( )
26. Türkiye'de İngilizce öğrenemeyeceğimi gördüm	( )	( )	( )	( )
27. Ders yaparken çevreden çok gürültü geliyordu.	( )	( )	( )	( )
28. Ulaşım sorunu yaşadım.	( )	( )	( )	( )
29. İşyerim artık kurs ücretimi ödemiyor.	( )	( )	( )	( )

DİĞER NEDENLER:

_____

_____

The Questionnaire for Pilot Study

The questions below have been prepared for a research in Adult Education Master's Program in Bogaziçi University which investigates the reasons why students drop out private English courses. Names are not be stated in the questionnaire. It is important to answer the questions carefully for the reliability of this research. Thank you for your participation.

Demographic Information

Date you dropped out the course: _____

Gender: ( ) Female ( ) Male

Age: _____

Level of Education: ( ) High School Gradate
( ) University Student
( ) University Graduate

Marital Status: ( ) Married ( ) Single
Other: _____

Employment Status: ( ) Working ( ) Not working

Gelir Durumunuz: ( ) less than 750 YTL
(If you are working) ( ) 750 – 1,500 YTL
( ) more than 1,500 YTL

Who pays your course fee? ( ) My company ( ) Myself
( )My Family Other:_____

How do you transport to school? ( ) On foot ( ) By one vehicle
( ) By more than one vehicles ( ) By my car

On the other page reasons that may be influential on your decision to drop out the English course. Please indicate at what level these reasons influence your decision. If you have reasons other than stated, please indicate in the OTHER REASONS section.

	REASONS	**LEVEL OF INFLUENCING YOUR DECISION**			
		Almost Always	**Often**	**Sometimes**	**Almost Never**
1.	I didn't like the teacher.				
2.	I had difficulty paying the fees.				
3.	My English didn't improve as I expected.				
4.	Materials of instruction were insufficient.				
5.	The class was overcrowded.				
6.	I couldn't find enough time for the school.				
7.	I couldn't find enough time for studying.				
8.	I moved to another district, or city.				
9.	I have lost my enthusiasm I had when I started the school				
10.	I couldn't spend time with my family.				
11.	I couldn't find time for my social activities.				
12.	There were no extra-curricular social activities at the school				
13.	Learning English is no longer my primary objective.				
14.	I didn't like the instructional methods employed.				
15.	I didn't have enough support from the administrative staff.				
16.	I had some family problems.				
17.	I left / changed / am laid off from my job.				
18.	I got married.				
19.	I had a child.				
20.	I had to go for compulsory military service.				
21.	I have decided to go abroad to learn English.				
22.	I had difficulty learning English.				
23.	I couldn't get along with other students in the class.				
24.	I had health problems.				
25.	I had problems about my personal life.				
26.	I realized I can not learn English in Turkey.				
27.	There was a lot of noise outside during the class.				
28.	I had transportation problems.				
29.	My company no longer pays my course fee				

OTHER REASONS

_____

APPENDIX B Anket

Aşağıdaki sorular öğrencilerin **İngilizce kurslarından ayrılma/bırakma nedenlerini araştırmak** amacıyla, **Boğaziçi Üniversitesi Eğitim Bilimleri Anabilim Dalı Yetişkin Eğitimi Yüksek Lisans Programı**'ndaki tez çalışması kapsamında hazırlanmıştır. Ankette isim belirtilmeyecektir. Soruları dikkatlice yanıtlamanız bu araştırmanın güvenilir olması açısından önemlidir.Katılımınız için teşekkür ederiz.

Demografik / Kişisel Bilgiler

Kurstan ayrıldığınız/bıraktığınız tarih: _____

Cinsiyetiniz: ( ) Kadın ( ) Erkek

Yaşınız: _____

Eğitim Durumunuz: ( ) Lise Mezunu ( ) Üniversite Öğrencisi
( ) Üniversite Mezunu

Medeni Haliniz: ( ) Evli ( ) Bekar
Diğer: _____

İş Durumunuz: ( ) Çalışıyorum ( ) Çalışmıyorum

Gelir Durumunuz: ( ) 750 YTL'den AZ
(Eğer çalışıyorsanız) ( ) 750 – 1,500 YTL ARASINDA
( ) 1,500 YTL'den FAZLA

Eğitim ücretinizi kim karşılıyor? ( ) Şirketim ( ) Kendim
( ) Ailem Diğer:_____

Arka sayfada İngilizce kursundan ayrılmanızda / kursu bırakmanızda etkili olabilecek bir takım nedenler verilmiştir. Bu nedenlerin kararınızı ne düzeyde etkilediğini belirtiniz. Eğer verilenlerden başka nedenleriniz varsa, DİĞER NEDENLER bölümünde yazabilirsiniz.

NEDENLER	**KARARINIZI ETKİLEME DÜZEYİ**			
	Çok Etkiledi	**Etkiledi**	**Kısmen Etkiledi**	**Hiç Etkilemedi**
1. Öğretmenden memnun değildim.	( )	( )	( )	( )
2. Kurs ücretini ödemekte zorlandım.	( )	( )	( )	( )
3. İngilizcem umduğum şekilde gelişmedi.	( )	( )	( )	( )
4. Öğretim materyalleri yetersizdi.	( )	( )	( )	( )
5. Sınıf çok kalabalıktı.	( )	( )	( )	( )
6. Kursa yeterince zaman ayıramadım.	( )	( )	( )	( )
7. Ders çalışmaya zaman ayıramadım.	( )	( )	( )	( )
8. Başka bir semte/şehre taşındım.	( )	( )	( )	( )
9. Öğrenmeye başladığımdaki isteğimi yitirdim.	( )	( )	( )	( )
10. Aileme zaman ayıramadım.	( )	( )	( )	( )
11. Sosyal yaşantıma zaman ayıramadım.	( )	( )	( )	( )
12. Kursta ders dışı sosyal aktivite yoktu.	( )	( )	( )	( )
13. İngilizce öğrenmek artık öncelikli hedefim değil.	( )	( )	( )	( )
14. Kullanılan öğretim yöntemlerini. beğenmedim.	( )	( )	( )	( )
15. Kurs idaresinden yeterli ilgi ve yardım göremedim.	( )	( )	( )	( )
16. Bazı ailevi problemler yaşadım.	( )	( )	( )	( )
17. İşten ayrıldım / çıkarıldım / değiştirdim.	( )	( )	( )	( )
18. İngilizce öğrenmek için yurtdışına gitmeye karar verdim.	( )	( )	( )	( )
19. İngilizceyi öğrenmekte zorlanıyordum.	( )	( )	( )	( )
20. Sınıftaki diğer kursiyerlerle anlaşamadım.	( )	( )	( )	( )
21. Sağlık sorunları yaşadım.	( )	( )	( )	( )
22. Özel hayatımla ilgili sorunlar yaşadım.	( )	( )	( )	( )
23. Ders yaparken çevreden çok gürültü geliyordu.	( )	( )	( )	( )

DİĞER NEDENLER:

_____

_____

The Questionnaire

The questions below have been prepared for a research in Adult Education Master's Program in Bogaziçi University which investigates the reasons why students drop out private English courses. Names are not be stated in the questionnaire. It is important to answer the questions carefully for the reliability of this research. Thank you for your participation.

Demographic Information

Date you dropped out the course: _____

Gender: ( ) Female ( ) Male

Age: _____

Level of Education: ( ) High School Gradate
( ) University Student
( ) University Graduate

Marital Status: ( ) Married ( ) Single
Other: _____

Employment Status: ( ) Working ( ) Not working

Gelir Durumunuz: ( ) less than 750 YTL
(If you are working) ( ) 750 – 1,500 YTL
( ) more than 1,500 YTL

Who pays your course fee? ( ) My company ( ) Myself
( )My Family Other:_____

On the other page reasons that may be influential on your decision to drop out the English course. Please indicate at what level these reasons influence your decision. If you have reasons other than stated, please indicate in the OTHER REASONS section.

	REASONS	**LEVEL OF INFLUENCING YOUR DECISION**			
		Influenced Much	**Influenced**	**Partly Influenced**	**Never Influenced**
1.	I didn't like the teacher.				
2.	I had difficulty paying the fees.				
3.	My English didn't improve as I expected.				
4.	Materials of instruction were insufficient.				
5.	The class was overcrowded.				
6.	I couldn't find enough time for the school.				
7.	I couldn't find enough time for studying.				
8.	I moved to another district, or city.				
9.	I have lost my enthusiasm I had when I started the school				
10.	I couldn't spend time with my family.				
11.	I couldn't find time for my social activities.				
12.	There were no extra-curricular social activities at the school				
13.	Learning English is no longer my primary objective.				
14.	I didn't like the instructional methods employed.				
15.	I didn't have enough support from the administrative staff.				
16.	I had some family problems.				
17.	I left / changed / am laid off from my job.				
18.	I have decided to go abroad to learn English.				
19.	I had difficulty learning English.				
20.	I couldn't get along with other students in the class.				
21.	I had health problems.				
22.	I had problems about my personal life.				
23.	There was a lot of noise outside during the class.				

OTHER REASONS

_____

APPENDIX C

Table C1. *Means and Standard Deviations of Item Responses for Reasons of Dropout*

ITEMS	MEANS	STANDARD DEVIATIONS
I.1	1.76	.964
I.2	1.73	1.055
I.3	2.41	1.131
I.4	1.67	.879
I.5	1.77	.887
I.6	3.09	1.136
I.7	3.05	1.185
I.8	1.53	.965
I.9	1.69	.990
I.10	2.16	1.322
I.11	2.29	1.237
I.12	1.86	1.313
I.13	1.35	.659
I.14	1.60	.903
I.15	1.50	.908
I.16	1.67	.935
I.17	1.34	.789
I.18	1.41	.923
I.19	1.81	1.050
I.20	1.41	.685
I.21	1.34	.752
I.22	1.41	.826
I.23	1.28	.706

n = 283

Table C2. *Reasons Sorted From Highest Mean to the Lowest*

	ITEMS	MEANS
6	I couldn't find enough time for the course.	3.09
7	I couldn't find enough time for studying.	3.05
3	My English didn't improve as I expected.	2.41
11	I couldn't find time for my social activities.	2.29
10	I couldn't spend time with my family.	2.16
12	There were no extra-curricular social activities at the course	1.86
19	I had difficulty learning English.	1.81
5	The class was overcrowded.	1.77
1	I didn't like the teacher.	1.76
2	I had difficulty paying the fees.	1.73
9	I have lost my enthusiasm I had when I started the course	1.69
4	Materials of instruction were insufficient.	1.67
16	I had some family problems.	1.67
14	I didn't like the instructional methods employed.	1.60
8	I moved to another district, or city.	1.53
15	I didn't have enough support from the administrative staff.	1.50
18	I have decided to go abroad to learn English.	1.41
20	I couldn't get along with other students in the class.	1.41
22	I had problems about my personal life.	1.41
13	Learning is no longer my primary objective.	1.35
17	I left / changed / am laid off from my job.	1.34
21	I had health problems.	1.34
23	There was a lot of noise outside during the class.	1.28

Table C3. T-test scores for Gender and Reasons

ITEMS	FEMALE			MALE			t_0	p
	n	*M*	SD	n	*M*	SD		
I.1	131	1.82	1.029	152	1.70	.905	.982	NS
I.2	131	1.63	1.018	152	1.82	1.080	-1.566	NS
I.3	131	2.43	1.144	152	2.39	1.123	.243	NS
I.4	131	1.60	.801	152	1.74	.940	.1.293	NS
I.5	131	1.62	.769	152	1.90	.961	-2.749	.006
I.6	131	3.15	1.140	152	3.04	1.133	.836	NS
I.7	131	3.03	1.202	152	3.07	1.174	-.296	NS
I.8	131	1.69	1.131	152	1.39	.772	2.555	.011
I.9	131	1.61	.941	152	1.76	1.029	-1.237	NS
I.10	131	2.17	1.337	152	2.16	1.313	.064	NS
I.11	131	2.36	1.271	152	2.22	1.208	.915	NS
I.12	131	2.06	1.626	152	1.68	.938	2.339	.020
I.13	131	1.34	.686	152	1.36	.636	-.330	NS
I.14	131	1.63	.889	152	1.57	.918	.497	NS
I.15	131	1.53	.914	152	1.47	.906	.559	NS
I.16	131	1.70	1.021	152	1.64	.858	.567	NS
I.17	131	1.37	.796	152	1.32	.784	.538	NS
I.18	131	1.40	.958	152	1.42	.895	.-.219	NS
I.19	131	1.68	1.002	152	1.93	1.080	-1.993	.047
I.20	131	1.31	.593	152	1.50	.746	-2.443	.015
I.21	131	1.34	.740	152	1.34	.764	-.069	NS
I.22	131	1.44	.815	152	1.39	.838	.553	NS
I.23	131	1.39	.837	152	1.18	.553	2.467	.014

Table C4. *T-test scores for Employment Status and Reasons*

ITEMS	WORKING ON A JOB			NOT WORKING ON A JOB			t_0	p
	n	*M*	SD	n	*M*	SD		
I.1	188	1.79	1.001	92	1.72	.894	.567	NS
I.2	188	1.60	.940	92	1.93	1.175	-2.415	.017
I.3	188	2.56	1.081	92	2.05	1.142	3.598	.000
I.4	188	1.73	.915	92	1.54	.804	1.778	NS
I.5	188	1.84	.899	92	1.62	.862	1.956	NS
I.6	188	3.22	1.076	92	2.79	1.209	2.895	.004
I.7	188	3.22	1.085	92	2.78	1.291	2.789	.006
I.8	188	1.41	.870	92	1.71	1.095	-2.233	.027
I.9	188	1.72	.976	92	1.62	1.036	.777	NS
I.10	188	2.38	1.333	92	1.72	1.207	4.184	.000
I.11	188	2.46	1.251	92	1.95	1.161	3.376	.001
I.12	188	1.96	1.440	92	1.62	.982	2.031	.043
I.13	188	1.41	.729	92	1.21	.458	2.841	.005
I.14	188	1.66	.948	92	1.42	.759	2.242	.026
I.15	188	1.62	1.008	92	1.27	.613	3.598	.000
I.16	188	1.63	.959	92	1.77	.891	-1.208	NS
I.17	188	1.43	.866	92	1.13	.559	3.497	.001
I.18	188	1.46	.938	92	1.33	.933	1.114	NS
I.19	188	2.01	1.114	92	1.43	.789	4.982	.000
I.20	188	1.40	.650	92	1.45	.761	-.533	NS
I.21	188	1.34	.739	92	1.35	.791	-.077	NS
I.22	188	1.49	.874	92	1.26	.709	2.395	.017
I.23	188	1.26	.619	92	1.33	.866	-.701	NS

Table C5. *T-test scores for Marital Status and Reasons*

ITEMS	MARRIED			SINGLE			t_0	p
	n	*M*	SD	n	*M*	SD		
I.1	110	1.62	.908	173	1.84	.991	-1.929	NS
I.2	110	1.33	.779	173	1.99	1.126	-5.833	.000
I.3	110	2.64	1.163	173	2.27	1.088	2.717	.007
I.4	110	1.55	.797	173	1.75	.922	-1.844	NS
I.5	110	1.72	.890	173	1.80	.887	-.788	NS
I.6	110	3.28	1.085	173	2.97	1.153	2.260	.025
I.7	110	3.09	1.223	173	3.03	1.164	.428	NS
I.8	110	1.52	.974	173	1.53	.962	-.115	NS
I.9	110	1.67	.940	173	1.70	1.024	-.221	NS
I.10	110	2.45	1.379	173	1.98	1.253	2.942	.004
I.11	110	2.32	1.263	173	2.27	1.224	.346	NS
I.12	110	2.03	1.700	173	1.75	.983	1.545	NS
I.13	110	1.33	.665	173	1.36	.656	-.459	NS
I.14	110	1.56	.862	173	1.62	.930	-.497	NS
I.15	110	1.36	.810	173	1.59	.958	-2.129	.034
I.16	110	1.51	.896	173	1.77	.949	-2.294	.023
I.17	110	1.43	.851	173	1.28	.744	1.457	NS
I.18	110	1.27	.823	173	1.50	.974	-2.079	.039
I.19	110	1.71	1.087	173	1.88	1.024	-1.325	NS
I.20	110	1.26	.501	173	1.50	.767	-3.173	.002
I.21	110	1.36	.854	173	1.32	.681	.435	NS
I.22	110	1.36	.821	173	1.45	.831	-.808	NS
I.23	110	1.33	.779	173	1.24	.655	.982	NS

Table C6. *ANOVA Results for Age Groups and Reasons*

ITEMS	ANOVA for AGE						F_0	p
	Between Groups			Within Groups				
	SS	df	MS	SS	df	MS		
I.1	4.682	2	2.341	257.495	280	.920	2.545	NS
I.2	14.202	2	7.101	299.388	280	1.069	6.641	.002
I.3	24.490	2	12.245	335.962	280	1.200	10.205	.000
I.4	.496	2	.248	217.596	280	.777	.319	NS
I.5	7.946	2	3.973	214.125	280	.765	5.195	.006
I.6	12.385	2	6.193	351.226	280	1.254	4.937	.008
I.7	14.744	2	7.372	381.461	280	1.362	5.411	.005
I.8	6.589	2	3.295	255.962	280	.914	3.604	.028
I.9	3.431	2	1.71	273.205	280	.976	1.758	NS
I.10	40.363	2	20.181	452.160	280	1.615	12.497	.000
I.11	33.296	2	16.648	398.521	280	1.423	11.697	.000
I.12	35.767	2	17.883	450.579	280	1.609	11.113	.000
I.13	1.825	2	.913	120.542	280	.431	2.120	NS
I.14	.711	2	.356	229.367	280	.819	.434	NS
I.15	3.721	2	1.860	229.029	280	.818	2.274	NS
I.16	14.458	2	7.229	232.320	280	.830	8.713	.000
I.17	7.959	2	3.980	167.475	280	.598	6.654	.002
I.18	.709	2	.354	239.744	280	.856	.414	NS
I.19	15.305	2	7.652	295.769	280	1.056	7.244	.001
I.20	1.426	2	.713	131.026	280	.468	1.524	NS
I.21	4.901	2	2.451	154.533	280	.552	4.441	.013
I.22	13.504	2	6.752	179.125	280	.640	10.554	.000
I.23	4.307	2	2.154	136.195	280	.486	4.428	.013

Table C7. *ANOVA Results for Level of Education and Reasons*

ANOVA for LEVEL of EDUCATION								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**p**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.1	1.351	2	.675	260.826	280	.932	.725	NS
I.2	8.643	2	4.232	305.127	280	1.090	3.883	.022
I.3	22.559	2	11.280	337.893	280	1.207	9.347	.000
I.4	2.466	2	1.233	215.626	280	.770	1.601	NS
I.5	2.305	2	1.152	219.766	280	.785	1.468	NS
I.6	8.722	2	4.361	354.890	280	1.267	3.441	.033
I.7	9.904	2	4.952	386.301	280	1.380	3.589	.029
I.8	16.791	2	8.396	245.760	280	.878	9.565	.000
I.9	1.510	2	.755	275.126	280	.983	.769	NS
I.10	17.910	2	8.955	474.613	280	1.695	5.283	.006
I.11	6.891	2	3.446	424.925	280	1.518	2.227	NS
I.12	7.865	2	3.933	478.481	280	1.709	2.301	NS
I.13	.886	2	.443	121.481	280	.434	1.201	NS
I.14	1.301	2	.650	228.777	280	.817	.796	NS
I.15	.789	2	.395	231.960	280	.828	.476	NS
I.16	7.436	2	3.718	239.341	280	.855	4.350	.014
I.17	7.305	2	3.652	168.130	280	.600	6.083	.003
I.18	8.612	2	4.306	231.840	280	.828	5.200	.006
I.19	13.156	2	6.578	297.918	280	1.064	6.182	.002
I.20	5.804	2	2.902	126.649	280	.452	6.415	.002
I.21	.309	2	.154	159.126	280	.568	.272	NS
I.22	4.550	2	2.275	188.079	280	.672	3.387	.035
I.23	2.346	2	1.173	138.156	280	.493	2.377	NS

Table C8. *ANOVA Results for Level of Income and Reasons*

ANOVA for LEVEL of INCOME								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**p**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.1	3.839	2	1.919	200.212	280	1.032	1.860	NS
I.2	30.737	2	15.369	173.374	280	.894	17.197	.000
I.3	25.366	2	12.683	205.537	280	1.059	11.971	.000
I.4	4.479	2	2.239	171.988	280	.887	2.526	NS
I.5	3.322	2	1.661	155.754	280	.803	2.069	NS
I.6	7.599	2	3.800	215.446	280	1.111	3.421	.035
I.7	7.361	2	3.681	241.370	280	1.244	2.598	NS
I.8	3.627	2	1.813	153.256	280	.790	2.296	NS
I.9	32.236	2	16.118	163.074	280	.841	19.175	.000
I.10	6.932	2	3.466	331.900	280	1.711	2.026	NS
I.11	2.768	2	1.384	297.689	280	1.534	.902	NS
I.12	5.636	2	2.818	388.039	280	2.000	1.409	NS
I.13	2.537	2	1.269	99.493	280	.513	2.474	NS
I.14	.623	2	.312	174.585	280	.900	.346	NS
I.15	1.204	2	.602	191.699	280	.988	.609	NS
I.16	3.872	2	1.936	176.077	280	.908	2.133	NS
I.17	2.454	2	1.227	140.125	280	.722	1.698	NS
I.18	7.125	2	3.563	165.910	280	.855	4.166	.017
I.19	1.899	2	.950	238.852	280	1.231	.771	NS
I.20	2.037	2	1.018	78.410	280	.404	2.520	NS
I.21	.109	2	.055	103.099	280	.531	.103	NS
I.22	8.994	2	4.497	136.103	280	.702	6.410	.002
I.23	2.365	2	1.182	69.940	280	.361	3.280	.040

Table C9. ANOVA Results for Source of Payment and Reasons

ANOVA for WHO PAYS THE COURSE FEE								
ITEMS	**Between Groups**			**Within Groups**			**F_0**	**P**
	SS	**df**	**MS**	**SS**	**df**	**MS**		
I.1	2.929	2	1.465	259.247	280	.926	1.582	NS
I.2	5.884	2	2.942	307.706	280	1.099	2.677	NS
I.3	27.669	2	13.835	332.783	280	1.189	11.640	.000
I.4	4.736	2	2.368	213.355	280	.762	3.108	.046
I.5	3.145	2	1.572	218.926	280	.782	2.011	NS
I.6	24.644	2	12.322	338.967	280	1.211	10.178	.000
I.7	30.276	2	15.138	365.929	280	1.307	11.583	.000
I.8	4.239	2	2.210	258.312	280	.923	2.298	NS
I.9	2.889	2	1.444	273.747	280	.978	1.477	NS
I.10	22.763	2	11.381	469.760	280	1.678	6.784	.001
I.11	16.074	2	8.037	415.742	280	1.485	5.413	.005
I.12	5.073	2	2.537	481.273	280	1.719	1.476	NS
I.13	5.977	2	2.989	116.390	280	.416	7.190	.001
I.14	17.058	2	8.529	213.020	280	.761	11.211	.000
I.15	10.973	2	5.486	221.777	280	.792	6.927	.001
I.16	18.008	2	9.004	228.770	280	.817	11.020	.000
I.17	5.514	2	2.757	169.921	280	.607	4.543	.011
I.18	.699	2	.349	239.754	280	.856	.408	NS
I.19	14.700	2	7.350	296.374	280	1.058	6.944	.001
I.20	.552	2	.276	131.901	280	.471	.585	NS
I.21	1.778	2	.889	157.656	280	.563	1.579	NS
I.22	2.728	2	1.364	189.901	280	.678	2.011	NS
I.23	2.116	2	1.058	138.386	280	.494	2.141	NS

Table C10. Means and Standard Deviations for Age Groups

Table C10. Means and Standard Deviations for Age Groups (continued)

Table C11. Means and Standard Deviations for Levels of Income

Table C11. Means and Standard Deviations for Levels of Income (continued)

Table C12. Means and Standard Deviations for Levels of Education

Table C12. Means and Standard Deviations for Levels of Education (continued)

Table C13. Means and Standard Deviations for Source of Payment

Table C13. Means and Standard Deviations for Source of Payment (continued)

Table C14. Scheffe Results for Age Groups

Table C14. Scheffe Results for Age Groups (continued)

Table C14. Scheffe Results for Age Groups (continued)

Table C15. Scheffe Results for Levels of Income

Table C15. Scheffe Results for Levels of Income (continued)

Table C15. Scheffe Results for Levels of Income (continued)

Table C16. Scheffe Results for Levels of Education

Table C16. Scheffe Results for Levels of Education (continued)

Table C16. Scheffe Results for Levels of Education (continued)

Table C17. Scheffe Results for Source of Payment

Table C17. Scheffe Results for Source of Payment (continued)

Table C17. Scheffe Results for Source of Payment (continued)