

**motives of Rural people to join literacy programs in Fayoum
Governorate**

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Summary

The main objective of this study was to identify the characteristics of the respondents benefiting from the adult literacy programs of the Adult Education Authority in the study area, and describe the dimensions of the motivations of rural people to enroll in literacy programs (social, cultural, economic, educational, educational, psychological, health, religious and moral) and determine their relative importance. Study the correlation between study variables and the motivations of rural beneficiaries of literacy programs, identify problems facing rural beneficiaries of literacy programs and their implementers and proposals to solve them from their point of view.

The study population was represented in all teachers and students in the project of literacy and adult education in the villages of the Fayoum Center as the largest centers in the number of classes, students and teachers, where the total number of classes for the project of literacy and adult education of the Adult Education Authority in the villages of Fayoum Center about 80 classrooms with a total of 1080 students, 80 The sample size of the beneficiaries of the adult education literacy programs was determined by using the Karjisi and Morgan equation. Krejcie & Morgan (1970, PP: 607 – 610)

Thus, the size of the sample of beneficiaries of literacy programs of the Adult Education Authority about 285 beneficiaries, in addition to that the method used Focus Group discussions for the 80 literacy program implementer

The interview questionnaire was used as a key tool for collecting research data, and the Focus Group discussions method was used for literacy program implementers through 12 panel discussions to ask them about the problems they encounter during the implementation of literacy programs and proposals to solve them from their point of view. The field data during the period from January to February 2019, after data collection was discharged and analyzed statistically, where the iterations, percentages, weighted average, and simple correlation coefficient were used, the most important results were as follows:

The majority of respondents were females, representing 65.3% of %58.2 the respondents are young (45–55 years), 56.1% of the respondents are married, 46.3% of the respondents are in the medium-sized family (4–6 individuals.

The majority of respondents work in agricultural professions (62.1%), more than half of respondents have low exposure to information sources (53.3%), 58.6% of respondents are of average cultural openness and two-thirds of respondents (66.7%) the duration of their enrollment in literacy classes on average.

The results showed that the most important social and cultural motivations for the enrollment of respondents in literacy programs is to help the illiterate to improve his social status, the most important economic motivation is the low cost of studying in literacy classes, and the most important educational and educational motivations is the desire of the learner to obtain a certificate in order to be able to work. Concerning psychological and health motivations, the most important

came to reduce the feeling of the learner ashamed to go to literacy classes. With regard to religious and moral motives, it turned out that the most important desire of the educated to know everything related to matters of religion.

The results showed that the most important problems facing the beneficiaries of literacy programs are: The illiteracy of male illiterates from enrolling in literacy centers because of the quest for livelihood and lack of time for them. The most important suggestions mentioned by the beneficiaries of literacy programs are: Organizing training courses for literacy teachers. to raise their efficiency.