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A STUDY OF STUDENT DROP-OUT AT OPEN HIGH SCHOOL:
REASONS AND RECOMMENDATIONS

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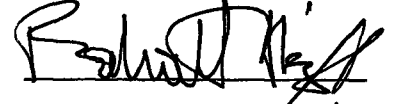
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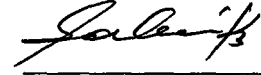
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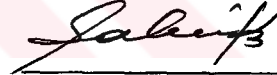
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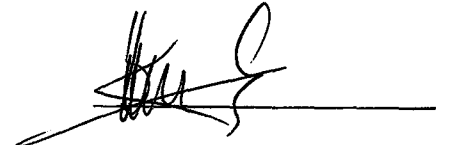
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ABSTRACT

A STUDY OF STUDENT DROP-OUT AT OPEN HIGH SCHOOL: REASONS AND RECOMMENDATIONS

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This study, primarily, aims to examine the reasons for dropping-out from the Open High School (OHS) and includes some recommendations for improvement of the OHS from this perspective.

A 14-item questionnaire was designed to collect data from the students on the reasons for dropping-out and the students' expectations from the OHS to continue their education. The questionnaires were filled out by the OHS students who personally applied to the administration headquarters of the OHS, Ankara for dropping-out from school. 59 students who filled out the questionnaire served as the sample of the study.

The first part of the questionnaire deals with the demographic data about the students such as gender, marital status, age, type of middle school education, occupation, completed credits and duration of education. The second part of the questionnaire consists of the items on the reasons for their drop-outs and the students' expectations from the OHS to continue their education.

The results of the study show that most of the responses to the questions on reasons for their registration to the OHS focused on “completing high school education”, followed by “entering university” and “gaining knowledge”.

Furthermore, it is found out that the administrative and organizational problems are noticeable among the causes for drop-outs, besides personal reasons. The solution of these problems are related to the renewal of regulations (e.g. 36th rule) in accordance with the students’ needs which come out during the adaptations; and the realization of face-to-face education.

In this study, the OHS is discussed as a distance education model and it is emphasized that the original model which includes the main components of a distance education institution such as counseling, tutoring, two way interactive communication and face-to-face education should be strictly followed as a must for success.

Keywords: Drop-out, Distance Education, Counseling, Tutoring, Secondary Education.

ÖZ

AÇIKÖĞRETİM LİSESİ ÖĞRENCİLERİNİN ÖĞRENİMİ TERK ETME NEDENLERİ VE ÖNERİLER

Adıyaman, Zehra

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Bu çalışma, Açıköğretim Lisesi (AÖL) öğrencilerinin öğrenimlerini yarıda bırakma nedenlerini incelemek ve AÖL'nin uygulamalarının iyileştirilmesi için bazı öneriler geliştirmek amacıyla yapılmıştır..

AÖL öğrencilerinin öğrenimlerini yarıda bırakma ve okulu terketme nedenlerini ve öğrencilerin öğrenimlerini sürdürmek için AÖL'den beklentilerinin neler olduğunu araştırmak amacıyla, 14 soruluk bir anket hazırlanmıştır. Anket, Ankara'da oturan ve tasdiknamelerini almak için AÖL yönetim binasına bizzat gelen kişilere uygulanmıştır. Anketi dolduran 59 kişi, bu çalışmanın örneklemini oluşturmaktadır.

Anketin ilk bölümü cinsiyet, medeni durum, yaş, meslek, ortaokulu tamamlama şekli, başarı durumu, eğitim süresi gibi kişisel bilgileri içeren sorulardan; ikinci bölümü ise, öğrenimi terk etme nedenleri ile kurumla nasıl bir iletişim kurmak istediklerine yönelik sorulardan oluşmaktadır.

Çalışma, öğrencilerin AÖL'ne başvurma nedenlerinin "orta öğrenimi tamamlama isteği" üzerinde yoğunlaştığını göstermektedir. Ayrıca,

“üniversiteye devam etme” ve “bilgilerini geliştirme arzuları” da önemli nedenler arasında yer almaktadır.

Çalışmanın sonuçları, öğrenimi terk etme nedenleri arasında kişisel nedenlerin yanısıra, yönetsel ve yapısal sorunların dikkat çekecek kadar belirgin olduğunu göstermektedir. Bu sorunların çözümü, uygulanmakta olan yönetmeliğin bazı maddelerinin (ör: 36. madde) öğrencilerin gereksinimlerine göre yeniden gözden geçirilmesinde ve yüz yüze eğitimin gerçekleştirilmesinde yatmaktadır.

Bu çalışmada AÖL, bir uzaktan eğitim modeli olarak irdelenmiş; uzaktan eğitimin en önemli tamamlayıcıları olarak AÖL yönetmeliğinde de yer alan yönetim danışmanlığının, rehberliğin, iki yönlü etkileşimli iletişimin ve yüz yüze eğitimin uygulanmaya konmasının gerekliliği vurgulanmıştır.

Anahtar Sözcükler: Öğrenimi Terk, Uzaktan Eğitim, Yönetim Danışmanlığı, Rehberlik, Orta Öğrenim.

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This thesis is dedicated to my mother and father, Naime and Edip AKTAŞ who always believed in the importance of education and brought us up accordingly.

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CHAPTER I

INTRODUCTION

1.0 Presentation

In this chapter, the background to this study and the nature of the problem are presented. The aim and the significance of the study are explained. The limitations to the study are discussed.

1.1 Background to the Study

Societies need educational systems that are flexible, acceptable, effective, and applicable. In that case, distance education, an application with a wide context and low cost, makes an increasing contribution to formal and non-formal education. In many countries the authorities support the institutions of distance education because distance education can serve large number of students; offer advanced and specialized courses in schools where teachers are not available or the courses are too costly to provide for a limited number of students; offer training for teachers where experts are difficult to obtain.

Holmberg (1989) indicates that the role of distance education varies within the organizations that offer it and the way in which it is provided and supported. He mentions two opposite general approaches as typical of well-known distance-teaching organizations which he called large-scale and small-scale systems of distance education.

It is widely believed that distance education could respond to some of the educational problems Türkiye has always come across. McIsaac (1996) explains Türkiye's pressing needs for education in her key-note address at Türkiye First International Distance Education Symposium stating that demographic studies show that the most important problem of Türkiye is the high population rate, besides increased migration to the cities, unemployment, high inflation rates and the large population that causes lack of quality in education.

Of the 25 member countries of the Organization for Economic Co-operation and Development (OECD), Türkiye had the lowest rate of 16 year olds in school in 1992. Only two-fifths of them were enrolled in secondary school whereas the percentage of enrolled 16 year olds of the 20 other countries ranged from 75 percent to 97 percent (OECD Observer, April/May 1996 : 16). McIsaac (1996) claims that young people who leave school at such an early age are often left without knowledge or skills to get proper jobs.

These problems have always existed in Türkiye and educators have tried to find solutions to them. Some of the educational problems which are the results of these events are thought to be solved by using the distance education. In the 1960's distance education was considered as a practical solution to provide education to large numbers of students in Türkiye. A correspondence school was established in Ankara in 1961 to provide distance education through correspondence study for vocational subjects, such as radio and television repairment and maintenance, electricity and so on. The main purpose of this project was to give certificate to the vocational secondary school graduates to carry on their own business. The Ministry of Education(MNE) and the Ministry of Energy and Natural Resources worked cooperatively during this project. It continued for nearly ten years and provided vocational training and in-service training to more than five thousand technical staff who gained certificates after this correspondence

education. The service included sending books, booklets and brochures to its students (Özdil, et al, 1980).

Another attempt in distance education was made in 1974 and the Center for Correspondence Education was established to increase the capacity of higher education. It was re-organized and became the Institution of Informal Education (referred to as YAYKUR) in 1976.

The bureaucrats envisaged that the education could not be realized without teachers. The researchers and technologists of education were also against those attempts because they were concerned that the students would not be educated in a qualified way at those centers. According to Özdil et al (1980), the application of distance education in Türkiye suffered from uncertainty, discontinuity and instability in politics in terms of its programs, strategies and techniques. The same authors give the establishment of YAYKUR as an example to their argument, mentioning its aim, to overcome the problems in the previous distance education institution - Center of Higher Education through Postal Services. Alkan (1996) criticizes the huge number of distance education courses, claiming that those institutions were initiated without planning or undertaking needs analysis, and adds that the quality was perceived as low by the students and finally the number of the applications decreased causing these organizations to stop training in 1979.

In the following years, the Ministry of National Education (MNE), in cooperation with Turkish Radio and Television Broadcasting Corporation (TRT), prepared and broadcast series of programs called TV-School and TV-Classroom for formal high school students to support their education and prepare them for the university entrance examination.

Distance education programs are developed at the secondary and university levels on large scales in Türkiye, reaching into the far corners of the country at present.

In 1982 the total higher education system in Türkiye was re-organized and the academies and faculties were united with the other higher education institutions. In Eskişehir a new university named “Anadolu University” was established and “The School of Communication” was transformed into “The Open Education Faculty”. This faculty was given the responsibility and authority to run the Central Open Education for the higher education system of Türkiye, and it started distance education programs in 1982-83 Academic Year (Bozok, 1989). It has been providing university level courses since then. Within Eskişehir Anadolu University three different faculties are running distance education programs at present; The Faculty of Management, The Faculty of Economy and The Open Education Faculty.

The other distance education program, the Open High School (OHS) has been providing courses at secondary school level since 1992. As for the education of the secondary level needs, the Open High School (OHS) was introduced by the Directorate of Education via Film, Radio and Television (FRTED), a unit of the MNE, in 1992 to provide education to students at the secondary school level regardless of their age and province. The only requirement was the completion of middle school. The students who had to leave school before completing secondary education because of some socio-economic or financial problems were also accepted into the scheme.

The Open High School was based on the policies determined by the Ministry of Education which stated that the schooling rate should be increased according to the planned targets. Furthermore, there are many students who want to receive education at the secondary school level from different parts of Türkiye. They need to be educated by appropriate technologies in addition to face-to-face education.

The following regulating principles were stated concerning the Open High School (OHS) by the Board of Education (BOE, 1993 : 33-34) (See Appendix B):

1) The Basic National Education Law accepts the right of every Turkish citizen to receive an education at the secondary level, for whom open education facilities should be provided.

2) Those who are not able to make use of face-to-face education must be able to use the OHS in order to complete their secondary education.

3) The Level of education or literacy of the Turkish citizens will be increased through the OHS programs.

4) Mass communication tools must be used effectively in the OHS programs.

5) The OHS courses should be supported by television programs, computer programs and written materials.

6) The education is to be provided within the terms of distance education, and credit system is to be operated.

7) Curriculum objectives and subjects must be considered in assessment and evaluation processes.

8) Face-to-face education is to be carried out by making full use of all other face-to-face or traditional school educational institutions for some courses which require applications or experiments.

9) No age limit is required for the students to enter the OHS.

10) At the beginning, the general high school curriculum is to be offered, but later, various models are to be added.

FRTED was chosen to house the OHS because of its technological advantages. When the OHS was established, FRTED had been producing educational media materials and providing education through radio and television since 1951; therefore, it was convenient for the OHS to carry out the invested responsibility.

The organizational structure of the OHS has three main centers. The Administration Center provides student services, materials production, distribution of materials to the provincial centers, and coordination of TV/radio broadcasting. Provincial Centers also provide student services and distribution of materials in coordination with the Administration Center. The Testing and Evaluation Center of the MNE runs the OHS final examinations centrally.

In 1992 when the OHS was established, the credit system started to be used in formal high schools. Therefore, the same system was similarly operated in the OHS. Though the credit system was changed in the traditional high schools in 1995, the OHS continued using the system with the approval of the Board of Education. In the credit system, the three year of high school education is divided into terms with a total number of credits.

The OHS is becoming a multipurpose high school including vocational school diploma as an alternative besides general high school diploma, general high school diploma for the Turkish citizens abroad and credit completion project for conventional schools students who fell short in completing their credits. For general high school diploma, an OHS student must complete 144 credits whereas for vocational school diploma they must complete 203 or 210 credits depending on the program they choose by taking certain number of credits each term.

The OHS supplies its students with multi-purpose textbooks supported by ancillary booklets, TV programs and/or radio programs. The learning system is based on individual study.

The curriculum of the OHS is the same as that of formal high schools. There are compulsory subjects such as Turkish, History, Foreign Language (English, French or German), Mathematics, Science, Religion and

elective subjects such as Geography, Health, Computer, Environment and Law. FRTED prepares all the OHS materials and distributes or broadcasts them through TRT- TV programs on TRT 2 and TRT 4, and radio programs on TRT 1. The primary materials for the students of the OHS are textbooks. Studies show that students use textbooks as the main material in their studies. Radio and TV programs are prepared to support the textbooks and ancillary booklets and they are perceived as motivational elements for the OHS students (McIsaac, 1988; Hakan, Sözer, Gültekin, & Kaya, 1996). All the materials are prepared at FRTED by using distance education technologies.

1.2 Problem

44.151 students enrolled in the OHS when it was established in 1992. The OHS provides about 140 000 students the opportunity to complete their secondary school education at present. The success of the OHS is that 60% of its first graduates entered different universities in 1994-95 academic year. (1995, November, OHS bulletin). However, it has not yet solved many of the problems caused by the orientation of its students for applications, registrations or drop-outs.

When the OHS was established, every aspect of a distance education institution was taken into consideration. However, the fourth, the fifth and the eighth principles put by the Board of Education, mentioned above, have not been realized yet. The OHS still offers only written materials, textbooks and ancillary booklets, supported by radio and television programs. Although discussed from time to time, there is no attempt to design any project for mass communication tools yet, including the new technologies.

The provincial centers are the only communication points for the OHS students. In-service training seminars are continuously provided by the central administration to train the staff at these centers. However, the personnel in these centers only carry out enrollment and administrative

services, but desired face-to-face relationship such as tutoring has not been realized yet which causes discouragement among the OHS students. Yet, the central administrators of FRTED and the OHS are determined to improve the relationship of the students with these centers. The Infobank system, which provides information about the timetable of the OHS, and the examination results, have been adopted by the OHS as one way of overcoming the communication problems.

The present study looks at the reasons for dropping-out, and possible ways to decrease the drop-out rate. The research problem is therefore stated as “What are the reasons for dropping-out from the OHS, and what are the expectations of the students from the OHS to continue their education?”.

1.3 Aim of the Study

The aim of the study is to find out the reasons for dropping-out and the students' expectations from the OHS in continuing their education. To realize this aim a questionnaire was designed to collect data related to the OHS in general, the students' expectations from the OHS and the causes for leaving the school. According to the findings, some suggestions for solving the problem of drop-out will be made. Similarity of the numbers of the students who graduated from the OHS (9100) and who dropped-out (9112) has revealed the need for a study on drop-outs.

1.4 Significance of the Study

As mentioned before, the OHS was established to give a chance to people who wish to complete their secondary education. In this study, the reasons for dropping-out will be investigated and some suggestions will be made to the administrators to facilitate decrease the number of drop-outs.

This research is important for several reasons. First, examining the current status may be informative for other studies, as sources on the topic are inadequate.

Second, knowledge on the dropping-out from the OHS, a large scale distance education institution, can serve as essential feedback for both the theorists and the practitioners of the field. In other words, this study may provide further information for the field of distance education and an initiative for further studies on the reasons for dropping-out from off-campus institutions.

Third, this study may contribute to the improvement of conditions which lead to the decreasing of the ratio of drop-outs by providing some insights into the importance of counseling, administrative guidance and tutoring.

It is also thought that the results of the research might provide a source to the institutions, administrators, and researchers in this field. As it is intended to be a feedback from the students to the OHS officials, it may be a guide to find solutions to the problems that cause drop-outs.

1.5 Limitations to the Study

The population of this study is limited to the OHS students residing in Ankara and in the process of dropping out for certain reasons. Thus, this study is limited to the OHS students who live in Ankara.

The questionnaire was applied only to some of the OHS students who personally visited the administration headquarters of the OHS to drop-out, thus those who sent their friends or relatives to apply for them are excluded.

This study is also limited to the students who dropped-out during the period between the second term of 1994-95 academic year and the first term of 1996-97 academic year. It is limited to the convenient students among the ones who visited the administration headquarters to drop-out. Therefore, the results of this study cannot be generalized directly to its whole population of the OHS and other similar populations. The results can only be used as perspectives and insights from a specific sample.

The demographic data taken from the administrators of the OHS to be used in this research is limited to January 31, 1997.

The next chapter presents a review of the literature on distance education and student drop-outs from distance education institutions. The third chapter explains the method of the research. Chapter Four presents the results of the study reached through the questionnaire. The last chapter presents the conclusion of this study along with the implications for practice, and suggestions for further research.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

This chapter consists of an overview of literature on distance education in terms of drop-out reasons. It describes the characteristics and models of distance education briefly. The studies which investigate the causes for dropping-out from distance education institutions are surveyed and discussed.

2.1 Distance Education

Keegan (1986 , 1990) divided education into two main groups as in Figure 1. He explains conventional education as formal, classroom-based instruction in a school, college or university setting, where teacher and students are physically present at the same time at the same place.

Non-traditional education is a vast generalized term for a vague range of educational programs that diverge from what is seen to be the norm for Keegan. He explains indirect or mediated education as absence of conventional face-to-face communication. He claims that there is extensive overlap between the use of the term “open education” and “distance education”. According to Keegan, “open” learning is a term that is to be used in a theoretical context, not in an administrative context. As he explains, open learning can be carried out under both face-to-face and distance conditions. Deaken University indicates that it organizes three types of courses: “on-campus”, “open campus”, and “off-campus”. It defines “off-campus” as “study not generally requiring attendance at the university. Course materials are

posted and arrangements are made for students to sit examinations at specified centers” and states that “open campus” is a mode of study which involves both on-campus and off-campus study (1988: VIII).

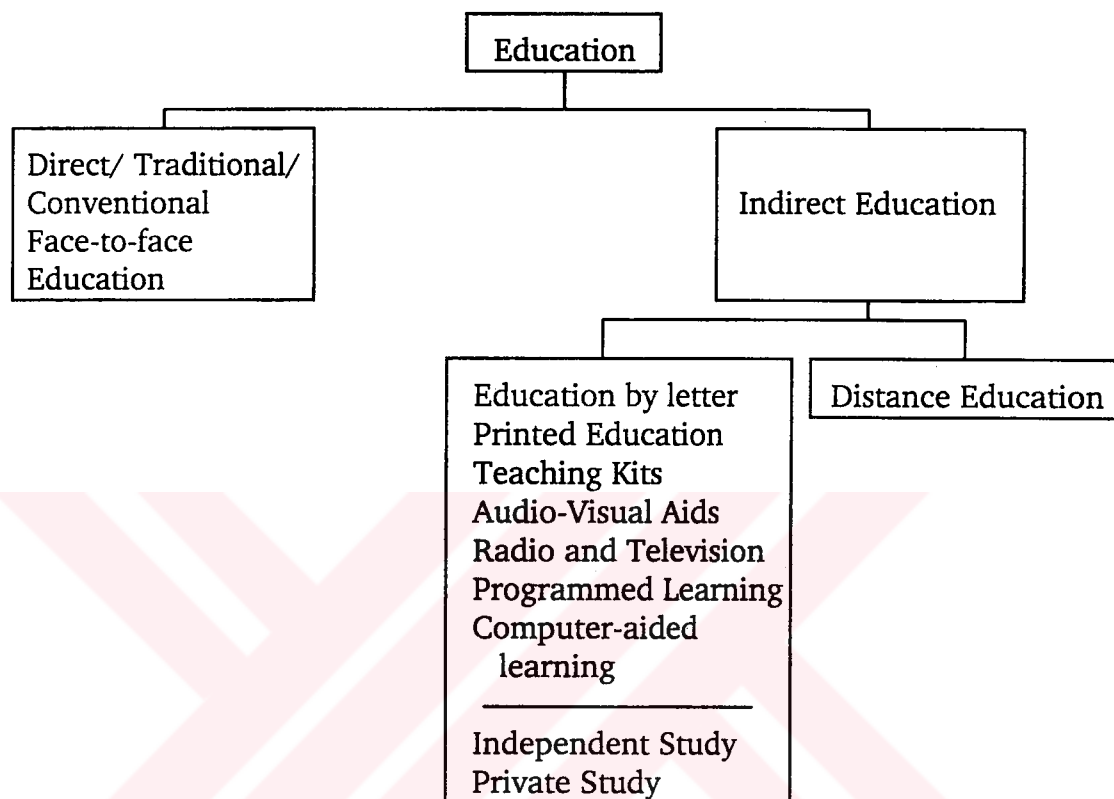


Figure 1: Relationship of distance education to other forms of indirect education. Adapted and translated from Peters (1973) by Keegan (1986 : 22)

While explaining education by letter, Keegan mentions lack of the structuring of an educational institution. According to his explanation, letters are used for instructional purposes and practice. By printed education, Keegan means pamphlets, books and teach-yourself manuals; lack of an educational organization; no two-way communication. Teaching kits are explained as samples, games and specimens by Keegan. For him, students are invited to work without supervision with these materials.

In Keegan’s opinion, when a lecturer communicates with students by means of slides, films, audio and video tapes, he is teaching indirectly by using audio-visual aids. When Keegan defines the rest of the terms he used in

his table, he mentions distance education, individualized learning, extensive learning and independent study as well.

According to Keegan, radio and television are parts of on-campus and distance education programs. By programmed learning, he means extensive preparation of learning materials, careful sequencing and a tendency towards the individualizing of learning. He claims that computer-aided learning is used extensively in many conventional teaching programs. The definition of independent study or independent learning is given by Wedemeyer as “learning, that changed behavior, that results from activities carried out by learners in space and time, learners whose environment is different from that of the school, learners who may be guided by teachers but who are not dependent upon them, learners who accept degrees of freedom and responsibility in initiating and carrying out the activities that lead to learning” (Wedemeyer, 1973).

Distance and open education is a rather recent phenomenon. It is possible to find various descriptions for distance education in the literature. A few of those are given here to provide the reader with a general idea how it is conceptualized by different people.

Keegan (1986 , 1990) explains that Dohmen (1967) describes distance education as the organization of self study by an institution; use of media; and differences between lecturers and students. Peters’ (1973) description is similar to that of Dohmen (1967); the use of technical media; the mass education of students at a distance; and the industrialization of the teaching process. Distance education is described as the separation of teacher and learner by Moore (1973-1977) and Holmberg (1972) the former of whom adds to it the use of technical media; and the latter the planning of an educational organization. Smith (1987) sees the distance education as the privatization of institutional learning. A more detailed description of distance education given by UNESCO (1979) is:

Education conducted through the postal services, radio, television, telephone or newspaper, without face-to-face contact between teacher and learner. Teaching is done by especially prepared material transmitted to individuals or learning groups. Learners' progress is monitored through written or taped exercises, sent to the teacher, who corrects them and returns them to learners with criticism and advice. (1979 : 21)

Dündar and Hendel (1996) claim that the definition of distance education remains fuzzy and elusive despite its widespread use throughout the world. They broadly define and implement distance education as a planned teaching/learning experience, offered by an educational institution outside the formal classroom using technology (i.e., print, voice, video, and data) to deliver the instructional material.

In his latest description, Holmberg (1996) claims that in distance education, students can study at any time, at anywhere, without any context, with any material on their own.

In all of these descriptions the common point is that distance education takes place in an environment where there is a physical distance between teacher and learner.

Distance education ought to rejoin the "mainstream" of education. Smith and Kelly (1987) suggest that as the technology used to support distance education evolves to emulate more closely the usual educational exchange between teacher and student, many of the historical points of difference fall away. As a result, distance education and "mainstream" education will converge.

Garrison (1989) presents the case that apparent differences between distance education and mainstream education should not be the basis that we use for characterizing distance education and, in any event, these morphological differences are falling away as technology allows us to simulate more closely the usual educational exchange between teacher and students.

2.1.1 Features of Distance Education

Distance education is a planned and systematic activity which comprises the choice, didactic preparation and presentation of teaching materials as well as the supervision and support of student learning and which is achieved by bridging the physical distance between students and teacher by means of at least one appropriate technical medium (Delling 1966).

Keegan (1986 , 1990) states that Delling (1968, 1978), with adding of an artificial signal-carrier, sees distance education as a multi-dimensional system of learning and communication process. He lists eight dimensions for distance education which are a learner, society organization (including legislation, administration, family etc.), a helping organization (distance teaching institution), a learning objective, the content to be learned, the result of learning, distance and a signal carrier.

It is remarkable that Delling (1968 , 1978) excludes teacher from the eight dimensions of the system. Books, newspapers, journals, documentary films, lectures without discussion, broadcasts, self-teaching courses, and other self-instructional materials are called as monologues, based on one-way communication by Delling whereas normal classroom or school teaching, conversations, letters with answers, and distance education courses are called as dialogues that are characterized by two-way communication.

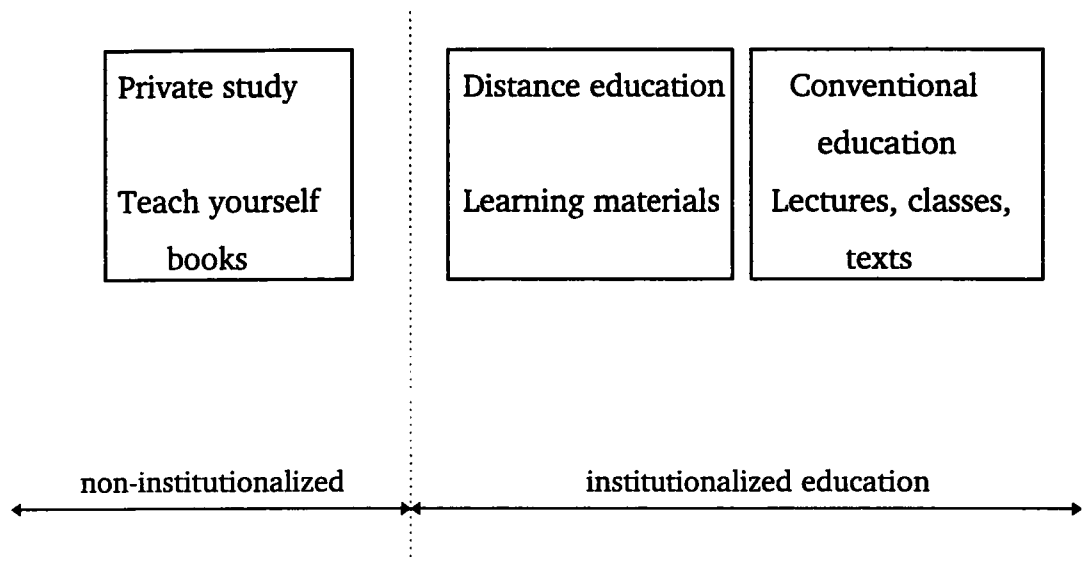


Figure 2 : Institutionalized and non-institutionalized learning (Keegan, 1990 : 40)

Distance education is an institutionalized offering through public or private providers. As shown in Fig. 2, people learn a lot throughout their lives, generally away from teachers and educational institutions.

In this decade, a phenomenal growth in distance education has been witnessed. The integration of this method of education into the standard educational provision occurred in a large number of countries to such an extent that it is now no longer possible to think solely in the traditional sense of face-to-face contact.

The selection of appropriate and effective technology to be used in distance education simply becomes an issue of which technologies or mixture of them best supports communication between teachers and students; determining an appropriate and optimal mixture of technologies is the purview of educational technology; an analysis of the full instructional system is the task of instructional design. However, in the fields of communication and computer technology, with every passing year the number of innovations and their applications are really startling. These innovations are related to the general principles of materials production, delivery and management systems and the students' needs.

As Keegan (1986 , 1990) mentions noteworthy contributions on distance education had been made by individual researchers since 1970s such as Childs (1963 , 1988), Wedmey (1981) and Holmberg (1960). The major development came from a group that comprised Dehmen (1967), Graff (1964), Peters (1965), Rebel (1971), and Delling (1966). Sparlees (1983) calls this group "the emergence of a new set of problems which is essential for an academic discipline". This group had published more than sixty research studies in a number of series by the early 1970s. Dohmen and Peters had defined and established the extend of the field, Delling had determined its history, and Peter had identified its particular focus which distinguished it from all other fields of educational research.

Keegan (1980 : 33) discusses the definitions of distance education, brings them together, analyzes them and proposes six basic defining elements of distance education as:

- * the separation of teacher and learner, which distinguishes it from face-to-face lecturing;
- * the influence of an educational organization, which distinguishes it from private study;
- * the use of technical media, usually print, to unite teacher and learner and carry the educational content;
- * the provision of two-way communication so that the student may benefit from or even initiate dialogue;
- * the possibility of occasional meetings for both didactic and socialization purposes;
- * and the participation in an industrialized form of education which, if accepted, contains the genus of radical separation of distance education from other forms.

The improvement of distance education in the 1980s was both qualitative and quantitative. It can be attributed to:

- the development of new communications technology (Bates, 1982; Ruggles et al., 1982);
- a growing sophistication in the use of printed materials (Daniel and Stroud, 1981);
- improved design of instructional materials (Holmberg, 1981);
- improved provision of support services for students studying at a distance (Sewart, 1978) ; and
- the foundation of the Open University (UK) at Milton Keynes in 1969 and the subsequent foundation of a series of similar structures in both developed and developing countries (Rumble and Keegan, 1982).

The latest important improvement of distance education is the developmental change of communication technology (McIsaac & Gunawardena, 1994).

2.1.2 The Use of Technology in Distance Education

The most important difference between traditional education and distance education is the use of technology. There is two-way communication in traditional education provided by face-to-face education in a classroom environment. In traditional education, technology is usually a supplement to the teacher. It makes teaching enjoyable but more costly than a teacher without technology.

Distance education lacks this as there is a distance between teacher and learner. In order to bridge the physical distance between teacher and learners at least one appropriate medium should be used. "Technology is substitute for teacher in distance education. Distance education uses technology to mediate the necessary two-way communication" (Keegan, 1990 : 25). The use of technology provides two-way communication between teacher and learners. The communication methods and materials used in

distance education are print materials, radio, television, computer environments, and other means of communication tools to provide interaction between teacher and learners. These technologies provide either one-way or two-way communication.

Print materials are the most commonly used materials in distance education. Radio is also commonly used because of its low cost. Television is used in distance education because of its characteristics of providing both audible and visual support to teaching/learning process. However, since it is not as effective as the print materials, it is preferred to be used together with print materials to increase motivation. Computers and computer environments have many advantages since they provide motivation; use all aspects of audio-visual communication; can be interactive, and can provide two way communication.

Moore (1989) as shown in Fig. 3, distinguishes distance education by the medium which is the basis of the learning materials on a theory of independent study.

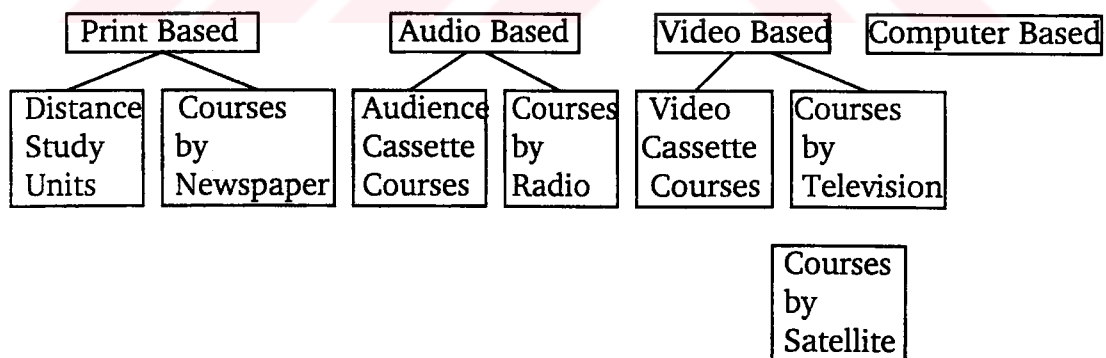


Figure 3 : Forms of distance education distinguished by the medium (Moore, 1989).

Adaptations of new distance education technologies in the 1990s move toward:

- technology integration (more pieces of technology will be networked or linked, e.g. the use of fiber optic cable for computer networking, interactive television and the connection of fax machines to computers),
- multimedia (CD-ROM and laserdisc players, cameras, CDIs),
- portability (lap-top computers: smaller, more powerful, and multi-talented),
- satellite and fiber optics (flexible and quick scan).

It can be seen that technology used in distance education is becoming more sophisticated as the demand grows. For example, instead of using cassette tapes, students now prefer telephone lines to communicate from different locations. Electronic mail and internet are being integrated to distance education applications to provide two way communication and easy access to data.

Due to physical separation between teacher and students, teacher needs to establish ways for students to feel they are not alone. Major issues that are to be considered in distance education are interaction, instructional design and the role of teacher, which are interrelated.

Technology removes the barriers due to distance but the teacher also should choose appropriate technique to support this. Teacher needs to design the teaching/learning process considering the student interaction, audio-visual materials, activities for independent study, and follow-up activities.

Interaction in distance education is an important issue. Distance education environment is usually a passive experience for the learner. Educators using distance education technologies often select lecture mode, which emphasizes how to memorize and recall information. Interaction may be provided by the use of two way communication technology, face-to-face sessions, mail, and the telephone. Videoconferencing and teleconferencing are

two main recent progresses which can also be used for distance education. Murphy and Kruh (1990) studied the use of teleconferencing and mentioned four categories of interaction in teleconferencing:

- a) learner interaction with presenter,
- b) learner interaction among persons at a local teleconferencing site,
- c) learner interaction with persons at other sites,
- d) vicarious interaction (learner interaction).

Successful projects in distance education address real, pressing needs of target audience; involve teachers, administrators and others who affect students' education; have high quality, appropriate instruction; must be planned, yet flexible (Keegan, 1990).

Willis (1994 : v) claims that like most educational innovations that have stood the test of time, growth in the area of distance education has been more evolutionary than revolutionary. He adds that distance education is not only "corresponding study" anymore, the latest technologies are used in distance education, but many of the problems still exist. He explains the problems as "student needs remain diverse, administrators still grapple with tight budgets and growing expectations, and teachers continue to balance expanding content requirements with contracting resources and limited time".

2.1.3 Distance Education Models in the World

A comparative study of international distance education to find out the number of institutions and students, and the descriptions of the institutions was carried out by the Ziff at the FernUniversitaet (the Institute for Research into Distance Education at the German Distance Teaching University) in West Germany in 1986. A booklet as a revised edition of their previous report (Doerfert et al., Eds, 1988) was published in May 1989.

Anadolu University Open Education Faculty is also described in it (Doerfert et al., Eds, 1988 : 338-339).

Allama Iqbal Open University, Pakistan, Athabasca University, Alberta, Canada, Central Broadcasting and Television University, China, Everyman's University, Israel, FernUniversitaet, West Germany, Indra Gandhi National Open University, India, The Open University, Milton Keynes, UK, University of the Air, Japan and University of Colombia can be mentioned here as some examples of distance education institutions.

Whereas the distance-teaching universities are creations of the 1970s and 1980s (with the exception of the University of South Africa which, originally an examining body, started teaching at a distance in 1946; Boucher 1973), many distance teaching organizations which teach mainly at the secondary level or offer professional training are much older. Among traditional, still leading distance-teaching organizations of this kind the following institutions can be mentioned, with dates of foundations: International Correspondence Schools, USA, (1891), Wolsey Hall, England (1894), American School, USA (1897), Hermonds, Sweden (1898), NKS, Norway (1914) (Holmberg, 1989).

Corresponding education, an initial distance education system, fulfilled an educational need by providing an alternative time and place for instruction for many people unable to attend educational institutions. British Open University was established in 1970 to make university study more available to working people and to use broadcast media to bring education into the home.

In the 1980s distance education was regarded as an unwanted competitor of conventional education and it emerged as a standard component of the provision of education in many national systems and it was claimed that distance education shatters the interpersonal communication of

face-to-face provision and disperses the learning group throughout the nation whereas conventional education is oral and face-to-face study.

Kember (1989) discusses the models of distance education institutions and claims them to have elements which have two aspects that are analogous to those of traditional corresponding education. He explains these two aspects as study materials, which are made available by the institution for the learners, and assistance, which is afforded through a range of support services. He mentions incorporation of study materials with a variety of media including audio and video cassettes, video discs, computer assisted learning and home experiment kits, emphasizing the importance of print materials naming them as predominant medium. He distinguishes the support services into two groups; academic support services which concern interactions that facilitate the learning process and may include face-to-face tutorials, telephone tutorials, outreach visits, on-campus study schools, as well as written corresponding, and administrative support services such as enrollment advice and counseling.

Distance education systems claim to provide a complete educational coverage, equal in quality and status to that of conventional provision, encompassing every stage of the educational process from application, enrollment and counseling through to examination and certification many years later.

The importance of distance education can be explained by mentioning its advantages such as serving isolated schools; offering advanced and specialized courses in schools where teachers are not available or the courses are too costly to provide for a limited number of students; offering training for teachers where experts are difficult to obtain; linking learner communities with each other; and meeting state mentalities for required courses.

Distance education is generally provided by school districts, regional educational cooperatives, state educational agencies, higher education institutions, public television stations, museums and science centers, federal agencies, private businesses in the world.

2.1.4 Distance Education Models in Türkiye

As our country is a rapidly developing country, the needs of the fast developing society forces the education in every direction so does in distance education. Therefore, distance education in Türkiye, though started late, has been developing rapidly. Today there are discussions and series of attempts have been going on for the integration of latest technologies in distance education both in higher and secondary levels. Some courses for vocational education at secondary level have also started as a result of continuous demand of the students and the need for this type of education. In spite of all these rapid developments, there has not been sufficient research on distance education in Türkiye, yet.

Selçuk (1993) mentions the studies on "education by correspondence" as the base of today's distance education system in Türkiye in his article on Open High School.

Open Education Faculty (OEF) was established in Eskişehir in 1982. OEF is described as a state owned institution that has official body under public law in a research carried out by ZIFF (Doerfert et al., Eds, 1988). It is also stated in that research that OEF provides university study and further professional training basically on Economics and Business Administration.

The organizational structure of the OHS, which runs distance education in secondary level, has three main centers. The Administration Center provides student services, materials production, distribution of materials to the provincial centers, and coordination of TV/radio

broadcasting. Provincial Centers also provide student services and distribution of materials in coordination with the Administration Center. The Testing and Evaluation Center of the MNE runs the OHS final examinations centrally.

The OHS provides textbooks, ancillary books, television and/or radio programs for each subjects and sends bulletins to its students.

When OHS was established, instructional design approach was preferred and design teams for each lesson have been set up in order to produce better instructional radio and television programs. Each design team consists of the professionals such as the project manager, instructional designer, content specialist, writer, graphic specialist, producer-director and educational psychologist.

All the programs have a main purpose, objectives and behaviors. The strategies are prepared for three main points; approach, content and teaching strategies. Formative and summative evaluations are done during the production process.

The process of preparing written materials, textbooks and ancillary books, is similar to that of radio and television programs. Instructional designer, writer, content specialist and graphic specialist work together to produce appropriate materials for the OHS students always keeping in mind the characteristics of the learners of distance education.

2.1.5 Models of Drop-Out from Distance Education

This study particularly seeks the reasons for dropping-out from distance education and discusses the ways of formatting distance education courses to reduce student drop-out. When the literature is reviewed, some case studies of students in Australia, Papua New Gine, Germany and Open

University of the United Kingdom are met. Before mentioning these studies, a brief summary on the models of drop-outs will be explained here.

Models of drop-outs from distance education institutions have been revealed in 1970s. Kennedy and Powell (1976) have proposed a two dimensional descriptive model of distance education drop-out. Slow-changing characteristics and faster changing circumstances were the two dimensions of this model. Characteristics include demographic data, educational background, personality and motivation. Circumstances include items such as changes in occupation, health, employment or financial situations. Because this model is a descriptive one, it has not been cited in the literature very often. Kember (1989) finds this model very descriptive, and claims that this model cannot help to reduce drop-out.

The Kennedy and Powell model seems to explain drop-out in terms of pre-destined characteristics and change happenings, so is of no help in predicting the phenomenon. It therefore cannot serve as a theoretical base for deriving interventions which might reduce drop-out. (Kember, 1989 : 196)

Drop-out from external courses was discussed by Thompson (1984) in terms of the cognitive style of field-dependence. He claims that as field-independent people have greater levels of independence and autonomy, they will be better suited to correspondence study.

In developing a model of drop-out for distance education the available models developed for conventional higher education should be taken into consideration. Kember (1989) postulates Tinto's longitudinal-process model to be the best starting point to develop a model of drop-out for distance education. Tinto reported his model on drop-out from higher education in 1975, and since then as Kember (1989) mentions, it has been

cited by the writers who studied drop-outs in the distance education context: Malley, Brown and Williams (1976); Smith (1979); Kember (1981); Thompson (1984); Sweet (1986); Taylor et al. (1986); Peters (1992) and Brown (1996). These citations have occurred in spite of the fact that Tinto's model was developed for on-campus education of full time students.

Tinto's model provides a theoretical position for drop-out from distance education. Tinto (1982) cautioned that if his model were to be applied to non-traditional settings or students, modifications were needed. As his model is based upon considerations of the impact, on student behavior, of social and academic interactions in a campus setting, the need for adaptation to a distance education context is particularly a must.

Kember (1989) describes, explains and illustrates his model of drop-out, developed for distance education, based upon the longitudinal-process model by Tinto (1975). In his study Kember uses case studies to illustrate the model, to justify the presence of components within the model, and to amplify interpretation of the model.

As Kember (1990) mentions in his article, drop-out from distance education is a complex phenomenon influenced by a multitude of variables that influence each other. He claims that there is no single reason for student drop-out, or no single measure which will dramatically reduce drop-out at a stroke. Kember's model is a linear-process model with a recycling loop to reflect the students' passage through a course and take account of changes to variables during this period. The model is diagrammatically presented in Figure 4.

As explained by Kember (1990), the characteristics component of the model includes background variables related to the individual, family and home situation, the work environment and the educational history of the student.

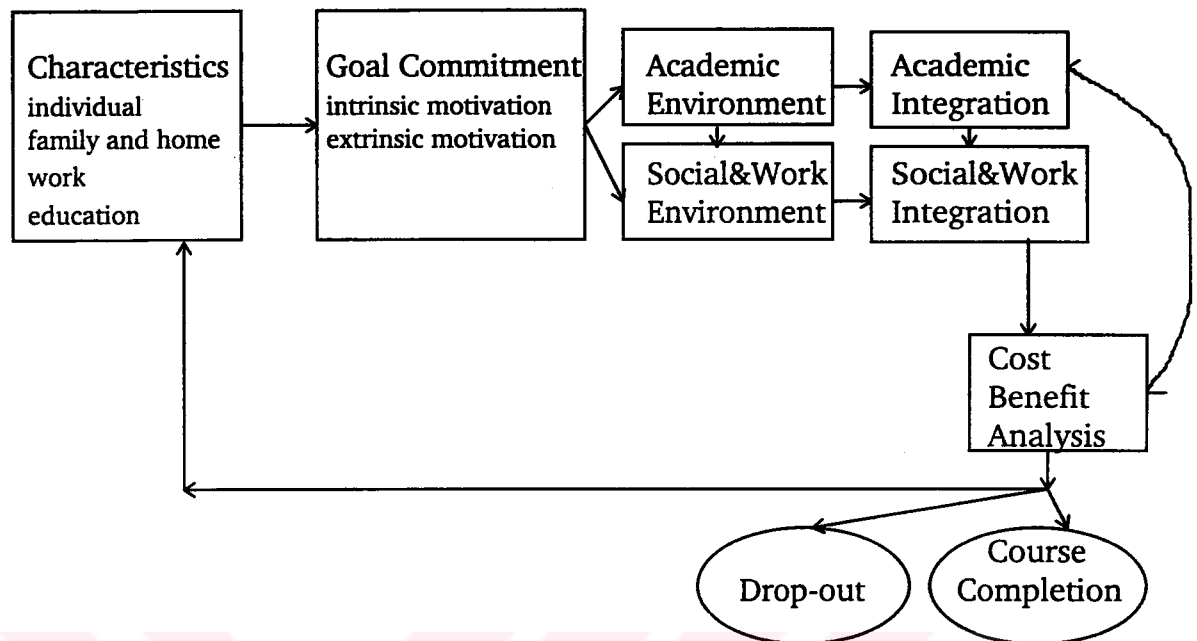


Figure 4. A proposed model for the process of dropping-out from distance education by David Kember (1989)

For Kember (1989), the goal commitment component contains the two facets of intrinsic and extrinsic motivation. Intrinsic motivation refers to the interest students have in the subject matter for their own sake. Extrinsic motivation is concerned with the students' commitment to obtaining a qualification.

Kember (1990) defines the academic environment, for the purpose of the model, as embracing all facets of the offering of a distance education course by an institution. It includes both academic and administrative support systems and the package of study materials. According to this model, academic assistance is provided through student support systems, interactions through assignments and any other academic or administrative contact between the student and the institution. He explains that the integration aspects of the model are based on Durkheim's model of suicide (1961). According to Kember, the model suggests that suicide is more likely to happen if integration had not occurred. The less integrated a student within the

university's social fabric it is argued, the more that student is at risk of discontinuation and this factor outweighs demographic characteristics of students. Collective affiliation and value (moral) integration, or normative congruence are cited as the two forms of integration by Kember.

According to Kember's explanation, the component of the model titled social and work integration is concerned with the degree to which the student is able to integrate the demands of a distance education course with work, family and social obligations. He claims that in some countries the home environment may be unsuitable for study either because for inadequate lighting or other facilities or because for the number of people sharing the home. In these situations he mentions the importance of institution's assisting the students by providing or arranging access to study centers.

For the final component of the model - cost/benefit analysis- Kember (1989) claims that before a decision to drop-out, the student has to decide whether the opportunity costs of time spent studying are worthwhile in view of the perceived benefits of the eventual qualification or other benefits the student might derive from studying.

Kember (1989) points out that the model allows for the changing nature of variables by including a recycling loop. He claims that each time major changes occur within the variable set for a component, the student can be envisaged as progressing through the components of the model to confront the cost/benefit analysis. The frequency of passes through the model depend on the stability of the students' characteristics and the strength of their goal commitment. Kember's model allows for the interaction of variables and the influence of one component of the model on another.

Kember derives from the model a series of recommendations as to the ways in which distance education courses might be formatted to reduce student drop-out. He discusses the information from student record systems

available to staff so that they can assist student integration. He emphasizes the importance of motivation in instructional design. He describes a compromise learning skills program that combines learning skills material from a bank, with content related exercises, stimulated by audio tapes.

According to the same author, tutoring is seen as a means of enhancing collective affiliation. He adds that local tutorials might be best for developing collective affiliation but teleconference tutorials are most likely to be cost effective in its development. Kember suggests students deal with local support staff rather than impersonal central bureaucracies. He recommends the employment of local liaison offices in order to assist students with administrative problems; counsel them on integrating study demands with work, family and social obligations; and assist them to re-orientate their conceptions of knowledge and adapt to the conventions of distance education study.

Robinson (1981) refers to problems of time management, lack of study skills, feelings of isolation and alienation by some distance students, the tendency to self-blame and a range of 'personal' issues such as family commitments. Edge gives importance to 'life factors'. Powell, Conway and Ross similarly focus on the internal 'qualities' of individual students.

A study of student attributes and achievements in previous Open University courses was undertaken by Einsenberg and Dowsett (1990) to find out what affect they had on the drop-out rate and achievements on a project work course. The main purpose of the study was to help the staff when advising prospective students of various drop-out risks and to distinguish between students requiring different levels of assistance on the course. The findings of the study indicate that particular attributes such as occupation affect the drop-out rate, while achievement in a project work course appears to be influenced by the students' performance in some previous courses .

A quantitative study was carried on in Hong Kong by Kember, Murphy, Siaw and Yuen (1991) for a development of Kember's drop-out model. The results of the study have shown that, with appropriate modification, Tinto's model (1975) can be properly applied to distance education.

Brown (1996) surveyed a sample of discontinued off-campus students in the Faculty of Arts, Deakin University, Australia to assess the factors which influenced their decisions to leave the course of study. He maps out the potential factors to drop-out as identified by the literature and conducts the survey to rank them according to the importance of each factor in terms of its contribution to their decision to discontinue. The research shows that factors "internal" to the university are cited as major reasons for discontinuation. He states that insufficient support from tutors and difficulties in contacting tutors are major contributory factors to discontinuance for a majority (67,7 %).

As Brown mentions, Keegan's early work (1986, p.174) identifies factors which can 'pull' and 'push' distance students from their enrollment: the need to spend more time with family; finding the course difficult; high fees; dislike of the tutor; or part-time degree courses available in the immediate vicinity to the student.

Brown explains 'pull' factor as one which draws the students away from the course, such as change of employment, and he claims that it is therefore relatively outside the control of the university such as the particular pedagogical practices of distance education which can discourage student continuation and which therefore reside within the parameters of university.

In his research, Brown ranks the discontinuation factors as follows;

- *Difficulty in connecting tutors
- *Insufficient support from tutors
- *Too time consuming courses
- *Change in employment circumstances
- *Feeling isolated from Deakin (Brown, 1996 : 53);

In his study, Brown claims that lack of support from tutors and difficulties in forming communication played the most important role in the decisions of Deakin University Arts Faculty off-campus students to discontinue in 1994. In the light of his research, Brown argues that the following issues can be practical solutions for drop-outs:

- Measures to improve contact could include: supplying all tutors/staff with off-campus load with a telephone answering machine; staff, E-Mail addresses to be distributed to off-campus students; an expanded role for the Distance Education Student Support Unit at Deakin to cover gaps in tutor availability.
- Measures to improve support: students assessment of units to be widened and upgraded; staff appraisal.
- Measures to encourage continued enrollment: greater use of electronic communication; faculty "home pages" on internet, bulletin boards; use of voice mail.

Peters (1992) carried out a research on student drop-out from Fern Universitat. He cites from Bartels and Fritsch (1976) that in the Fern Universitat, 20 % of Economics student and 50 % of Mathematics students had broken off their courses as early as the first semester of the first year of teaching.

Peters (1992) argues that drop-out cannot readily be compared across systems, since significant parameters differ. Peters achieves the results that the cause for dropping-out lay in certain demographic data such as age,

gender, occupation or institutional variables. He also states that low socioeconomic status of the parents, certain personal characteristics and attitudes, poor achievements at school, lack of goal commitment, poor academic integration, and lack of contact to the university as an institution are brought into connection with dropping-out.

Peters (1992) concludes that dropping-out may be caused by a combination of many factors which would be discovered and neutralized by a centrally controlled and coordinated global strategy for achieving higher success rates, in which the efforts of each individual faculty would have to be integrated.

2.1.6 Definition of Terms

Distance Education: Holmberg (1990) defines distance education as “education carried out through a medium where the students and the teacher are separate, not in face-to-face generally”.

Open education: According to Keegan (1990), “open” learning is a term that is to be used in a theoretical context, not in an administrative context. As he explains, open learning can be carried out under both face-to-face and distance conditions to provide students manage the subjects and pace of their learning.

Drop-out : Peters (1992) defines drop-out as a student who ends studies prematurely and thus does not sit examinations.

Counseling : Holmberg (1990) indicates that counseling is one of the required administrative services of all teaching organizations. Sewart (1984) explains that as counsellors advise and support students, they must be close enough to

the students to have a through knowledge of their domestic, work and study circumstances. Moore and Kearsley (1996) state that counselors make suggestions about study techniques or help to solve academic or even personal problems that interfere with learning.

Tutoring : Demiray (1988) named tutors as teachers. Holmberg (1990) also states tutoring as teaching, adding that tutoring has a conversational character. Moore and Kearsley (1996) state that the tutors read, comment and return assignments to the students, and then discuss by telephone or even in person.

Secondary Education : The second step of Turkish education system. After completing five years compulsory primary school education, a voluntary six year education takes place.

The following chapter covers the method used in this study conducted to address the research questions.

CHAPTER III

METHOD OF DATA COLLECTION AND ANALYSIS

3.0 Presentation

This chapter presents the overall design of the study, followed by research questions, population and sample, the data collection instrument, data collection and analysis procedures.

3.1 Overall Design of the Study

The purpose of this study is to find out the reasons for dropping-out of the Open High School. The students' expectations from the OHS to continue their education are also examined in the same context.

In order to reach the aim, this descriptive study was designed. Reviewing the literature on drop-out, questions were written to measure the relative importance of some factors- the role of student expectations about courses, whether materials are received in time, whether the support from tutors is sufficient, whether the duration of the OHS education is convenient, and whether the alternatives for education are important factors in affecting decisions to drop-out. The questions were tested with five voluntary students to see whether they are clear enough to be understood. Later, the questionnaire was administered to a sample of students. Since the study was limited to the students residing in Ankara, the subjects were the students who visited the OHS administration headquarters to cancel their own enrollments. The students who wanted to cancel their enrollments through their relatives or friends were not included in this study. The subjects were interviewed first

about their relationship with the OHS and then the convenient persons were asked to participate in the research.

The students were administered the questionnaire which consisted of two parts. Responses were then analyzed through descriptive statistics.

3.2 Research Questions

The specific research questions of this study are:

1- What are the students' reasons for dropping-out from the OHS?

Do the reasons correlate with:

- a) gender
- b) age
- c) marital status
- d) type of middle school education
- e) success (completed credit)
- f) occupation

2- What are the students' expectations from the OHS, a distance education institution, to continue their education?

3.3 The Sample

This study was conducted at the Open High School (OHS). The subjects were chosen as sample among the students residing in Ankara who visited the OHS administration headquarters to cancel their own enrollment.

According to the OHS regulation item 36, if a student does not take examinations for two terms, they lose their right to attend the courses unless they drop-out and re-register. These kind of students were not appropriate for

including into the sample, thus this was another reason for the limited sample size.

The number of female subjects are significantly lower than the number of males. This is because most of the female students, as reported by the staff of the OHS in informal conversations, cancel their enrollments through their relatives or friends.

3.4 Data Collection Instrument

A questionnaire consisting of 14 items was designed to collect relevant data for the study, and applied to the convenient OHS students who visited the OHS administration headquarters to cancel their own enrollments between January 1995 - December 1996. In other words, the questionnaire was administered during the four consecutive terms in 1995 and 1996.

The questionnaire consisted of two parts. The first part included 8 close-ended questions on demographic information, and another 6 close-ended questions were asked to find out reasons for dropping-out from the OHS and students' expectations from the OHS to continue their education.

First part of the questionnaire deals with the main quantitative characteristics of the students such as gender, age, marital status, type of middle school education, occupation, completed credits and duration of education.

The second part of the questionnaire is also constructed with close-ended questions, but this time an "other" option was added to the responses to allow the students to write in different responses where appropriate.

In the preparation of the questions various similar questionnaires (ZIFF, 1989; FRTED, 1994) and case studies were reviewed. The key

questions of the questionnaire were revised after discussions with colleagues from the field of distance education. Based on the literature review, informal interviews with the administrators and students of the OHS were carried out and some reasons for dropping-out and students' expectations to continue their education were elicited and used in the questionnaire.

3.5 Data Collection Procedures

After the questionnaire was given its final structure, 59 questionnaires were administered to the convenient OHS students who visited the OHS headquarters to cancel their own enrollment between January 1995 - December 1996.

The administrators of the OHS helped the researcher informing her whenever a student residing in Ankara personally came to the OHS to complete the procedures for dropping-out. The students were explained the purpose of the study. Although more than 59 people wanted to drop-out from the OHS and came to cancel their own enrollments from the headquarters during this study, the questionnaire was administered to convenient 59 students.

3.6 Data Analysis Procedures

The data collected through questionnaires was analyzed using descriptive statistics. All responses to close-ended questions were entered for computer analysis. In the data entrance process, each choice was coded as 1 for a, 2 for b, 3 for c , and so on for all items. Items with specific choices were also coded according to their ranking. Statistical analysis of the data were carried out according to the research questions. Frequency distributions of the reasons for dropping-out from the OHS were tabulated.

The responses to questions related to students' expectations from a distance education institution to continue their education were also tabulated.

Frequency distributions of gender, age, marital status, type of middle school education, occupation, success (completed credit) and the duration of education were tabulated and analyzed. Statistical analysis of the data were carried out according to the research questions.

It was observed that the respondents preferred to add personal reasons for dropping-out which were also classified and examined due to their similarity.

The results of the data analysis will be presented in the next chapter.

CHAPTER IV

ANALYSIS OF THE RESULTS

4.0 Presentation

In this chapter, the results of the study are presented and analyzed at length. Background characteristics of the sample are described followed by the analysis of the reasons for dropping-out and students' expectations from the Open High School (OHS).

4.1 Background Characteristics of the Sample

Fifty- nine questionnaires were filled in by the sample students. Table 1 provides an overview of the background characteristics of the sample.

As shown in Table 1, the sample comprised of 13 females (22%) and 46 males (78%).

The majority of the subjects responding to the questionnaire were single (91.5 % , n = 54). Only 5 (8.5 %) of them were married.

In terms of age, 48 students (81.4 %) were between 15 and 25, 9 (15.3 %) were between 26 and 35, and 2 (3.4 %) between 36 and 45.

A little more than one third of the sample (35.6 %) completed their middle school education by only taking the final exams externally from state schools, whereas approximately two-thirds (64.4%) completed their middle school education as regular students.

Table 1

Distribution of Students Responding to Questionnaire by Background Variables

Characteristics		Frequency	Percentage
Gender	Female	13	22.0
	Male	46	78.0
Marital Status	Single	54	91,5
	Married	5	8,5
Age	15 - 25	48	81,4
	26 - 35	9	15,3
	36 - 45	2	3,4
			-
Type of Middle School	External	21	35,6
	Regular	38	64,4
Occupation	Working	20	33,9
	Not working	15	25,4
	Other	24	40,7
Completed Credits	10 - 20	15	25,4
	21 - 40	11	18,6
	41 - 60	7	11,9
	61 - 80	1	1,7
	81 - Over	3	5,1
	No response	22	37,3
Duration of Education	Less than one term	8	13,5
	1 Term	10	16,9
	2 Terms	24	40,7
	3 Terms	7	11,9
	4 Terms	2	3,4
	5 Terms	1	1,7
	No response	7	11,9

As shown in Table 1, 40,7 % of the respondents only marked the “other” option for the item asking their occupation, without indicating anything. Working students followed them as 33,9 %. 25,4 % were not working.

In the credit system operated by the OHS, a student can take 40 credits per term. Thirty seven per cent of the respondents of this study did not mark any success rate. Twenty five per cent of them had not been successful at the time of withdrawal, as they only obtained ten or twenty credits.

When we examine the duration of education, we see that 11,9 % of the students did not give any answer to the question related to their enrollment and drop-out terms. 13,5 % canceled their enrollment without taking any examinations. 16,9 % canceled their enrollment after one term. 40,7 % canceled their enrollment after two terms. Only 11,9 % gave another chance to themselves by canceling their enrollment after attending the OHS one more term. 3,4 % attended four terms before dropping-out.

Table 2

Reasons for Registration at the OHS

Reasons for registration at OHS	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
to get an OHS diploma	29 (49,2)	3 (23,1)	26 (56,5)	27 (50,0)	2 (40,0)	7 (33,3)	22 (57,9)	7 (35,0)	9 (60,0)	13 (54,2)
to enter the university exam	16 (27,5)	8 (61,5)	8 (17,4)	14 (25,9)	2 (40,0)	7 (33,3)	9 (23,7)	7 (35,0)	2 (13,3)	7 (29,2)
to get a better status	2 (3,4)		2 (4,3)	1 (1,9)	1 (20,0)	2 (9,5)		1 (5,0)		1 (4,2)
to improve knowledge	10 (16,9)	2 (15,4)	8 (17,4)	10 (18,5)		5 (23,8)	5 (13,2)	4 (20,0)	4 (26,7)	2 (8,3)
other	2 (3,4)		2 (4,3)	2 (3,7)			2 (5,3)	1 (5,0)		1 (4,2)

When we examine the overall results of the items dealing with the reasons for their enrollment at the OHS, we see that demand for getting an OHS diploma is the most stated reason (49,2 %). Entering the university exam (27,5 %), the desire to improve knowledge (16,9 %) and getting a

better status (3,4 %) are the other reasons stated by the respondents (Table 2).

The majority of the males (56,5 %) stated obtaining an OHS diploma as the reason for their enrollment. This may be due to a need of high school diploma to stand a better chance of finding a suitable job. On the other hand the majority of the females (61,5 %) were interested in entering the university exam.

4.2 Reasons for Dropping-out from the Open High School

The data regarding the reasons for dropping-out from the OHS are presented in Tables 3a and 3b.

Table 3a

Reasons for Dropping - out from the OHS

Reasons for Dropping-out from OHS	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
Inadequate support from tutors	6 (10,1)	4 (30,8)	2 (4,3)	5 (9,3)	1 (20,0)	3 (13,6)	3 (8,1)	2 (10,0)	4 (26,7)	
Expectations of the school were not met	7 (11,9)		7 (15,2)	7 (13,0)		4 (18,2)	3 (8,1)	3 (15,0)		4 (16,7)
Insufficient timetable of radio and television	1 (1,7)	1 (7,7)		1 (1,9)			1 (2,7)	1 (5,0)		
Duration of education was too long	13 (22,0)	2 (15,4)	11 (23,9)	12 (22,2)	1 (20,0)	4 (18,2)	9 (24,3)	4 (20,0)	3 (20,0)	6 (25,0)
No need for a high school diploma	3 (5,1)	1 (7,7)	2 (4,3)	3 (5,6)		1 (4,5)	2 (5,4)	1 (5,0)	1 (6,7)	1 (4,2)
Decision to finish high school externally	2 (3,4)		2 (4,3)	2 (3,7)		1 (4,5)	1 (2,7)	1 (5,0)	1 (6,7)	
Other	24 (40,7)	5 (38,5)	19 (41,3)	22 (40,7)	2 (40,0)	9 (40,9)	15 (40,5)	8 (40,0)	6 (40,0)	10 (41,7)
No response	3 (5,1)		3 (6,5)	2 (3,7)	1 (20,0)		3 (8,1)			3 (12,5)

Table 3a reveals that more than one-third of them (40,7 %) marked the “other” option writing in their own reasons. 5,1 % gave no responses. 22,0 % found the duration of the education too long- at least four term attendance is needed to complete sufficient credits (144 credits) to get the diploma. Only over one-tenth (11,9 %) stated that the school did not meet their expectations.

There are differences between the answers of males and females to the question of why they canceled their enrollment in the OHS. 6,5 % of the male students did not give any answer to the items related to the reasons for dropping-out, whereas 41,3 % added their own reasons which are categorized and examined in detail in Table 3b.

23,9 % of the males responded that duration of the school was too long, whereas only 15,4 % of the females mentioned it as a reason for dropping-out. The males need for the high school diploma as soon as possible to get better jobs might make them impatient. Nearly one third of the respondents are working. Therefore, they have not got much time to study. As Kember (1989) states, the time taken up by working long hours reduces the time available for study. This causes failure and then dropping-out from the school.

As it can be seen in Table 3a, responses of the females focused on the “inadequacy of the counseling services” (30,8 %), whereas only 4,3 % of the males marked it. Teker (1996) found out a similar result. He states that female students of the OHS prefer tutoring and counseling services as the solution for their learning problems. The majority of the females (38,5 %) marked the “other” option adding their own reasons which were generally related to family problems. This may show that the females are far more dependent on their families, when compared to the males.

None of the females marked the choice related to their expectations from the school. On the contrary to the females, 15,2 % of the males claimed that the school did not meet their expectations.

The answers to the item related to the dropping-out reasons show that 40,7 % have their own reasons. Therefore, the “other” reasons were also tabulated and analyzed as shown in Table 3b. A chance to complete their education at conventional schools, doing military service and going abroad had equal ratio from the OHS students as the reason for their drop-out (12,5 %).

Table 3b

Reasons for Dropping - out from the OHS - The “Other”

Reasons for Dropping-out from OHS - "other"	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
a chance to attend regular school	3 (12,5)		3 (15,8)	3 (13,6)		1 (11,1)	2 (13,3)		2 (33,3)	1 (10,0)
getting misinformation	3 (12,5)	1 (20,0)	2 (10,5)	3 (13,6)		1 (11,1)	2 (13,3)	1 (12,5)	2 (33,3)	
applying for a job	1 (4,7)		1 (5,3)	1 (4,5)		1 (11,1)		1 (12,5)		
doing military service	3 (12,5)		3 (15,8)	3 (13,6)		1 (11,1)	2 (13,3)	2 (25,0)		1 (10,0)
going abroad	3 (12,5)	1 (20,0)	2 (10,5)	3 (13,6)			3 (20,0)		2 (33,3)	1 (10,0)
applying for driving licence	1 (4,7)		1 (5,3)	1 (4,5)			1 (6,7)			1 (10,0)
working in different cities	1 (4,7)		1 (5,3)	1 (4,5)		1 (11,1)		1 (12,5)		
lack of time	1 (4,7)		1 (5,3)	1 (4,5)		1 (11,1)		1 (12,5)		
family problems	1 (4,7)	1 (20,0)		1 (4,5)			1 (6,7)			1 (10,0)
personel problems	2 (8,3)	1 (20,0)	1 (5,3)	2 (9,1)		1 (11,1)	1 (6,7)	1 (12,5)		1 (10,0)
all	2 (8,3)	1 (20,0)	1 (5,3)	1 (4,5)	1 (50,0)	1 (11,1)	1 (6,7)	1 (12,5)		1 (10,0)
no response	3 (12,5)		3 (15,8)	2 (9,1)	1 (50,0)	1 (11,1)	2 (13,3)			3 (30,0)

As Table 3b displays, 12,5 % added getting misinformation from the administration and missing the exam dates as a reason for their dropping-out. A solution to this problem has been adopted for two years. Infobank system is realized to provide updated information to the students about the time-tables and the results of the examinations.

Table 3b also reveals that their reasons are generally related to the bureaucratic regulations of the Turkish Governmental System. According to the existing regulations, the master copy of the latest school diploma is required to be handed in whenever needed, such as while applying for a job, driving license, passport or doing military service for the males. As a consequence many male students had to drop-out to get the master copy of their latest diploma.

4.2 Students' Expectations from the Open High School

Table 4
Preferred Type of Contact

Type of communication	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
regularly sent bulletins	8 (13,6)	2 (15,4)	6 (13,0)	8 (14,8)		1 (4,8)	7 (18,4)	3 (15,0)	2 (13,3)	3 (12,5)
available tutor for each student	5 (8,5)		5 (10,9)	4 (7,4)	1 (20,0)	2 (9,5)	3 (7,9)	1 (5,0)	1 (6,6)	3 (12,5)
face-to-face contact	21 (35,6)	5 (38,5)	16 (34,8)	21 (38,9)		11 (52,4)	10 (26,3)	7 (35,0)	6 (40,0)	8 (33,3)
available information	5 (8,5)	2 (15,4)	3 (6,5)	4 (7,4)	1 (20,0)	2 (9,5)	3 (7,9)	2 (10,0)	1 (6,6)	2 (8,3)
realization of your requirements	9 (15,3)		9 (19,6)	9 (16,7)		2 (9,5)	7 (18,4)	4 (20,0)		5 (20,8)
Other	6 (10,2)	2 (15,4)	4 (8,7)	5 (9,3)	1 (20,0)	3 (14,3)	3 (7,9)	3 (15,0)	2 (13,3)	1 (4,2)
No response	5 (8,5)	2 (15,4)	3 (6,5)	3 (5,6)	2 (40,0)		5 (13,2)		3 (20,0)	2 (8,3)

The data regarding the preferred type of contact with the OHS, presented in Table 4, reveal that more than one-third of the respondents would like to have face-to-face contact they used to have during their previous education (38,5 % females, 34,8 % males). On the other hand, more than half of the respondents (52,4 %) who would like to have face-to-face education completed their middle school education as external students by only taking final exams in the summer at state schools. These results show that the students of the OHS also want to feel that they belong to a social institution. In that respect, face-to-face education and other activities such as tutoring may help overcome the feeling of isolation to some degree.

Although they have already decided to drop-out from the OHS, the question “Would you still drop-out if you had an intensive contact with the OHS?” found its answer as “no” with more than three-fourths (78,0 %) of the students (Table 5).

Table 5

Possible Impact of Intensive Contact with OHS on Dropping-out Decision

	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
Yes	9 (15,3)	1 (7,7)	8 (17,4)	8 (14,8)	1 (20,0)	3 (14,3)	6 (15,8)	5 (25,0)	2 (13,3)	2 (8,3)
No	46 (78,0)	10 (76,9)	36 (78,3)	43 (79,6)	3 (60,0)	17 (81,0)	29 (76,3)	14 (70,0)	11 (73,3)	21 (87,5)
No response	4 (6,8)	2 (15,4)	2 (4,3)	3 (5,6)	1 (20,0)	1 (4,8)	3 (7,9)	1 (5,0)	2 (13,3)	1 (4,2)

This result shows that even adult students are learners and they are in need of the communication with their teachers, counselors, tutors of the OHS. Uzer (1996) states that the students accept the presenters of television programs as their teachers. When they visit the administration headquarters of the OHS, they would like to talk and ask questions whenever they meet any of the presenters considering them as their teachers. As Table 5 displays single

students (79,6 %) are in need of communication with tutors more than the married (60,0 %).

The data regarding the preferred frequency of face-to-face education is presented in Tables 6a and 6b.

Table 6a

Preferred Frequency of Face-to-Face Contact

Face to Face Education	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
once a week- at weekends	22 (37,3)	8 (61,5)	14 (30,4)	21 (38,9)	1 (20,0)	9 (42,9)	13 (34,2)	6 (30,0)	6 (46,6)	9 (37,5)
once a fortnight	2 (3,4)		2 (4,3)	2 (3,7)		1 (4,8)	1 (2,6)		1 (6,6)	1 (4,2)
once a month- in the evenings	3 (5,1)		3 (6,5)	2 (3,7)	1 (20,0)	2 (9,5)	1 (2,6)	2 (10,0)		1 (4,2)
an intensive week before the exams	7 (11,9)	1 (7,7)	6 (13,0)	7 (13,0)		1 (4,8)	6 (15,8)	3 (15,0)		4 (16,7)
summer schools	11 (18,6)	1 (7,7)	10 (21,7)	10 (18,5)	1 (20,0)	5 (23,8)	6 (15,8)	4 (20,0)	4 (26,7)	3 (12,5)
Other	8 (13,6)	1 (7,7)	7 (15,2)	7 (13,0)	1 (20,0)	2 (9,5)	6 (15,8)	3 (15,0)		5 (20,8)
No response	6 (10,7)	2 (15,4)	4 (8,7)	5 (9,3)	1 (20,0)	1 (4,8)	5 (13,2)	2 (10,0)	3 (20,0)	1 (4,2)

Table 6a displays that more than one-third (37,3 %) of the respondents would like to have face-to-face education once a week and at weekends. 18,6 % stated summer schools as their preferred type of face-to-face contact.

More than half of the female students (61,5 %) would like to have face-to-face education once a week or at weekends. The male students would like to have face-to-face education once a week or at weekends (30,4 %) and at summer schools (21,7 %).

These high rates for face-to-face education show us that, as mentioned before, the OHS students would like to act as members of social groups and communicate with people. The feelings of loneliness and isolation may also be among the causes for dropping-out from the OHS. The inclusion of the learning resource centers in the organizational infrastructure of the distance education system is claimed in the UNESCO concept paper (UNESCO, 1994) to be one of the ways to affect the quality of the distance education system, because they provide opportunities for students to interact with each other and with their teachers.

It is cited from Dodds and Mayo (1982) in the same paper (UNESCO, 1994) that the combination of communication technologies with face-to-face teaching adds to the effectiveness of the distance education systems. It can be inferred from this that tutoring the learners in a face-to-face mode improves the quality of the distance education system and is therefore one of the ways to decrease the drop-out rate in some cultures.

Table 6b

Preferred Frequency of Face-to-Face Contact - The "Other"

Face to Face Education - "other"	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
at nights	5 (62,5)		5 (71,4)	5 (71,4)		1 (50,0)	7 (66,7)	7 (66,7)		3 (60,0)
no response	3 (37,5)	1 (100,0)	2 (28,6)	2 (28,6)	1 (100,0)	1 (50,0)	1 (33,3)	1 (33,3)		2 (40,0)

The answers added to the "other" choice of the item searching the preferred frequency of face-to-face contact were also analyzed. As Table 6b shows all of the male students are working, and most of them want to have regular evening classes.

The data regarding the ways of communication preferred by the students is presented in Tables 7a and 7b.

Table 7a

Preferred Ways of Communication

Preferred Ways of Communication	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
standardized letters of encouragement	8 (13,6)	1 (7,7)	7 (15,2)	7 (13,0)	1 (20,0)	1 (4,8)	7 (18,4)	3 (15,0)	1 (6,6)	4 (16,7)
standardized reminders	3 (5,1)		3 (6,5)	3 (5,6)		1 (4,8)	2 (5,3)	2 (10,0)		1 (4,2)
individualized letters of encouragement	8 (13,6)	2 (15,4)	6 (13,0)	8 (14,8)		5 (23,8)	3 (7,9)	3 (15,0)	2 (13,3)	3 (12,5)
individualized video tapes for	1 (1,7)		1 (2,2)	1 (1,9)			1 (2,6)			1 (4,2)
phone calls to tutors	9 (15,3)	2 (15,4)	7 (15,2)	8 (14,8)	1 (20,0)	2 (9,5)	7 (18,4)	1 (5,0)	3 (20,0)	5 (20,8)
Other	24 (40,7)	5 (38,5)	19 (41,3)	22 (40,7)	2 (40,0)	10 (47,6)	14 (36,8)	8 (45,0)	7 (46,6)	8 (33,3)
No response	6 (10,2)	3 (23,1)	3 (6,5)	5 (9,3)	1 (20,0)	2 (9,5)	4 (10,5)	2 (10,0)	2 (13,3)	2 (8,3)

Table 7a displays that more than one-third (40,7 %) of the respondents indicated their own preferred ways of communication by marking the “other” option. In these responses they indicate that they want to be a student; be a member of the OHS family as a part of satisfying their need of self-actualization process; have frequent face-to-face education; have a weekly time table, evening classes, and so on. “Phone calls to tutors any time” is marked by 15,3 % of both females and males students’ choice. Male students marked receiving standardized letters of encouragement as their another choice (15,2 %).

Lentell (1994) emphasizes the importance of face-to-face education and states that “.... however splendid the printed text, and however refined the quality measurement tools in distance education, it is the relationship between the tutor and the learner that determines success or failure”.

Murphy's (1991 : 225) findings on Turkish people also support this idea. Murphy states that "two elements of the Turkish culture- patronage and oral tradition- seem to play a significant role in distance learning even in modern Türkiye". Patronage systems, values of obedience, honor, and respect for authority, are evident in Türkiye's educational system through students' respect and loyalty toward their teacher and bonds of friendship and mutual assistance among classmates. As shown in Table 4, the OHS students reveal their need for oral communication marking the item on face-to-face contact for their preferred type of communication (35,6 %).

Table 7b

Preferred Ways of Communication - The "Other"

Preferred Ways of Communication - "other"	Total	Female	Male	Single	Married	External	Regular	Working	Not Working	Other
duration of education	2 (8,3)		2 (10,5)	1 (4,5)	1 (50,0)	1 (10,0)	1 (7,1)	1 (10,0)	1 (16,7)	
correct information	1 (4,7)	1 (20,0)		1 (4,5)		1 (10,0)			1 (16,7)	
regular face-to-face education	4 (16,6)	1 (20,0)	3 (15,8)	3 (13,6)	1 (50,0)	3 (30,0)	1 (7,1)	3 (30,0)		1 (12,5)
regular education	1 (4,7)		1 (5,3)	1 (4,5)			1 (7,1)		1 (16,7)	
visit of tutor	1 (4,7)		1 (5,3)	1 (4,5)		1 (10,0)			1 (16,7)	
nothing	2 (8,3)		2 (10,5)	2 (9,1)			2 (14,3)		1 (16,7)	1 (12,5)
No response	11 (45,8)	1 (20,0)	10 (52,6)	11 (50,0)		2 (20,0)	9 (64,3)	4 (40,0)	1 (16,7)	6 (75,0)
courses at nights	1 (4,7)	1 (20,0)		1 (4,5)		1 (10,0)		1 (10,0)		
all	1 (4,7)	1 (20,0)		1 (4,5)		1 (10,0)		1 (10,0)		

When the answers given to the "other" choice of the item related to preferred ways of communication analyzed, it is found out that instead of adding any type of communication the respondents wanted to emphasize their expectations from the OHS once more; regular face-to-face education and shorter duration of the education.

CHAPTER V

CONCLUSION

The findings of this research show that the bureaucratic, the administrative and organizational problems are noticeable among the causes for drop-outs, besides personal reasons. The first question of this study is related to the reasons for dropping-out from the OHS. According to the results, the educational background of the students influences the drop-out rates adversely. As the results show, about two-thirds of the respondents completed their previous education in regular schools. These students may have difficulty in adaptation to the distance education system.

It should be noted that, although under the credit system operated by the OHS, a student can receive 40 credits per term, twenty five per cent of the students had not been successful at the time of withdrawal, only achieving ten or twenty credits. This result shows that there is negative influence of failure on dropping-out. In other words, failure causes discouragement which leads to discontinuation of education. It is also noticeable that, the majority of these students meets independent study for the first time. This result may be because of the students' lack of knowledge and skill on how to study independently.

About twenty per cent of the respondents did not give any answer to the question related to the reasons for dropping-out, whereas one-third of them added their own reasons. Their reasons were generally related to the bureaucratic regulations of Turkish Governmental System such as requirement of the master copy of the middle school diploma while applying

for a job or driving license and doing military service for males. The administrators of the OHS try to find practical ways to overcome these kinds of problems. One of the latest attempts concluded with the cooperation of the Ministry of Defense and FRTED on behalf of MNE, signing a contract to accept the student identity form given by the OHS as being valid as a formal document.

The results obtained in this study show that the females are in need of more adequate counseling. Only 4,3 % of the males pointed out the inadequacy of counseling as a problem, but 17 % added gathering wrong or misleading information as their dropping-out reasons which can also be considered as inadequate counseling. The majority of the females (30,8 %) marked the “other” option adding their own reasons which were generally related to family problems such as divorce of the parents, looking after other members of the family. This may show that the females are dependent on their families and communication with people more than the males.

For the second question which seeks students' expectations from a distance education institution to continue their education, the students' responses indicate that, both the females and the males would like to have face-to-face contact (35,9 %). This show us that no matter how old they are the students want to feel that they belong to a society and they have classmates to share experiences.

Although they have already decided to drop-out from the OHS, as the answer to the item whether they would leave the OHS even if some communication is provided, almost all of the students said “no”. This result also shows that even adult students are learners and they are in need of communication with their classmates and their teachers who are expected to be the counselors and tutors of the OHS.

5.1 Implications for Practice

The results show that the students are in need of communication with teachers and each other. In order to solve this problem and to overcome the feelings of isolation, the staff of the OHS, including the ones at liaison offices, should be given intensive training on public relations. And the OHS administrators must find ways to realize face-to-face education, especially in science, mathematics, foreign languages (English, French or German) and Turkish.

The administrators of the OHS may supply administrative and academic guidance with the teachers who guide students sufficiently to foster independence to be their own teachers as well.

This study calls for finding immediate solutions to the problems that cause student drop-outs. Provision of free telephone lines can also be a practical solution in order to overcome the feeling of isolation as it would provide some kind of interaction whenever the need arises.

In order to support the students with adequate counseling and sufficient tutoring, the OHS should prefer staff who are qualified in tutoring, guidance and counseling.

The respondents who completed their previous education in regular schools may have difficulty in adaptation to the distance education system. In order to overcome this problem, students may be provided a detailed booklet explaining the conditions of the study in distance education when they register with a distance education institution i.e. the OHS. This may help students prepare themselves for an independent study.

New technologies can also be adopted as another practical solution. Only about 1000 students can have access to internet at present. This service, using internet for interaction, can be extended.

5.2 Suggestions for Further Research

Since this study is one of the first studies carried out on the reasons for dropping-out from the OHS, it could be used as a preliminary study for further studies. As the results of this study revealed, a needs assessment is required to be conducted in order to provide suitable counseling, tutoring and face-to-face education for the needs of the OHS students.

Further research is essential to test the effectiveness of counseling and face-to-face education suggested in this study for decreasing the number of drop-outs from the OHS.

This study may also lead to comparative studies of different types of education such as conventional and distant types in terms of reasons for dropping out.

Another study similar to this one may be designed to find out the reasons for dropping-out if it still exists after appropriate face-to-face education and interaction are provided.

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APPENDIX A
THE REASONS FOR DROPPING-OUT QUESTIONNAIRE

Dear students,

This questionnaire has been designed to investigate the reasons for dropping-out from the Open High School. In that regard, this questionnaire is for a research project which is being carried out as a part of my studies in the Postgraduate Program at METU. All responses will be kept confidential and examined as a whole, not individually. Therefore, there is no need for hesitation in stating your real feelings.

Your sensitivity in responding is hoped to help the OHS administrators to find out the reasons for dropping-out, and find solutions to reduce the drop-out rates.

Your co-operation would be appreciated. Thank you very much for participating and answering the questions.

Zehra Adiyaman
METU
Graduate School of Social Sciences
Postgraduate student

PART I - BACKGROUND INFORMATION

For questions 1-8 please put a tick in the appropriate box.

1) Gender

- a) Female b) Male

2) Marital Status

- a) Single b) Married

3) Age

- a) 15 - 25
b) 26 - 35
c) 36 - 45
d) 46 and over

4) Type of your secondary education

- a) Just taking the final exams externally
- b) As a regular student

5) Occupation

- a) Unemployed
- b) Housewife
- c) Government Official
- d) Worker
- e) Other

6) Your registration term

- a) 1st term
- b) 2nd term
- c) 3rd term
- d) 4th term
- e) 5th term
- f) 6th term
- g) 7th term
- h) 8th term

7) Your drop-out term

- a) 1st term
- b) 2nd term
- c) 3rd term
- d) 4th term
- e) 5th term
- f) 6th term
- g) 7th term
- h) 8th term

8) The credits you completed

- a) 10 - 20 credits
- b) 21 - 40 credits
- c) 41 - 60 credits
- d) 61 - 80 credits
- e) 81 and over

PART II - YOUR RELATIONS WITH THE OHS

For questions 9 -14 please put a tick in the appropriate box.

9) Your aim to register OHS

- a) to complete secondary education
- b) to enter the university exam
- c) to get a better rank
- d) to improve your knowledge
- e) other (please specify)

10) Your reason for dropping-out

- a) I have not got sufficient support from tutors.
- b) My expectations from the school were not met.
- c) Timetable of radio and television programs was not sufficient.
- d) I received written materials very late.
- e) I am anxious for exams.
- f) Education is too time consuming.
- g) I do not need for high school diploma anymore.
- h) An alternative exam is available.
- i) Other (please specify)

11) Type of communication you would like to have by

- a) regularly sent bulletins and information sheets
- b) available tutor for each student
- c) face-to-face contact
- d) available information centers for any question
- e) regular assignments
- f) realization of your requirements
- g) other (please specify)

12) Would you still drop-out if you had enough communication with the OHS?

- a) yes
- b) No

13) The frequency of face-to-face contact you would like to have

- a) once a week- at weekends
- b) once a fortnight
- c) once a month- in the evenings
- d) an intensive week before the exams
- e) summer schools
- f) other (please specify)

14) Which of the following may cause you to change your mind?

- a) mailing of standardized letters of encouragement for study
- b) mailing of standardized reminders
- c) mailing of individualized letters of encouragement
- d) mailing of individualized audio tapes for encouragement
- e) mailing of individualized video tapes for encouragement
- f) phone calls to tutors
- g) visit by my tutor
- h) other (please specify)

T.C.
MILLÎ EĞİTİM BAKANLIĞI

Sayfa : 32

RESMÎ GAZETE

22 Şubat 1993 — Sayı : 21504

Millî Eğitim Bakanlığından :

R.G. 22.2.1993 / 2504

T.C. 13.9.1994 / 5378

Millî Eğitim Bakanlığı Açıköğretim Lisesi Yönetmeliği

BİRİNCİ KISIM
Genel Hükümler
BİRİNCİ BÖLÜM

Amaç, Kapsam, Dayanak ve Tanımlar

Amaç

Madde 1- Bu Yönetmeliğin amacı, Millî Eğitim Bakanlığına bağlı Açıköğretim Lisesinin eğitim, öğretim, kuruluş ve işleyişi ile ilgili esasları düzenlemektir.

Kapsam

Madde 2- Bu Yönetmelik, Millî Eğitim Bakanlığına bağlı Açıköğretim Lisesinin eğitim, öğretim, yönetim ve uzaktan öğretim yöntemleri ile ders geçme ve sınav işlerine ilişkin esasları kapsar.

Dayanak

Madde 3- Bu Yönetmelik, 1739 sayılı Millî Eğitim Genel Kanunu ile 3797 sayılı Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanuna dayanılarak hazırlanmıştır.

Tanımlar

Madde 4- Bu Yönetmelikte geçen:

"Bakanlık", Millî Eğitim Bakanlığını,

"Kurul", Talim ve Terbiye Kurulunu,

"Merkez", Film, Radyo, Televizyonla Eğitim Merkezini,

"Döner Sermaye" Film, Radyo, Televizyola Eğitim Merkezi (FRTEM)

döner sermayesini,

"Lise" Açıköğretim Lisesini,

"Müdür", Açıköğretim Lisesi Müdürünü,

"Öğrenci", Açıköğretim Lisesi öğrencilerini,

"Dönem", yaklaşık 19 haftayı kapsayan eğitim-öğretim süresini,

"Ders Yılı", birbirini takip eden iki dönemlik süreyi,

"Merkezî Sınav Sistemi", Açıköğretim Lisesi programında yer alan

derslerin sınavlarının bir merkezden hazırlanıp yapılmasını,

"İrtibat Merkezi" Açıköğretim Lisesinin il ve ilçelerde yüzüze

eğitim danışmanlık kayıt kabul ve sınav hizmetlerini yürüten birimi,

"Yüzüze Eğitim Bürosu", irtibat merkezlerinin bünyesinde yer alan

ve millî eğitim müdürlüklerince uygun görülecek eğitim kurumunda ve yeteri

kadar branş öğretmeni ile öğrencilere dershanede yaptırılan eğitim ve

öğretimi organize eden büroyu,

"Danışma Bürosu", irtibat merkezi bünyesinde yer alan ve

Açıköğretim Lisesi ile ilgili bilgi ve dokümanların bulunduğu, rehberlik ve

danışmanlık hizmetinin verildiği büroyu

ifade eder.

MILLÎ EĞİTİM BAKANLIĞI
AÇIKÖĞRETİM LİSESİ
YÖNETMELİĞİ

İKİNCİ BÖLÜM

Amaçlar ve İlkeler

Amaçlar

Madde 5- Açıköğretim Lisesinin amacı; en gelişmiş kitle iletişim araçları ve yeni teknolojileri kullanmak suretiyle;

a) İlköğretimi tamamlayan ancak; öğrenim yetersizliği ve çeşitli imkânsızlıklar sebebiyle öğrenim imkânı bulunmayan, örgün orta öğrenim yaş sınırını aşan, erken yaşta iş hayatına atılan, hasta ve tutuklular ile (zihinsel engelliler dışında kalan) ömürlü öğrencilere orta öğrenimlerini tamamlama imkânı vermek, her yerde ve her durumda eğitim ve öğretim imkânı sağlamak, fırsat ve imkân eşitliğine zemin hazırlayarak toplumun eğitim ve kültür düzeyini yükseltmektir.

b) Fizikî kapasite bulunmayan öğrencilere eksikliklerini tamamlama yeterince yetişme imkânı bulunmayan öğrencilere eksikliklerini tamamlama imkânı sağlamaktır.

c) Bu programları izleyen her düzeydeki öğrenci velisini bilgilendirerek eğitime daha fazla katkı sağlamaktır.

d) Toplumun kültür düzeyini yükselterek bu yolla toplumun geliştirilip güçlendirilmesine ortam hazırlamaktır.

e) Lise düzeyinde eğitim ve öğretim alanında fırsat ve imkân eşitliğine zemin hazırlamaktır.

İlkeler

Madde 6- Açıköğretim Lisesinin ilkeleri;

a) Millî Eğitim Temel Kanunu'nun 26 ve 27 nci maddeleri gereğince, ilköğrenimi tamamlamış her öğrenciye, ortaöğretim imkânlarından ilgi, istek ve yetenekleri doğrultusunda yararlanma hakkı verilir.

b) Açıköğretim Lisesi programlarının uygulanmasında, özellikle televizyon, radyo ve benzeri kitle iletişim araçları ile yüz yüze eğitim ve öğretim imkânlarından etkin bir biçimde yararlanılması esas alınır.

c) Öğretim program ve materyallerinin televizyon program, radyo program, bilgisayar disketi, teyp kaseti, yazılı doküman ve bunun gibi araçlarla desteklenmesi esastır.

d) Eğitim ve öğretim faaliyetlerinde bir dönem bütünlüğü içinde hareket edilir.

e) Ölçme ve değerlendirilmede, programlarda belirtilen amaçlara ulaşılması için gerekli olan davranışların kazandırılması esas alınır.

f) Ölçme ve değerlendirilmede, ders geçme ve kredi uygulamasından yararlanılır.

g) Her öğrencinin kendi ilgi ve yeteneği ölçüsünde bir dönemde sinavına girebileceği toplam en az ve en fazla ders/ders/kredi sayısı ilgili programda belirlenir.

h) İhtiyaç duyulması halinde bazı derslerin veya konuların yüz yüze eğitim ve öğretiminin yapılması esas alınır.

- 1) Sınavların merkezi sistemle yapılması esastır.
- j) Bu tür öğretime devam edecek kişilerde yaş kaydı aranmaz.
- k) Bu öğretim kurumunda, başlangıçta genel lise programlarına göre öğretim yapılır. Zamanla bu modelin değişik program türleri lise dengi meslek liselerinde de uygulanır.

İKİNCİ KISIM

Kuruluş, Teşkilât ve Görevleri

Kuruluş

Madde 7- Açıköğretim Lisesi, uzaktan öğretim teknolojilerini kullanarak lise öğrenimi veren ve bu hizmeti merkezi sistemle yürüten 30.4.1992 tarih ve 3797 sayılı Kanunun 55 inci maddesinde belirtilen Film, Radyo, Televizyonla Eğitim Merkezi (FRTEK), bünyesinde yer alan bir kuruluştur.

Teşkilât

Madde 8 — Açıköğretim Lisesi Müdürlüğü aşağıda belirtilen birimlerden oluşur:

- a) Okul Müdürlüğü
- b) Bürolar
- c) İrtibat Merkezleri

Müdürlüğün Görevleri

Madde 9- Müdürlüğün görevleri şunlardır:

a) Örgün lise öğretimini alanayan veya tamamlayanlara, aynı vasıfta uzaktan öğretim sağlamak.

b) Radyo ve televizyon programları hazırlamak veya hazırlanmak, Kurulun olumlu görüşünden sonra bunların yayınlanmasını sağlamak.

c) Eğitim ve öğretimle ilgili yayın ve dokümantasyonu üretmek, temin etmek ve dağıtmak.

d) Sınav ve yüz yüze öğretimle ilgili organizasyonu yapmak, sınavları değerlendirmek ve sonuçları duyurmak.

e) Mezun olan öğrencilerin diploma ve belgelerini tanzim etmek.

f) Çalışma alanı ile ilgili mevzuatı hazırlamak ve bu konuda Kurulun görüşünü alarak ilgili makama sunmak.

g) Gerekli istatistikî bilgileri toplamak ve değerlendirmek.

h) Gelecek yıllara ait program ve dokümantasyonları arşivlemek.

ı) Açıköğretimle ilgili yurtiçi ve yurtdışı eğitim hareketlerini takip etmek ve değerlendirmek.

j) Öğrenci sorunları ile ilgili her türlü tedbiri almak.

Müdürün Görevleri

Madde 10-Müdürün görevleri şunlardır:

- Liseyi temsil etmek.
- Müdürüğün görevlerini yerine getirmek için gerekli organizasyonu yapmak.
- Liseyi kanun, tüzük, yönetmelik, yönerge ve genelgeler doğrultusunda yönetmek.
- Bürolarda görevlendirilecek personelin mevzuata uygun olarak görevlerini tespit etmek, ihtiyaç duyulan personelin sağlanması için gerekli işlemleri yapmak, denetlemek, değerlendirmek ve sicilleriyle ilgili işlemleri yürütmek.
- Lisenin faaliyetlerini plânlamak, gözetmek, denetlemek, koordine etmek; verimli ve müssesir çalışması için her türlü iktisadî ve idarî tedbirleri almak.
- İhtiyaç duyulması halinde yeni bürolar açmak veya ihtiyaç fazlası olanları kapatmak.

Plân ve Program Bürosu

Madde 11- Plân ve Program Bürosunun görevleri şunlardır:

- Lisenin görev alanına giren konularda bilgi, belge ve dokümanların sağlanması için gerekli hizmetleri yapmak.
- Yıllık çalışma takvimini hazırlamak.
- Okulun görev alanı ile ilgili proje tekliflerini hazırlamak.
- Eğitim plânlamasıyla ilgili gelişmeleri takip etmek ve değerlendirmek.
- Radyo, televizyon ve benzeri programları ile ilgili yurtiçi ve yurtdışı faaliyetleri takip etmek, uygun görülen gelişmelerin programlara yansıtılmasını sağlamak.
- Yüzyüze yapılacak eğitim ve öğretimle ilgili araç, gereç ve diğer eğitim materyallerinin tespitini yapmak, irtibat merkezlerine göndermek.
- Müdür tarafından verilen diğer görevleri yapmak.

Yayın Bürosu

Madde 12- Yayın Bürosunun görevleri şunlardır:

- Öğretim programına uygun radyo, televizyon program, bilgisayar yazılımı ve disket, icyp ve video kascileri ve benzeri eğitim araçlarını hazırlamak veya hazırlatmak, yayın organları ile ilişkide bulunarak bunların yayınlanmasını sağlamak.
- İhtiyaç duyulması halinde ders ve yardımcı ders kitaplarını yayın tekniğine uygun olarak hazırlamak veya hazırlatmak.
- Lisc ile ilgili kitap, broşür, afiş ve benzeri tanıtıcı yayınları yapmak.
- Kütüphane kurmak ve geliştirmek.
- Müdür tarafından verilen diğer görevleri yapmak.

Kitap Dokümantasyon Bürosu

Madde 13- Kitap ve Dokümantasyon Bürosunun görevleri şunlardır:

- Lisenin baskı ile ilgili her türlü işlerini yapmak veya yaptırmak. (başvuru formu, klavuz, broşür, salon yoklama listeleri, sınav yeri bildirim formu, soru kitapçıkları, cevap kağıt formları ve benzeri)
- Sınav sorularının basımında her türlü güvenliği sağlamak.
- Müdür tarafından verilen diğer görevleri yapmak.

Sınav Organizasyon Bürosu

Madde 14- Sınav Organizasyon Bürosunun görevleri şunlardır:

- Sınav yerlerini tespit etmek.
- Sınavda görev alacak personeli tespit etmek.
- Sınavda görev alacak öğrenci sayısını okul ve ders bazında tespitini yapmak.
- Sınav evrakının sınav irtibat merkezlerine gönderilmesini ve toplatılmasını temin etmek, sınav güvenliğini sağlayıcı tedbirler almak.
- Sınavın usulüne uygun olarak yürütülmesini sağlamak.
- Müdür tarafından verilen diğer görevleri yapmak.

Ölçme Bürosu

Madde 15- Ölçme Bürosunun görevleri şunlardır:

- Sınav sorularının hazırlanması veya hazırlatılmasını sağlamak.
- Soru bankası oluşturmak.
- Soruların sınav öncesi son kontrollerini yapmak.
- Müdür tarafından verilen diğer görevleri yapmak.

Değerlendirme Bürosu

Madde 16- Değerlendirme Bürosunun görevleri şunlardır:

- Bu öğretim programına girecek öğrencilere gönderilecek başvuru formlarını hazırlamak.
- Dönem başvuru formlarındaki eksik ve yanlış bilgilerin tespitini yapmak ve gidermek.
- Sınavda girecek öğrencilerin sınav giriş belgelerini, salon yoklama listelerini, bina yerleşim listelerini ve cevap kağıtlarını hazırlamak.
- Sınavların değerlendirilmesini yapmak ve sınav sonuç belgelerini düzenlemek.
- Müdür tarafından verilen diğer görevleri yapmak.

Öğrenci ve Halkla İlişkiler Bürosu

Madde 17- Öğrenci ve Halkla İlişkiler Bürosunun görevleri şunlardır:

- Öğrenci kayıt kabulleri ile ilgili yönergeyi hazırlamak.
- Duyuru malzemesini hazırlamak ve gerekli duyuruları yapmak.
- Adaylardan gelecekteki soruları cevaplamak.
- Başvuru formlarını göndermek, toplamak ve kontrolünü yapmak veya eksikliklerin tamamlanmasını sağlamak.
- Kesin kayıtları yapmak ve adaylara duyurmak.
- Öğrencilerden gelecek sözlü soruları cevaplamak.
- Öğrenci kimlik kartlarını düzenlemek ve göndermek.
- Mezun olan öğrencilerin diplomalarını, isteyen öğrencilerin öğrenim belgelerini düzenlemek.
- Müdür tarafından verilen diğer görevleri yapmak.

Mail İşler Bürosu

Madde 18- Mail İşler Bürosunun görevleri şunlardır:

- Gelir ve giderlerle ilgili işlemleri mevzuatına göre yürütmek.
- Ödenek ve tahsis işlemlerini takip etmek.
- Tahakkuk evrakını düzenlemek.
- Müdür tarafından verilecek diğer görevleri yapmak.

İdari İşler Bürosu

Madde 19- İdari İşler Bürosunun görevleri şunlardır:

- Personelle ilişkin atama, terfi, nakil, geçici görevlendirme, her tür izin ve tedavi ile ilgili işlemleri yürütmek, aylık ek ders ücretlerine esas olacak devam devamsızlık durumunu takip ederek puantaj cetvellerini hazırlamak.
- Bina ve çevresinin düzen ve temizliğini sağlamak.
- Koruma amirliği ile işbirliği yaparak her türlü güvenlik ve yangın tehlikesi açısından, "Güvenlik ve Yangından Korunma Talimatı"nda öngörülen tedbirlerin alınmasını, lüzumlu araç ve gereçlerin kullanımına hazır halde bulundurulmasını sağlamak.
- Gerektiğinde yiyecek ve içecek ilgili hizmetleri yürütmek.
- Kurtasiye ve mefruşat temini ile demirbaşların kullanım ve ayrıntı işlerini yürütmek.
- Binanın aydınlatma, ısıtma ve haberleşme sistemlerinin çalışmasını sağlamak.
- Liseye ait taşıtların işletilmesi için gerekli tedbirleri almak.
- Yazışmalarla ilgili işlemleri yürütmek.
- Müdür tarafından verilen diğer görevleri yapmak.

İstatistik Bürosu

Madde 20- İstatistik Bürosunun görevleri şunlardır:

- Öğrenci başarı ve başarısızlıkları ile ilgili istatistikleri tutmak.

- Soru analizi yapmak.
- İhtiyaç duyulacak alanlarda her türlü istatistik çalışmaları yapmak.
- Müdür tarafından verilen diğer görevleri yapmak.

Arşiv Bürosu

Madde 21- Arşiv Bürosunun görevleri şunlardır:

- Öğrencilere ait bilgileri saklamak.
- Yayımlanan soru kitapçığı, kılavuz, broşür, radyo, televizyon yayın kasetlerini arşivlemek.
- Bilgisayar manyetik teyp ve disketlerini saklamak.
- Merkezi sistemle yapılan sınavların sonuç listelerini ve manyetik teyplerini, istatistik sonuçlarını, araştırma raporlarını saklamak.
- Müdür tarafından verilen diğer görevleri yapmak.

Mevzuat Bürosu

Madde 22- Mevzuat Bürosunun görevleri şunlardır:

- Mevzuatla ilgili konularda kurum ve kuruluşlarla işbirliği yapmak ve gelişmeleri takip etmek. Ayrıca mevzuatla ilgili çalışma ve teklifleri Bakanlığın ilgili mercilerine sunmak üzere çalışmak.
- Müdür tarafından verilen diğer görevleri yapmak.

İrtibat Merkezleri

Madde 23- İrtibat Merkezlerinin görevleri şunlardır:

- Bulunduğu mahalde Lise ile ilgili hizmetlerin, yerine getirilmesini sağlamak için tedbir almak.
- Öğrenci başvurularını kabul etmek, varsa eksik evraklarını tamamlattırarak ve Liseye zamanında göndermek.
- Yüzyüze öğretim imkânını sağlamak.
- Denişmanlık hizmetleri vermek.
- Lise Müdürü tarafından verilen diğer görevleri yapmak.

ÜÇÜNCÜ KISIM

Açıköğretim Lisesine GİRME ŞARTLARI

Kayıt, Kabul Şartları

Madde 24- İlköğretim kurumlarını (ortaokul ve ilköğretim okulu ile bunların dengi yurtiçi ve yurtdışı okullar) bitirenler ile ortaöğretim kurumlarına bir süre devam edip ayrılanlar kayıt yaptırabilir.

Acıköğretim Lisesinde Kayıt İşlemleri

Madde 30- Açıköğretim Lisesine kaydolmak isteyenler, doldurdıkları form dilekçelerini, il veya ilçe irtibat merkezlerine verirler. İrtibat merkezlerinin bulunmadığı mahallelerde başvurular millî eğitim müdürlüklerine yapılır. İrtibat merkezleri veya millî eğitim müdürlüklerince durumları bu Yönetmelik hükümlerine uygun görülen adayların evrakları liseye gönderilmek üzere alınır. Sınavlarla ilgili işlemler, bu konuda her yıl yayımlanan yönergeye göre lise tarafından yürütülür.

DÖRÜNCÜ KISIM

Sınavlar

Sınavlar için Müracaat

Madde 31- Her öğrenci, dönem sonunda yapılacak sınava hangi derslerden gireceğini form dilekçe ile irtibat merkezlerine bildirir. Bu form dilekçede, bazı dersler için yeteri kadar müracaatın olmayabileceği dikkate alınarak, kılavuzda belirtilen sayıda yedek ders de seçilir. Bu konuda irtibat merkezlerince yapılacak işlemler, yönerge ile belirlenir.

Sınavların Zamanı

Madde 32- Açıköğretim Lisesi sınavları, dönem bitiminde Bakanlıkça duyurulacak hafta sonlarında yapılır.

Sınavların Yapılması

Madde 33- Açıköğretim Lisesi sınavları merkezî sistemle yapılır. Bu sınavlar, Yönetmelik hükümleri ve her yıl Bakanlıkça hazırlanan yönerge esaslarına uygun olarak yürütülür.

Sınavların Yapılması ve Değerlendirilmesi

Madde 34- Sınavların yapılması ve değerlendirilmesi ile diplomaların düzenlenmesinde, Millî Eğitim Bakanlığına Bağlı Ortaöğretim Kurumlarında Ders Geçme ve Kredi Yönetmeliği'nin ilgili hükümleri uygulanır. Sınavların sonuçları, irtibat merkezlerine ve öğrencilere gönderilir.

Okulu Bitirme Süresi

Madde 35- Açıköğretim Lisesine kayıt yaptıran öğrencilerden;
a) İlköğretim kurumları (ortakul ve ilköğretim okulu ile bunların dengi yurtiçi ve yurtdışı okullar) diploması ile başvuruların en fazla 12 dönemin sonunda,
b) Ortaöğretim kurumlarının ara sınıflarından başvuranlardan;

1) Ders geçme ve kredi uygulamasından gelenler, kullandıkları dönem haklarıyla birlikte en fazla 12 dönemde,

Yaş Kaydı

Madde 25- Açıköğretim Lisesine girmek isteyenlerde yaş kaydı aranmaz.

Yurtdışından Gelenlerin Kaydı

Madde 26- Yurtdışından gelenlerin kayıtları; (denklik belgeleri ile belirlenmiş olanlar için)

- Alınmış kredi miktarlarına ve derslere,
- Ders yıllarındaki başarı durumlarına, göre yapılır.

Kayıt için Müracaat Zamanları

Madde 27- Açıköğretim Lisesine girmek isteyenlerin kayıtları, dönem başlarında Lise Müdürlüğünce belirlenen tarihler arasında yapılır.

Kayıt için İstenen Belgeler

Madde 28- Kayıt olacak adaylar, başvuru formuna aşağıdaki belgeleri eklerler.

- Nüfus cüzdanı veya tasdikli örneği,
- 4,5x6 cm ebadında cepheden yeni çekilmiş 2 adet fotoğraf .
- Son öğrenim durumunu gösterir belge veya denklik belgesi (öğrenim belgesi),
- Başvuru ve sınav evrakı için yatırılan paraya ait posta çeki alındısı.

Kayıt Olmak İsteyenler

Madde 29- Kayıt olmak isteyenler hakkında aşağıdaki işlemler yapılır.

- Ortaokulu veya ilköğretim okulunu bitirdikten sonra bir üst sınıfa devam etmemiş olanlar, Açıköğretim Lisesi programında yer alan ortak derslerin tamamı ile mezuniyet kredisini tamamlayabilecek kadar seçmeli derslerden,
- Herhangi bir ortaöğretim kurumuna bir süre devam ettikten sonra ayrılanlar, Açıköğretim Lisesi programında yer alan ortak derslerin başarılamış oldukları programları ile mezuniyet kredisini tamamlayabilecek kadar seçmeli derslerden sorumlu tutulurlar. Ancak, üç defa alındıkları halde başarılamamış olan ortak ders programlarının tekrar alınma zorunluluğu bulunmamaktadır.

Kılık-Kıyafet

Maddde 41- Açıköğretim Lisesi öğrencilerine, sınavlarda ve yüz yüze eğitimde, "Millî Eğitim Bakanlığı ile Diğer Bakanlıklara Bağlı Okullardaki Görevlilerin Kılık-Kıyafetlerine İlişkin Yönetmelik" hükümleri uygulanmaz. Ancak, kılık-kıyafetlerinin sade ve temiz olması gerekir.

BEŞİNCİ KISIM

Öğrenci Başarısının Değerlendirilmesi

Öğrenci Başarısının Tespiti

Maddde 42- Öğrenci başarısı, dönem sonunda merkezî sistemle yapılan sınavlarda alınan notlara göre tespit edilir.

Herhangi Bir Dersten Başarısız Not Alın

Maddde 43- Açıköğretim Lisesi programlarında yer alan;
a) Herhangi bir ortak ders başarımayan öğrenci, bu ders iki dönem daha alır. Tekrarlar sonucunda da başarısız olan öğrenciyse, istenilen krediyi seğmeli derslerle temamlama imkânı verilir.
Öğrenci, ikinci tekrardan sonra da başarısız olduğu ortak ders seğebilir.

b) Herhangi bir seğmeli ders başarımayan öğrenci o dersin kredisini alıncaya kadar o dersi seğebildiği gibi bir başka seğmeli ders ile de bu kredisini tamamlayabilir.

Diploma Notu ve Derecesi

Maddde 44- Diploma notu, öğrenim süresi boyunca başarılan derslerin ağırlıklı kredi notuna göre tespit edilir.

ALTINCI KISIM

Diğer Hükümler

Uygulanacak Mevzuat

Maddde 45- Bu Yönetmelikte bulunmayan hususlarda ortaöğretim kurumlarında uygulanan mevzuat hükümleri uygulanır.

Geçici Maddde 1- 1993-1994 öğretim yılından başlayarak ortaöğretim kurumlarını dışarıdan bitirme sınavlarına başvuranların işlemleri bu Yönetmelik hükümlerine göre yürütülür.

1993-1994 öğretim yılından önce başvuranların okulu dışarıdan bitirme işlemleri ise "Ortaöğretim Kurumlarını Dışarıdan Bitirme Sınavları Yönetmeliği" hükümlerine göre yürütülür.

Yürürlük

Maddde 46- 832 sayılı Kanunun 105 inci maddesi hükmü uyarınca Sayıştay görüşü alınan bu Yönetmelik 1992-1993 öğretim yılı başından geçerli olmak üzere Resmî Gazete ile yayımı tarihinde yürürlüğe girer.

Yürüme

Maddde 47- Bu Yönetmelik hükümlerini Millî Eğitim Bakanı yürütür.

2) Sınıf geçme uygulamasından gelenler, devam ettikleri her ders yılı iki dönem kabul edilerek, kullandıkları dönem haklarıyla birlikte en fazla 12 dönemde, okulu bitirmek zorundadırlar.

Aralıksız toplam 12 dönem hakkını kullanarak diploma almaya hak kazanamayanların kaydı silinir.

Yeniden Kayıt Olma

Maddde 36- Oniki dönem sonunda kaydı silinenlerin yeniden başvurusu halinde daha önceki başarıları saklı tutularak yeniden kayıtları yapılabilir. Ancak bu gibiler öğrenci pasosu ve öğrenci kimlik belgesi alma ve bunun gibi öğrencilik haklarından yararlanamazlar.

Bunlara altı dönem daha sinava girme hakkı verilir. Bu altı dönem sonunda da başarısız olanlar, isterlerse, kredi almamak üzere derslerden sinava girme üzere mütepakip her altı dönem için yeniden kayıt yaptırabilirler.

Üstüste iki dönem sinavlara müracaat etmeyenlerin kaydı silinir. Bu gibilerin yeniden başvuruları halinde eski başarıları saklı tutularak kayıtları yapılabilir.

Sınavın Geraktirdiği Araç ve Gereç Ücreti

Maddde 37- Öğrenciler her dönem başında başvuru dönemindeki yönergede belirtilen esaslara göre sınavın gerektirdiği araç ve gereç ücretini öderler. Ücreti ödediklerini gösteren makbuzu kayıtlı oldukları irtibat merkezlerine verirler. Bu ücreti ödemeyenler, dönem sonu sınavlarına alınmazlar. Ücret ödemedikleri için sinava alınmayanlar, dönem haklarını kullanmış sayılırlar.

Sınav Yeri

Maddde 38- Açıköğretim Lisesi öğrencileri dönem sınavlarına başvuru formunda belirttikleri sınav merkezlerinde girerler. Öğrencilik ile ilgili işlemler bu sınav merkezleri aracılığı ile yürütülür.

Öğün Öğretim Kurumlarına Geçiş

Maddde 39- Açıköğretim Lisesinde kayıtlı olan öğrencilerden kayıt kabul şartlarını taşıyanların, öğün ortaöğretim kurumlarına nakilleri yapılabileceği gibi, öğün ortaöğretim kurumlarından da Açıköğretim Lisesine öğrenci nakilleri yapılabilir.

Program Çeşitleri

Maddde 40- Öğretim programları, öğrencilerin istek ve yetenekleri yönünde, bireysel farklılıklarına ve yönelecekleri alanın özelliklerine cevap vermek üzere ortak dersler ve seğmeli derslerden oluşur.

Ortak derslerle seğmeli derslerin herbiri, bunların haftalık saatleri/kredileri ve kaç dönem okutulacağı, Kurul Kararına bağlı olarak belirlenir ve Tebliğler Dergisi'nde yayımlanır.

Bu Kurul Kararında, ortak derslerle seğmeli derslerin sayıları ve haftalık saatleri dikkate alınarak mezun olmak için gerekli en az toplam kredinin ne kadar olacağı da tespit edilir.