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From the Editor

Dear readers of intWOJDE

This current issue is dedicated to Assistant Editor & International Affairs of our journal Burcu YAKIŞIR GİRGIN.

Welcome to the third issue of the year 2018 Women Online Journal of Distance Education, intWOJDE. First of all, greetings to all you and best wishes from the intWOJDE team. As known well intWOJDE aims to establish some more new channels of communication for the women in distance education world in general from the entire world to its specific target.

Among these goals of the intWOJDE, there are to share experiences on the effective use of distance education in formal and non-formal education, to provide a communication network among distance education experts in order to able to define new strategies for dealing with the issues of distance education for women.

In this issue, we present an article prepared by Assoc. Prof. Dr. Ozden CANDEMIR, Assist. Prof. Dr. Serap OZTURK, Assist. Prof. Dr. Ilknur ULUTAK and Prof. Dr. Mediha SAGLIK TERLEMEZ entitled "ANATOLIAN HIGH SCHOOL FEMALE STUDENTS' OPINIONS ON OPEN AND DISTANCE LEARNING". The main aim of this study is to share the results of a questionnaire study in which the willingness of female students in secondary education senior class, who will just start higher education, to OES (open education system) and their viewpoints are examined. We have our guest, a female academician of Anadolu University Open Education Faculty, Assist. Prof. Dr. Serap OZTURK.

We hope to stay in touch and wish to meet in our next Issue, 1st of October 2018.

Cordially yours

Prof. Dr. Emine DEMIRAY
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ANATOLIAN HIGH SCHOOL FEMALE STUDENTS' OPINIONS ON OPEN AND DISTANCE LEARNING

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ABSTRACT

The main aim of this study is to share the results of a questionnaire study in which the willingness of female students in secondary education senior class, who will just start higher education, to OES (open education system) and their viewpoints are examined. As a result of the study, the ratios of preference and non-preference for OES of female students were found to be close to each other. The opportunity of both studying and working is the most important reason why participants prefer open and distance education. This was followed by the opinion of studying in the second university, where it is possible to receive a second university degree without exam while studying in a formal university or for graduates, through open and distance learning. Participants think that a second diploma can create a new job opportunity, in connection with the second university. Approximately 5% of the students stated that they may receive education with this system in order to have a diploma. It is seen that students acknowledge some features related to the system (e.g., lack of compulsory attendance). The fact that open and distance education institutions generally accept students with lower scores also indicates that OES can be considered for higher education. Increasing the general knowledge and self-development were found to be the last answer.

The reasons for girls' refusal to receive education through OES are the facts that the intended department of them is not included in this system, they dislike the system and find it insufficient and useless, and they think that it will lead to a disadvantageous situation in finding a job. It is seen that negative judgments on open and distance education are still present among female students.

It has been determined that students do not have enough knowledge about the system. The high rate of non-response to the questions in the questionnaire can also be considered as one of the indicators of this subject. This suggests that students do not have enough knowledge about the system and departments.

Keywords: Open education, distance learning, female students.

INTRODUCTION

In Turkey, secondary education is conducted by General Directorate of Secondary Education, General Directorate of Vocational and Technical Education, General Directorate of Private Education Institutions and Open Education High School affiliated to the Ministry of National Education. In Anatolian High Schools, the duration of education is generally 4 years. There are also high schools with 1-year preparatory class, and these high schools give education for 5 years. Students studying in Anatolian High Schools receive education in Science, Turkish, Mathematics, Social Sciences and Foreign Languages. The curriculum approved by the MoNE is applied in these schools. Courses are taught in Turkish; however, in some schools, science and mathematics courses can be taught in Foreign

Language. English, French and German courses are given as Foreign Language in Anatolian High Schools.

The high schools with a corporate identity of Anatolian High School are affiliated to the General Directorate of Secondary Education, and one of the aims of secondary education institutions is to prepare students for higher education.

Anatolian High School students are more advantageous in terms of choosing departments in universities compared to the students in Science High School or Social Sciences High School. While Science High school students can study only in the numerical department and Social Sciences High School student can study only in the verbal department, Anatolian High School offers students with an opportunity to study in each department. To attend a higher education institution is among the primary objectives of the students studying in Anatolian High Schools.

Although formal higher education institutions appear to be the first option for students who want to attend higher education, the institutions continuing education by open and distance education method offers different advantages and options for everyone.

Open and distance learning, which draws interest and is commonly used all over the world, is offered in developed countries especially to provide convenience or flexibility to learners and to facilitate access to educational services. On the other hand, the demand for education developing and underdeveloped countries is largely attempted to be met by mass open and distance learning since it cannot be met with traditional educational approaches and institutions. Turkey is also among the countries where it is attempted to meet the need for education through open and distance learning (Özkul, Aydın, 2011:12).

According to the data of Turkish Statistical Institute (TSI) in 2016, male population was 40 million 43 thousand 650 people while female population was 39 million 771 thousand 221 people in 2016 in Turkey. In Turkey, while the ratio of the total population who are 25 years of age and older and are illiterate was 5.4%, this ratio is 1.8% in men and 9% in women. While the ratio of those aged 25 and older who graduated from high schools and their equivalents within the total population is 19.5%, this ratio is 23.5% in men and 15.6% in women. The ratio of the total population who graduated from college or faculty is 15.5%, and this ratio is 17.9% for men and 13.1% for women (TSI, 2016). Educational statistics show that women cannot receive enough education at every level. It is clear that OES will make positive contributions to this situation of women in education. This system reduces the obstacles in education. To receive the opinions of students in secondary education on OES will be guiding for the implementation and improvement of the system.

The results similar to those in other countries were obtained in the studies carried out to reveal students' opinions on OES in Turkey. In some studies, it has been stated that some students have positive opinions while some of them have negative opinions. For instance, in the study carried out with doctoral students, Ural (2007) determined that students did not directly have positive impressions for open and distance learning. Similarly, in the studies carried out by Can (2004) with 620 open education students and by Demirli (2002) with 30 students, they determined that most of the students preferred face-to-face instructional programs. In their study carried out with the participation of teacher candidates, Şimşek, Alper and Çakır-Balta (2006) achieved a similar result. On the other hand, in the study carried out by Ateş and Eralp (2008) on teacher candidates, they determined that participants exhibited hesitant attitudes towards open and distance learning. They also associated it with the fact that student did not have sufficient knowledge and experience on open and distance learning. Ağır, Gür and Okçu (2008) revealed that attitudes of teachers working in private and public schools towards distance education were positive. The majority of studies in the literature were carried out with the students, teachers or instructors attending face-to-face programs (Özkul, Aydın, 2011:13-14).

In the study carried out by Özkul and Aydın (2011), the willingness of the students in secondary education senior class, who have just started higher education and who are about to start higher education, to open and distance learning and their viewpoints were examined.

In study, it was seen that half of the students preferred blended learning to face-to-face and completely open and distance learning, and that more than one third of them did not have sufficient knowledge on open and distance learning. Furthermore, it was determined that they preferred internet-based distance education applications more than open education, that the students without any problem related to access to technology preferred Internet-based applications and that the others preferred Open education applications.

It is important to determine the opinions of female students in secondary education senior class on OES in Turkey. The main aim of this study is to examine the willingness of female students in the 12th grade of Anatolian High Schools, who can start higher education, to open and distance learning, and their viewpoints. In line with this aim, answers to the following research questions were searched:

- Whether female students want to study in a program that is conducted in the form of open and distance learning
- Their reasons if they prefer open and distance education
- Their reasons if they do not prefer open and distance education

METHOD

This research includes a descriptive questionnaire study. In the study, female students Anatolian high schools in Eskişehir province were selected as the research sample by preferring the "convenience sampling". The population of the study is limited by Eskişehir province. In central districts of Eskişehir Province, there are 24 high schools with an institution type of "Anatolian High School" that are affiliated to the General Directorate of Secondary Education. According to the information received from Eskişehir Provincial Directorate of National Education, the total number of female students in the 12th grade of these high schools in the 2017-2018 academic year is 1577. These 24 Anatolian High Schools and 1577 female students constituted the population of the study. (MoNE, 2018) Data were collected using a questionnaire with open ended questions from 287 female students in the senior class of 8 Anatolian High Schools in Eskişehir province. The data obtained were analyzed using quantitative methods.

Data Collection and Analysis

A questionnaire was developed to collect data. The questions related to the characteristics such as students' age, gender, socio-economic levels, whether they have university preferences, and who guides them in university preferences were included in the first section of the questionnaire. In the second section of the questionnaire, the research questions listed above were made open-ended, and they were asked to the participants.

Before finalizing, the questionnaire was applied to 5 students who had similar characteristics with the students in the sample group. In line with the feedback obtained, the questionnaire was made ready to be distributed to the sample group after the corrections in statements. The copied questionnaires were applied with the voluntary participation of the students in May 2018. The data obtained were divided into coding units by the content analysis method and coded separately by researchers. The data collected were analyzed with SPSS to obtain various descriptive statistical results.

RESULTS

The results of the study were examined in two sections, the results related to the general characteristics of students participating in the study and the results related to their open and distance education preferences.

I.Results Related to General Characteristics

Students' income levels, field of education in secondary education, the number of individuals in the family, and from whom they receive support in their decisions for university preferences were examined in this section.

80.61% of the families of female students in Anatolian high schools consist of 4-6 people. The monthly income of 82% of them is less than 5000 TL. This number is considered to be below the poverty line (Teksif, 2018). This indicates that the participants largely consist of the children of low-income families. 95% of 287 participants remarked the name of the department they want to study in university. This indicates that students aim to have education in formal higher education and in a certain field.

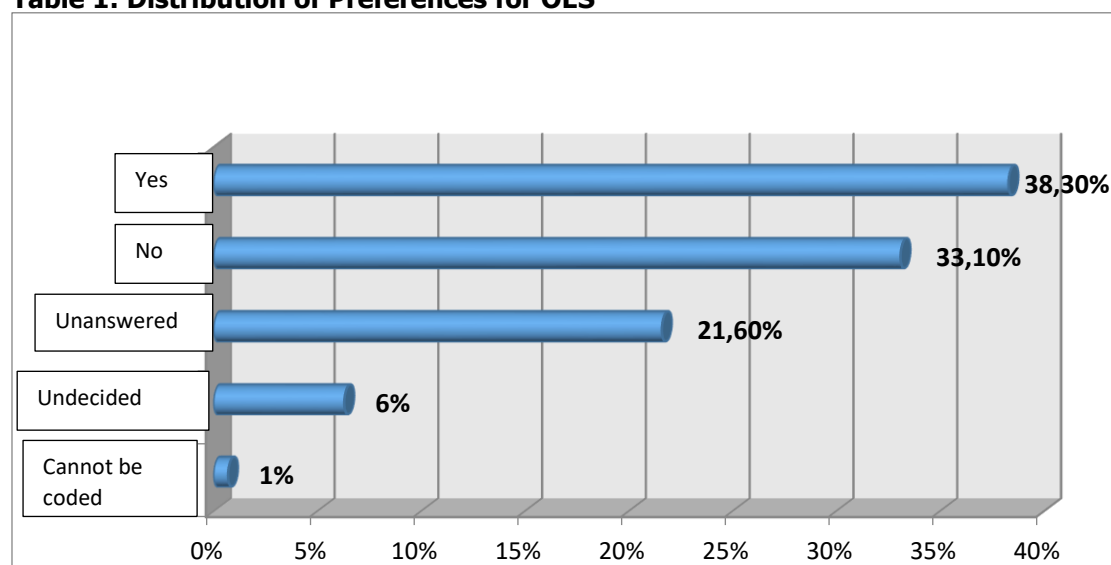
Field selection in secondary education is important in that it is the first decision that students make for the choice of profession. In the application existing during the application of the questionnaire, there were numeric, equally-weighted, verbal and language fields. Students are expected to select a field suitable for their personal characteristics, skills, interests and desires. However, it is known that students have to select a field by considering "the profession they want to have in the future" and that they usually make this selection with their families. (Bayhan, Kısacık 2010) When they were examined according to the fields where they receive education, it was determined that 42% of female students received education in the verbal field, 34.8% of them had in the equally-weighted field, 20.90% of them had in the numeric field, and 0.3% of them had in the language field.

In Turkey, central placement and special talent exams are applied in the admission of students to the associate degree and undergraduate programs of Higher Education Institutions. Central placement is performed with the Central Placement Exam conducted by the Assessment, Selection and Placement Center (ASPC). (Anatolian University, 2018) There is no field restriction to prefer OES. It is enough to get at least 150 points in any type of points for the relevant field to be able to prefer associate degree program, and it is enough to get 180 points to be able to prefer undergraduate programs. Second University, for which there is no exam requirement on OES, provides students, who have completed or are studying in any higher education, with an opportunity to receive education in the field in which they are interested.

Students were asked about who has taken the lead in the field where they will study, more than half of the students stated that they decided on the field where they would study. The influence of the parents on decision making is 30%. In this regard, it was determined that the influence of guidance teachers, who guide in secondary education, was only 6.3%.

II. Results Related to Preferences for OES

Table 1: Distribution of Preferences for OES

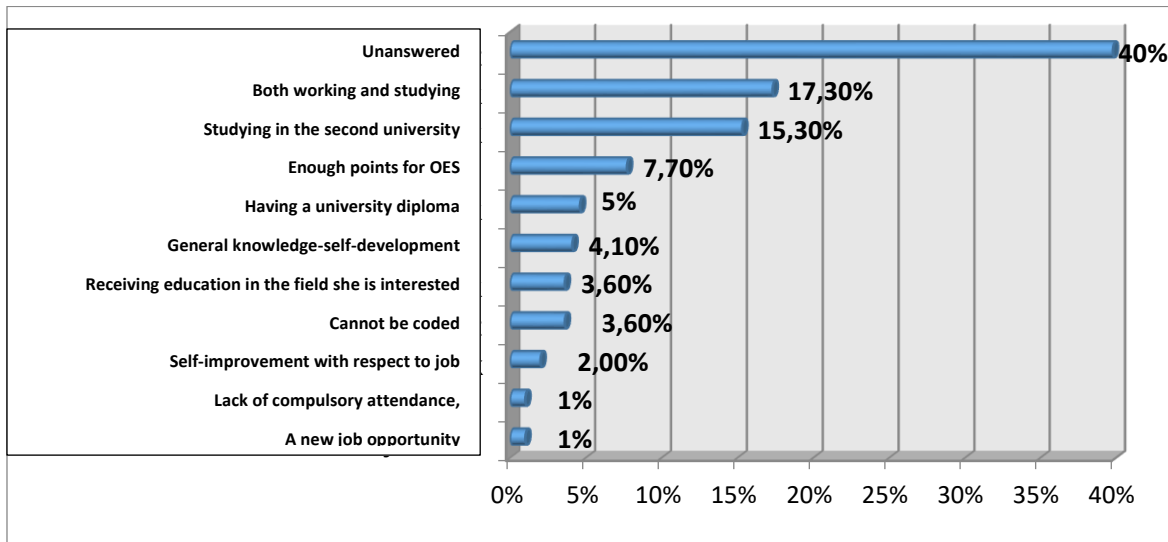


When the answers given to the question of "Would you prefer open and distance education?" (Table 1) are examined, the ratio of those who said "Yes" was 38.3% while the ratio of those who said "No" was 33.1%. The question was not answered by 21.6%, which is high. 6% of participants are undecided.

The fact that the ratio of those who said "Yes" and the ratio of those who said "No" are close to each other, and the fact that those who did not give answer and were undecided are close to 1/3 of participants show that there is a resistance and lack of knowledge on OES.

The number of participants explaining the reasons for preferring OES is 196, and evaluations were performed over this number.

Table 2: Reasons for Preferring OES



When those who prefer OES were asked why they would prefer it, 17.3% of participants gave the answer both working and studying and 15.3% of them gave the answer studying in the second university in addition to a formal university. (Table 2) 5% of the participants said that they could prefer this education to say "I have a university diploma". The answer "receiving education in the field he/she is interested" was followed by the option "self-development with respect to job". Open and distance education systems admit students with lower points according to university exam results compared to universities providing formal education. In terms of students, this shows that they can receive education with this system (7.7%) instead of not being placed in case of getting a low point. Participants stated that they would prefer open and distance education, thinking that there might be a new job opportunity within the possibilities of the second university. Another reason for preference is the lack of compulsory attendance in open and distance education. Increasing the general knowledge and self-development were found to be the last answer. When the answers were examined, it was seen that students gave answers about the certain features of OES. There are not very specific answers related to the advantages and disadvantages of the system. Despite the low number of answers to the issues of using the second university opportunity, self-development with respect to job, and even finding a new job, the presence of students' demand on these issues seems to be more realistic.

Table 3: Relationship between Decision to Prefer OES, and Income Level

			Below 1600	1601-3000	3001-5000	more than 5001	She does not know	Unanswered	Total
OES preference	Cannot be coded	Number	0	1	0	0	1	0	2
		Income %	0.0%	0.7%	0.0%	0.0%	2.3%	0.0%	0.7%
	Yes	Number	27	63	5	3	12	0	110
		Income %	48.2%	41.4%	18.5%	37.5%	27.9%	0.0%	38.3%
	No	Number	11	49	18	3	13	1	95
		Income %	19.6%	32.2%	66.7%	37.5%	30.2%	100.0%	33.1%
	Undecided	Number	4	10	0	0	4	0	18
		Income %	7.1%	6.6%	0.0%	0.0%	9.3%	0.0%	6.3%
	Unanswered	Number	14	29	4	2	13	0	62
		Income %	25.0%	19.1%	14.8%	25.0%	30.2%	0.0%	21.6%
	Total	Number	56	152	27	8	43	1	287
		Income %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When the participants who stated that "I would prefer open and distance education" and income levels were compared, it was determined that the tendency of those with an income level of 3000 and below to receive open and distance education was higher compared to other income groups. This group has an income that can be described as poor. 66.7% of those with an income of between 3001-5000 stated that they did not want to receive open and distance education.

Table 4: Relationship Between Preference for OES and Preference for Formal University

			Name of University Available	Undecided	No	Unanswered	Total
OES preference	Cannot be coded	Number	2	0	0	0	2
		University %	0.8%	0.0%	0.0%	0.0%	0.7%
	Yes	Number	106	2	0	2	110
		University %	39.8%	50.0%	0.0%	14.3%	38.3%
	No	Number	86	2	1	6	95
		University %	32.3%	50.0%	33.3%	42.9%	33.1%
	Undecided	Number	18	0	0	0	18
		University %	6.8%	0.0%	0.0%	0.0%	6.3%
	Unanswered	Number	54	0	2	6	62
		University %	20.3%	0.0%	66.7%	42.9%	21.6%
	Total	Number	266	4	3	14	287
		University %	100.0%	100.0%	100.0%	100.0%	100.0%

Approximately 40% of the participants who intended to receive formal education indicated that they could prefer OES while 32.3% of them answered no. When we take into account those who are undecided and have no answer, approximately 60% of participants have negative attitudes towards OES. This result shows us that the initial objective of the participants is to study in a formal university (Table 4). However, the education system in Turkey and the fact that university admission depends on exams make students' aims for a certain formal university ambiguous. In this case, OES is considered as a second option. Participants were also questioned about their decisions about the department they

wanted to study. The numbers of university preferences and department preferences were found to be same. This result supports participants' desires for higher education.

Table 5: Relationship between Preference for OES and Number of People in the Family

			Cannot be coded	1-3	4-6	7-9	Unanswered	Total
OES preference	Cannot be coded	Number	0	1	1	0	0	2
		Family %	0.0%	2.9%	0.4%	0.0%	0.0%	0.7%
	Yes	Number	1	12	92	5	0	110
		Family %	50.0%	35.3%	39.7%	41.7%	0.0%	38.3%
	No	Number	1	12	77	3	2	95
		Family %	50.0%	35.3%	33.2%	25.0%	28.6%	33.1%
	Undecided	Number	0	3	13	1	1	18
		Family %	0.0%	8.8%	5.6%	8.3%	14.3%	6.3%
	Unanswered	Number	0	6	49	3	4	62
		Family %	0.0%	17.6%	21.1%	25.0%	57.1%	21.6%
	Total	Number	2	34	232	12	7	287
		Family %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When the relationship between the total number of people in the family and the preference and non-preference for OES (Table 5) was examined, it was seen that the ratios of yes and no in nuclear families consisting of 1-3 individuals were found to be same. The ratio of the participants who said that they could receive education by OES increased as the number of family members increased. This result may be significant when it is evaluated in terms of the family's income level. The high number of people in the family of those with low-income is also effective.

Table 6: Relationship between Preference for OES and Decision-Making Person

		Cannot be coded	Herself	Friend	Teacher	Person with a profession	Family	Unanswered	Total	
OES preference	Cannot be coded	Number	0	2	0	0	0	0	2	
		Decision-making person%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
	Yes	Number	0	68	0	4	0	34	4	110
		Decision-making person%	0.0%	43.6%	0.0%	22.2%	0.0%	38%	23.5%	38.3%
	No	Number	1	51	1	10	0	29	3	95
		Decision-making person%	50.0%	32.7%	100.0%	55.6%	0.0%	32%	17.6%	33.1%
	Undecided	Number	0	13	0	3	0	2	0	18
		Decision-making person%	0.0%	8.3%	0.0%	16.7%	0.0%	2%	0.0%	6.3%
	Unanswered	Number	1	22	0	1	3	25	10	62
		Decision-making person%	50.0%	14.1%	0.0%	5.6%	100.0%	28%	58.8%	21.6%
	Total	Number	2	156	1	18	3	90	17	287
		Decision-making person%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

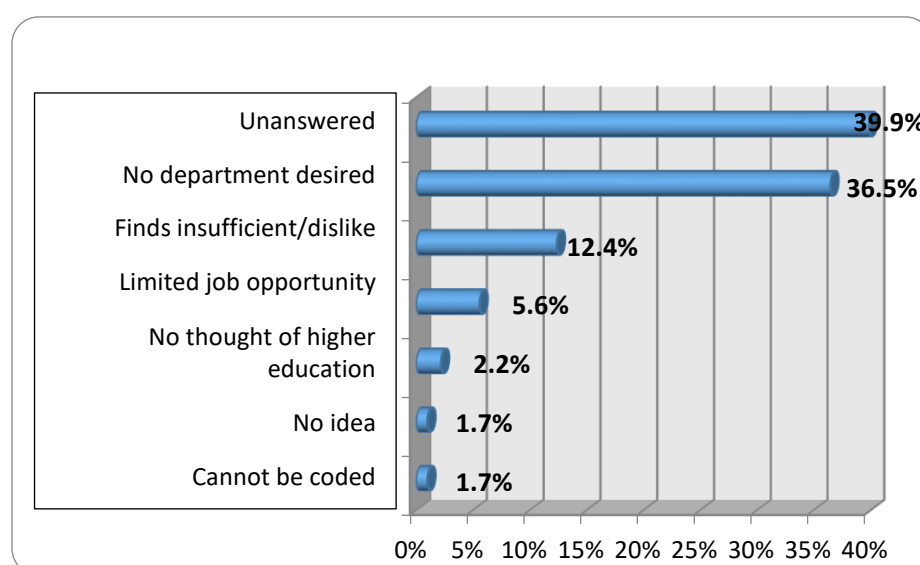
Senior secondary school students can make plans by being influenced by their family, teachers, friends, opinion leaders and close friends, as well as their own views while making future plans. The data on the person and people who are effective in students' decision making are presented in Table 6. While 43.6% of those who take decisions on the education they would receive said yes for open and distance education, the ratio of those who said no was 32.7%.

Table 7: Relationship between the Reasons for Preferring OES and Income Level

Reason for preferring OES		Below 1600	1601-3000	3001-5000	More than 5001	She does not know	Total
		Number	Number	Number	Number	Number	Number
Cannot be coded	Number	2	3	0	0	2	7
	Income %	4.3%	2.8%	0.0%	0.0%	6.7%	3.6%
Having a university diploma	Number	4	2	2	0	1	9
	Income %	8.7%	1.9%	22.2%	0.0%	3.3%	4.6%
Both working and studying	Number	10	20	0	0	4	34
	Income %	21.7%	18.9%	0.0%	0.0%	13.3%	17.3%
Receiving education in the field she is interested	Number	1	4	1	0	1	7
	Income %	2.2%	3.8%	11.1%	0.0%	3.3%	3.6%
Enough points only for OES	Number	4	8	2	0	1	15
	Income %	8.7%	7.5%	22.2%	0.0%	3.3%	7.7%
Lack of compulsory attendance	Number	0	2	0	0	0	2
	Income %	0.0%	1.9%	0.0%	0.0%	0.0%	1.0%
Self-development with respect to job	Number	0	2	0	1	1	4
	Income %	0.0%	1.9%	0.0%	20.0%	3.3%	2.0%
A new job opportunity	Number	0	2	0	0	0	2
	Income %	0.0%	1.9%	0.0%	0.0%	0.0%	1.0%
General knowledge-self-improvement	Number	2	5	0	1	0	8
	Income %	4.3%	4.7%	0.0%	20.0%	0.0%	4.1%
Studying in the second university	Number	4	19	0	1	6	30
	Income %	8.7%	17.9%	0.0%	20.0%	20.0%	15.3%
Unanswered	Number	19	39	4	2	14	78
	Income %	41.3%	36.8%	44.4%	40.0%	46.7%	39.8%
Total	Number	46	106	9	5	30	196
	Income %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The data related to the comparison of preference for OES and income level are presented in Table 7. The most important reason why participants with an income of below 3000 liras wanted to have open and distance education is to study by working. This is followed by "studying in the second university".

Table 8: Reason of Non-Preference for OES



The number of participants explaining the reasons of non-preference for OES is 178, and evaluations were performed over this number.

Table 8 includes the data on non-preference for OES. The most important reason for female students' refusal to receive open and distance education is that they think that the intended department of them

is not included in OES by 36.5%. However, the system offers a wide range of education opportunities outside of some applied fields. It is clear that students do not have enough knowledge about the system and departments.

The second reason for students' refusal to receive open and distance education is that they dislike this system (12.4%) and find it insufficient and useless. Depending on this result, the presence of a negative prejudice is observed. The statement regarding the fact that receiving open and distance education will lead to a disadvantageous situation in finding a job (5.6%), which was stated as the third reason, also supports this prejudice.

Table 9: Relationship between the Reason of Non-Preference for OES and Income Level

			Below 1600	1601-3000	3001-5000	More than 5001	She does not know	Unanswered	Total
Reason of non-preference for OES	Cannot be coded	Number	1	1	0	0	1	0	3
		Income %	3.4%	1.1%	0.0%	0.0%	3.1%	0.0%	1.7%
	No idea	Number	1	2	0	0	0	0	3
		Income %	3.4%	2.2%	0.0%	0.0%	0.0%	0.0%	1.7%
	No thought of higher education	Number	0	3	1	0	0	0	4
		Income %	0.0%	3.3%	5.0%	0.0%	0.0%	0.0%	2.2%
	Finds insufficient/dislike	Number	1	13	3	1	4	0	22
		Income %	3.4%	14.3%	15.0%	20.0%	12.5%	0.0%	12.4%
	No department desired	Number	11	35	7	2	9	1	65
		Income %	37.9%	38.5%	35.0%	40.0%	28.1%	100.0%	36.5%
	Limited job opportunity	Number	2	5	2	0	1	0	10
		Income %	6.9%	5.5%	10.0%	0.0%	3.1%	0.0%	5.6%
	Unanswered	Number	13	32	7	2	17	0	71
		Income %	44.8%	35.2%	35.0%	40.0%	53.1%	0.0%	39.9%
Total	Number	29	91	20	5	32	1	178	
	Income %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

The fact that the students in every income group marked the option "The department I desire is not included in this system" by close ratios indicates that participants do not have enough knowledge about Open and Distance Education (Table 9).

Table 10: Relationship between the Reason of Non-Preference for OES and Field

			Numeric	Verbal	Equally-weighted	Language	Unanswered	Total
Reason of non-preference for OES	Cannot be coded	Number	0	2	1	0	0	3
		Field %	0.0%	2.7%	1.7%	0.0%	0.0%	1.7%
	No idea	Number	1	2	0	0	0	3
		Field %	2.4%	2.7%	0.0%	0.0%	0.0%	1.7%
	No thought of higher education	Number	0	3	1	0	0	4
		Field %	0.0%	4.1%	1.7%	0.0%	0.0%	2.2%
	Finds insufficient/dislike	Number	4	11	6	0	1	22
		Field %	9.8%	15.1%	10.2%	0.0%	25.0%	12.4%
	No department desired	Number	16	22	27	0	0	65
		Field %	39.0%	30.1%	45.8%	0.0%	0.0%	36.5%
	Limited job opportunity	Number	2	4	4	0	0	10
		Field %	4.9%	5.5%	6.8%	0.0%	0.0%	5.6%
	Unanswered	Number	18	29	20	1	3	71
		Field %	43.9%	39.7%	33.9%	100.0%	75.0%	39.9%
	Total	Number	41	73	59	1	4	178
		Field %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Female students studying in equally-weighted departments showed the absence of the department they want to study as the reason for rejecting open and distance education by 45.8%. (Table 10) Students studying in the numeric department aim to have education in the fields like engineering and science. For this reason, their preference for the option "the department I want to study is not included in OES" is acceptable to some extent. However, students who study in verbal and equally-weighted fields cannot have such a reason. Another result achieved in rejecting education by OES in the field is the tendency of the students studying in verbal department to dislike the system compared to those in other fields.

Table 11: Relationship between the Reason of Non-Preference for OES and Preference for Department

			Name of department available	Undecided	Unanswered	Total
Reason of non-preference for OES	Cannot be coded	Number	2	0	1	3
		Department %	1.2%	0.0%	10.0%	1.7%
	No idea	Number	3	0	0	3
		Department %	1.8%	0.0%	0.0%	1.7%
	No thought of higher education	Number	4	0	0	4
		Department %	2.4%	0.0%	0.0%	2.2%
	Finds insufficient/dislike	Number	21	0	1	22
		Department %	12.6%	0.0%	10.0%	12.4%
	No department desired	Number	62	1	2	65
		Department %	37.1%	100.0%	20.0%	36.5%
	Limited job opportunity	Number	10	0	0	10
		Department %	6.0%	0.0%	0.0%	5.6%
	Unanswered	Number	65	0	6	71
		Department %	38.9%	0.0%	60.0%	39.9%
	Total	Number	167	1	10	178
		Department %	100.0%	100.0%	100.0%	100.0%

Among some of the participants, the answer "the department I want to study is not available" (37.1%) comes to the forefront as the reason for rejecting education with OES of those aiming university. Approximately 13% of female students who identified the field they wanted to study indicated that they found insufficient or disliked the OES.

Table 12: Relationship between the Reason of Non-Preference for OES and Decision-Making Person

		Cannot be coded	Herself	Friend	Teacher	Person with a profession	Family	Unanswered	Total	
Reason of non-preference for OES	Cannot be coded	Number	0	1	0	0	0	1	3	
		Decision-making person %	0.0%	1.1%	0.0%	0.0%	0.0%	1.9%	7.7%	1.7%
	No idea	Number	0	3	0	0	0	0	0	3
		Decision-making person %	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%
	No thought of higher education	Number	1	1	0	0	0	2	4	4
		Decision-making person %	50.0%	1.1%	0.0%	0.0%	0.0%	3.7%	0.0%	2.2%
	Finds insufficient-useless/dislike	Number	0	14	0	2	0	6	0	22
		Decision-making person %	0.0%	15.4%	0.0%	14.3%	0.0%	11.1%	0.0%	12.4%
	No department desired	Number	0	39	0	7	0	17	2	65
		Decision-making person %	0.0%	42.9%	0.0%	50.0%	0.0%	31.5%	15.4%	36.5%
	Limited job opportunity	Number	0	4	0	4	0	2	0	10
		Decision-making person %	0.0%	4.4%	0.0%	28.6%	0.0%	3.7%	0.0%	5.6%
	Unanswered	Number	1	29	1	1	3	26	10	71
		Decision-making person %	50.0%	31.9%	100.0%	7.1%	100.0%	48.1%	76.9%	39.9%
	Total	Number	2	91	1	14	3	54	13	178
		Decision-making person %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is interesting that participants have ideas, such as disliking, inadequacy of the department or the limitedness of job opportunities with respect to open and distance education in cases where teachers are influential in their university preferences. This requires that the people who could be the opinion leaders, and teacher, father, family, and friends, as wells as participants, should also be informed about the system. Students making their own decisions about higher education (Table 12) highlighted the option "OES does not include the department I will study".

DISCUSSION AND CONCLUSION

In this study carried out to determine the preferences of female students studying in Anatolian High School senior class for open and distance education, and their reasons for preference and non-preference for it, while 38.30% of participants said that they could prefer education with OES, 39.10% of them said no to education with this system when undecided people are taken into account.

It was determined that the initial objective of the participants was to receive education in a formal university. It is understood that OES is not considered as a target for students at this level of decision-making.

When the income levels of the participants who stated that "I would prefer the OES education system were examined, it was determined that the tendency of those with low income to receive open and distance education was higher compared to the other income groups. The most important reason why participants with low income wanted to have open and distance education was to study by working.

When the relationship between the total number of people in the family and the preference and non-preference for OES education was examined, it was seen that the ratios of yes and no in nuclear families consisting of 1-3 individuals were found to be same. The ratio of participants who stated that "I would receive open and distance education" increased as the family got crowded. This result may be an indication of female students' desire to continue higher education.

Senior secondary school students can make future plans by themselves or by being influenced by their family, teachers, friends, or close friends. It was observed that the students who made their own decision about higher education had higher desire to receive education with OES.

Both studying and working is the most important reason for participants' preference for education with OES. This was followed by the second university option. Accordingly, the participants think that a second university, and thus a second diploma, may create a job opportunity, even if just a bit. Approximately 5% of the students stated that they could receive education with this system in order to have a diploma. It was determined that students attached importance to some features related to the system. The lack of compulsory attendance is considered as a positive feature. The fact that OES generally accept students with lower scores has shown that students could think of this system in case of inability to continue formal education. Increasing the general knowledge and self-development, among the reasons for preference, were found to be the last answer.

The reasons for girls' refusal to receive open and distance education are the facts that the intended department of them is not included in OES, they dislike the system and find it insufficient and useless, and they think that to receive open and distance education will lead to a disadvantageous situation in finding a job. It is clear that students do not have enough knowledge about the system and departments. It is seen that negative judgments on open and distance education are still present among female students.

The ratio of disliking open and distance education and finding it insufficient and useless increases as the income level and the number of members in the family among female students increase.

The high rate of non-response to education with OES among the students studying in the numeric field shows that they are not interested in the system.

It is remarkable that participants have ideas, such as disliking, inadequacy of the department or the limitedness of job opportunities with respect to OES in cases where teachers are influential in their university preferences. Among the participants, the idea that the department desired to be studied was not available came to the forefront as the reason for refusing OES. When the features such as learning environments, tools, diversity, flexibility, and exclusiveness offered by the system are taken into account, it is clear that students at secondary education level, the people who could be the opinion leaders, and teacher, father, and friends need to be informed about the system. It is necessary to enrich the options of students by performing informing studies on educational methods and systems in schools.

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FEMALE ACADEMICS WORKING IN THE FIELD OF DISTANCE EDUCATION

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Dear readers,

We continue to invite female academics working at the universities in our country in the field of distance education. We publish their opinions about "women's education and distance education" and their contributions to the field of distance education in women's point of view. The guest of this issue is one of the faculty members in Anadolu University Open Education Faculty: Assistant Prof. Dr. Serap OZTURK.

My Education and Journey in Distance Education

I completed my undergraduate education at Ankara Academy of Economic and Commercial Sciences, Social Politics program in the Department of Management Sciences. The profession I dreamed of during my school years was trade unionism. In order to reach this dream, I worked in a trade union magazine at the departments of publishing, archiving and accounting for two years during my studies. In those years, the unions were very strong and had a say in the country administration. It was a male sovereign territory and the number of female trade unionists was too small. Following the change of management in the union, the closure of the unions after the September 12, 1980, military coup was the end of my dream. I was an unemployed college graduate. The school I finished gave me the chance to become a banker, an accountant, a financial advisor, a finance and tax officer, and it was not difficult to get such a job at that time. You could get a job when you take a test and pass it. But I was unemployed because I could not work at the job I wanted. A memory about my unemployed time of my life is a debate that I made with an officer who wanted to write "housewife" in the job section in our marriage certificate while I was getting married. I insisted him on writing 'unemployed' in the job section. The officer then said " I will write student" in my certificate. I've been a student for 35 years. I worked in the insurance department of a bank for about 11 months. Then, I started to do my MA at the Department of Cinema and Television, at Anadolu University, Social Sciences Institute. I had not met with distance education, yet. What is more interesting is that I do not think I wanted to be acquainted with it in those days because the prejudice that "distance education is for the unsuccessful ones" which is still valid for many people today was also the one I had back in those days, not explicitly though.



With a successful result of an exam in 1985, I started to work as an assistant radio programmer in the Radio and Television Education Center where radio and television programs of Anadolu University Open Education Faculty were produced as teaching materials. In an interview to get the job; "I do not think this line of work is suitable for women," said the male academicians who were examining us. This process was a separate training process for me in addition to my graduate study. We have been through a rigorous training process with the contributions of the former employees of the department and producers of TRT Ankara Radio. Meanwhile, I finished my master's thesis in the supervision of Prof. Dr. Korkmaz Alemdar. My master's thesis was about television programs about women. Naturally, this was the first study in the area because in those years, there were only TRT 1 and TRT 2 television channels in Turkey. Televisions had just started their daytime broadcasts in those years. TV programs for women were also indispensable for daytime broadcasts. The purpose of these programs was to educate women on different topics and to protect traditional cultures. The result of the research is that these TV programs were for especially young women and they taught culture, traditions, family, and how to treat the husband. It was also revealed in a new study I did in 2015 that there was not much change in the television programs for women.

We came to 1990s when we were asked to work on the production of television programs as well as on radio programs. I finished my doctoral thesis titled as "Television Reporting and Applications in Turkey: An Investigation of the Public Television and private TV Evening News Bulletins" which I started at Marmara University Institute of Social Sciences in the Department of Radio and Television under the supervision of Prof. Dr. Ünsal Oskay in 1996.

In 1997, I started to work as an assistant professor at Anadolu University Open Education Faculty. In Afyon Kocatepe University Afyon Vocational School, we did some research on the young people's radio listening habits and produced sample radio training programs together with the students in the course. I am currently teaching television programs production at Anadolu University Faculty of Communication Sciences.

From 1985 to 2014, I worked as a director and assistant director in the filming of many television programs within the courses of the Open Education Faculty. I worked as a manager in the Radio and Television Training Center between 2008 and 2010. The meetings I attended during this time showed how effective and how important the distance learning opportunities are to people's lives, when people, especially women, who couldn't continue their education due to many obstacles, explain their achievements (such as freedom, work, self-reliance, success) they get. In this way, I could better see how important the field I am studying in.



Between 2005-2011, I worked in the general broadcasting management team of Anadolu University local television TVA, which broadcasts in Eskişehir province. In this period, the annual publication plan was prepared with the understanding of "lifelong education" and a series of television programs that benefited from scientists and scientific data to create awareness of culture, art, health and the environment were produced and broadcasted.

With an agreement with TRT, TRT Okul (TRT school), an educational channel, was founded and began broadcasting in Turkey for the first time in 2011. Anadolu University decided to produce TV programs

for the 12-hour section of the 24-hour broadcast on this channel. These programs were free-of-charge cultural and artistic programs and television programs had to be carried out based on the courses of the Open Education Faculty. Being responsible for the programs to be made based on the courses of the Open Education Faculty, I organized a series of meetings with the authors and editors of the books after the review of the textbooks. The topics of these meetings were making television programs from distance education course materials, visualization in distance education and the importance of image. At the end of this process; we could decide what kind of TV programs are suitable for the courses. Types of television training programs are instructional, informational and motivational programs. The production of training programs started with taking the contents of the courses into account. The main objectives are; to offer different perspectives on the subject of the lesson, to direct them to research and to improve their sense of belonging.

Distance education is possible with a self-learning process that is created by the self and the learning materials presented. For this reason, it is expected that the prepared materials will help learners in this regard. Distance education has been strengthened and become widespread by means of developing technology and diversification of media. While initially only printed resources were used, later one-way communication tools and then increasingly interactive tools were used. Tools to be used have become cheaper and widespread. In addition to undergraduate, graduate degree or associate degree programs; courses, seminars and certificate programs are given for the diversified educational needs of people.

I worked for about 30 years in a team that prepares audiovisual educational materials and organizes production. At the same time; I continue my studies on topics such as television channels for education, visualization, Internet for women and use of television for lifelong learning, what distance education means for the individuals and its possibilities and limitations.



Future Plans

I think that television programs are not effective enough and are not used correctly in educational programs. It is necessary to put forward the power of expression, which is understood from the view, not the presentation of the event or the appearance of the expert who describes the subject. Although television seems to lose its importance gradually; I am a person who believes that it is useful for educational purposes because of the possibilities it has, even if it is not a direct educational tool. It exists in almost every house, and broadcasts made via antennas are not charged, and it is not necessary to be literate to use this vehicle.

According to the results of income and living conditions research, in 2016, the rate of access to mass media was 98.8%. In 2016, the employment rate of those who are 15 and over is 46.3% in Turkey, this rate is just 28% for women. According to the data of the same year, the proportion of those who are 25 or over and completed at least one education level within the total population is 88,8%, this rate is 82,8% for women and illiterate women rate is 8,5%. This situation requires the effective use of these mass media tools in the education of unemployed women with low literacy rates. This use may be for structured or unstructured education. It is possible to use television / image / video in both teaching formats. The only thing that needs to be done here is the content and its design in the media. My dream is to complete the national and international dimensions of the study that we did on the beliefs of people working in the field of distance education at Anadolu University and to work in a distance education



project for women especially in a team that does the organization of content creation for instructional media.

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