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RELATIONS OF ANADOLU UNIVERSITY OPEN EDUCATION SYSTEM FEMALE STUDENTS WITH INFORMATION AND COMMUNICATION TECHNOLOGIES

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ABSTRACT

Anadolu University Open Education System, established in 1982 in Turkish education system, gave education to almost 3 million graduates and currently has been giving higher education to approximately 1.500.000 students. The system continues giving national education, health, theology, agriculture, police, gendarmerie, land, sea and air forces and associate degree for justice personnel, undergraduate completion and undergraduate educations.

Besides being a necessity of the era, information and communication technologies are highly important for the students of Open Education System. In a specific portal, in line with the personal learning rate, time, usage habits and interest of a student of distance education, many different learning materials are presented in order to ease, reinforce and motivate learning. The goal is to enable all of the students benefit from these materials in the intended manner.

While there are various researches implying that women are more active than men in terms of the access and use of information and communication technologies, results of the researches on the same topic are more negative especially in developing countries. This research aims at analyzing female students in Anadolu University Open Education System in terms of their access and use of information and communication technologies.

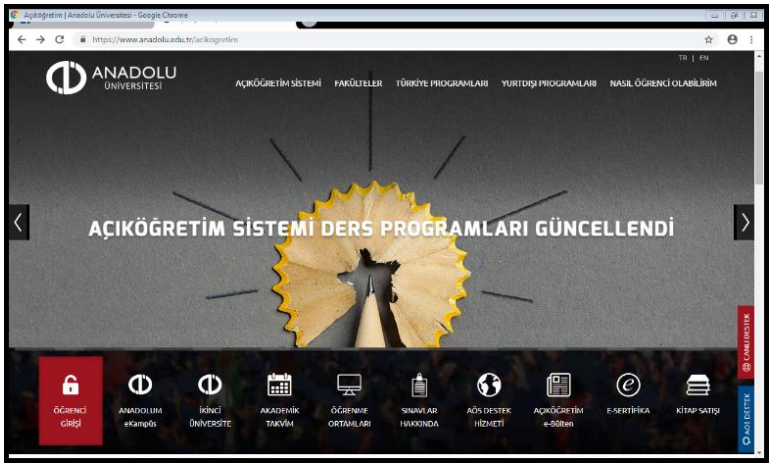
Keywords: Information and Communication Technologies, Open Education System, Female Students

INTRODUCTION

It is mentioned in the 5th and 12th clauses of the law no 2547, effectuated on November 6, 1981, that Turkish Universities have the right to give continuous and Open Education. This duty is given to Anadolu University with the delegated legislation no 41, effectuated on July 20, 1982. Open Education System, formed as a part of already existing Faculty of Communication Sciences, is tasked with national distance education service.

Firstly, Open Education System started with units in books, radio and television programs in TRT (Turkish Radio and Television Association) and academic counseling services in centers located in different cities. In 1994, Anadolu University Open Education System e-Learning services work began in parallel with the television and books to provide interactive course to Business, Economics and Open Education Faculty students. Academic counseling services started in 1997 through video conference practices. Internet entered daily life after 1996, Open Education System e-learning portal was established and opened to student access. These developments pioneered the establishing of Open Education Faculty, Distance Education Programs that are carried out completely based on internet in 2001-2002 academic year. Studies in order to synchronize Open Education System e-Learning content with mobile devices such as tablets, smartphones and mobile communication systems started in 2010 and there have been significant developments in the field. "In relation to internet services and material development opportunities, various

services such as e-Exam, e-Television, e-Practice, e-Lesson, Simultaneous and non-Simultaneous e-Counseling, e-Audiobook, e-Support, e-Lecture note started as part of e-Learning Portal (Mutlu et al., p.22)."



Anadolu University Open Education System continues its projects aiming at increasing motivation of learners who are in continuous interaction with learning and communication technologies that it created and placed at the center. The system presents unit teaching videos, lesson videos, Previous exam questions (PDF), Tests (Online and PDF), Sheet Test (PDF), Exercises (Online), Live Lesson Unit Teaching Video, Unit Summary (PDF) and Audio Summary to students (Anadolu University Open Education System 2018) Yanpar and Yıldırım mentions the benefits of e-Learning environment as such:

- **E-Learning enables students learn a topic according to their personal speed.**
- **E-Learning ensures efficient participation of students in lessons.**
- **E-Learning increases quality and quantity of educational activities.**
- **Students get the chance to watch performances through e-Learning.**
- **E-Learning gives the opportunity to practice and repeat what they learn (Cit. Arslan 2006, p. 35).**

Anadolu University used to present education service with 17 undergraduate and 36 associate degree programs in 2017, the year of the research. All of the web pages serving to learners are combined in https://aof.anadolu.edu.tr. Learner automation is ensured in https://aof.anadolu.edu.tr/ogrenci.

In Open Education System, learners are expected to be successful by benefiting from learning environments in specific time period, pass the exams and get the right to have a diploma. This is why; different learning materials for the same lesson are prepared. Learner can use these environments according to his learning conditions and wish. The significant point in here is that he makes decision for himself. He needs to be aware of personal sufficiency and trust himself. In Open Education System, learners are expected to have self-sufficiency to use learning environments. In this system, learner needs to accept technology as a learning environment. Davis et al. with "Technology Acceptance Model" explain having positive or negative decisions in this respect. Individuals can make decisions according to the concepts in this model. Concepts included in the model are: attitude, purpose, perceived benefit, perceived ease of use and behavior (Cit. Bolat et al. 2017, p.66). Individual is expected to observe perceived benefit after evaluating the process and to evaluate the positive contribution of the technology he uses to his exam results. Learner can also decide not to use digital environment with the same content in a system in which assessment and evaluation is based on printed resources.

It is known that this development in information and communication technologies and most of the practices in public and private sector increasingly prefer digital environment. Internet is used in various daily services such as buying bus, cinema or train tickets or paying tax. This situation naturally directs individuals to use technology. There has been an increase in the number of studies on determining male-female differences in the use of

Internet technology all around the world. Besides showing that difference between genders decreases in the world, these researches show that the male are more advantageous in the use of internet technology almost everywhere in the world. On the other hand, there is another inequality in terms of the access and use of technology by females in developed countries and the ones in underdeveloped countries (Akça and Kaya 2016, p.309). In terms of gender, it can be said that females are more willing than males and they have more positive behavioral objectives (Çabuk et al. 2017, p.148). On the other hand, in terms of exhibiting a behavior, females are more willing; they have more positive objectives (Çabuk et al. 2017, p.148).

According to "2016 Household Information technologies Use Research" carried out by Turkish Statistical Institute, while the total use of internet is 64,1 %, the ratio of female internet use is 51,9%. Female internet use purpose percentages are: Social media (82,4%), watching video from video sharing sites (74,5%), reading news, newspapers or magazines (69,5%), searching for information about health (65,9%), searching for information about goods and services (65,5%) and listening to music (63,7%) (Turkish Statistical Institute, 2016). The fact that female internet use in Turkey is below average proves the claim that gender is one of the most significant variable that affect information and communication access and usage habits.

GOAL

Based on the assumption that distance learning cannot be separated from computer and communication technologies, which are the basis of learning, the goal of this study is to determine the dimensions of the relations of female students in Anadolu University Open Education System and information and communication technologies. In line with the obtained results, the conditions of using e-learning environments presented to them are evaluated.

METHOD

Limitations of the Research

This research is limited with the views of Anadolu University Open Education System registered students (in 2016-2017 academic year) participated in the survey about English lesson television programs.

Data Collection and Analysis

In this research, based on the quantitative data obtained through survey method, inferences are made and results are interpreted by using relational survey model and descriptive research model.

The research survey, carried out as a part of Scientific Research Projects, besides 33 questions on determining demographic features of students, there are 3 points and 5 points likert type questions and frequency questions. The survey is evaluated through quantitative data analysis. Data obtained from the survey applied in the research are transferred to SPSS 24 package program and analyzed with the help of it.

Evolution and Sampling

Research Environment; Anadolu University 2016-2017 academik year Open and Distance education students. Research sampling; 12.878 students in 2016-2017 academik year participated in the survey on internet; 5181 female students, which is the 40,2% of that total is the sampling of this research.

In Open Education System, 56,8% of registered active students in April, 2015-2016 academik year was male while 43,2% was female (Anadolu University, 2016). Participatory

gender distribution parameter ratio of representing universe is high, which implies that the results based on the universe of the study can be generalized.

RESULTS

I. Demographic Features

Demographic features of female students registered to Open Education System are researched under the titles of age, qualification of the program, working status and settlement quality.

Table 1:
Age Distribution

		Frequency	%
	<= 19	3764	72,7
	20 - 24	723	14,0
	25 - 29	348	6,7
	30 - 34	157	3,0
	35 - 39	94	1,8
	40+	79	1,5
	Total	5165	99,7
	Unanswered	16	,3
Total		5181	100,0

Six different ranges are used in age evaluation. The first age range involves participators below 19, which is 72, 7% of the entire group (Table 1). The next age group is 20-24 ages, which is 14% of the entire group. In other words, 87% of the group is made of individuals who are at the age of 24 or below. This result indicates a participator group who has a close link with information and communication technologies. This fact also support the data obtained in the study in 2015; according to the results of that study, the highest internet use ratio belongs to the 16-24 age group (cit.from Turkish Statistical Institute by Akça&Kaya 2016 p.309).

Table 2:
Registered Open Education System (OES) Programs

	Frequency	%
OES Undergraduate	3219	62,1
OES Associate	1962	37,9
Total	5181	100,0

Registered Open Education System programs are at the level of undergraduate and associate degrees. According to the data presented in Table 2, 62,1% of students were taking undergraduate education while 37,9% were taking associate degree education.

Table 3:
Working Status

	Frequency	%
Not working	2889	55,8
Retired	60	1,2
Working in public sector	660	12,7
Working in private sector	1325	25,6
Free lancers	181	3,5
Total	5115	98,7
Unanswered	66	1,3
Total	5181	100,0

Working status of participators are presented in Table 3. According to the table, more than half of the participators don't working (55,8%). This result doesn't contradict with the fact that age group in the study is mostly 19 and below. 25,6% of workers are working in private sector (the highest ratio), while 12, 7% of participators are working in public sector. 3, 5% of participators are free lancers while 1, 2% are retired, which is quite low.

Table 4:
High School Type

	Frequency	%
Anatolian Fine Arts High School	12	,2
Anatolian High School	858	16,6
Science High School	44	,8
General High School	2163	41,7
Imam Hatip High School	249	4,8
Vocational and Technical Training High school	1512	29,2
Social Science High School	76	1,5
Foreign Language Based High School	267	5,2
Total	5181	100,0

According to the results of Table 4, in different programs and departments in Open Education System, there are graduates graduated from high schools varying from science high schools to the ones with foreign language education. The highest amount of participators in the study is general high school graduates (41, 7%). 29,2% of participators are Vocational and Technical Training High school graduates while 16,6% are Anatolian High School graduates.

Table 5:
Settlement Type

	Frequency	%
Province	3461	66,8
District	1499	28,9
Rural Center	221	4,3
Total	5181	100,0

Settlements of participators are classified as province, district and rural centers. Although qualification of the settlement isn't a predictive factor in terms of success, they are efficient in terms of access and use of information and communication technologies. According to the data obtained in 2013, while computer use ratio in urban places is 59%, it is 29,5% in rural locations. Internet use in rural areas is half of the use in urban locations (Akça&Kaya 2016 p.309).

II. Relations with Information and Communication Technologies

Uses of four different instruments are researched in classifying information and communication technologies; smart phones, tablets, computers and television. These instruments are the most significant ones used in accessing information and establishing communication. Instruments owned by the participators are listed in Table 6.

Table 6:
Information and Communication Instruments

	Frequency	%
Computer, Smart phone, Tablet, Television	1478	28,5
Computer, Smart phone, Television	1252	24,2
Smart phone	944	18,2
Computer, Smart phone	454	8,8
Smart phone, Television	346	6,7
Computer	301	5,8
Computer, Smart phone, Tablet	98	1,9
Smart phone, Tablet, Television	85	1,6
Television	79	1,5
Smart phone, Tablet	47	,9
Tablet	48	,9
Computer, Television	33	,6
Computer, Tablet	3	,1
Computer, Tablet, Television	7	,1
Tablet, Television	6	,1
Total	5181	100,0

Results of Table 6 indicate that participators are open to information and communication technologies; in other words, they have the opportunity to use internet through different instruments. 28,5% of participators have all of the four instruments while 24,2% of participators have computer, smart phone and television. While there is no participator who doesn't have any of the instruments, 1,5% of participators only have television, which may imply that they don't have internet access. Although there are televisions with internet access, this feature isn't researched in the study.

Having information and communication technologies is analyzed in terms of settlement type and it is observed that most of the participators who own four different technological instruments live in urban locations. The ratio of participators who have only smart phone or only television is higher in rural areas.

A. Relations with Television

Although there had been some interruptions, Anadolu University television programs continued to be broadcasted by TRT until January, 30, 2016. Television programs were based on giving information mostly according to units and they can be described as lesson programs. There were also different descriptive and supplementary television programs besides the lesson programs. According to a research by Turkish Radio and Television Supreme Council, it is determined that 4,4% of the females watch all of the channels by TRT (Turkish Radio and Television Supreme Council, 2013).

On the other hand, research results present interesting data about media use in Turkey. 84% of the society watches television every day. In a research by Turkish Radio and Television Supreme Council, it is shown that women watch 70% of daytime programs

prepared for them and 73% of these women like these programs (RTÜK 2013). The primary reasons why women watch TV programs are that "They are curious about other lives" and "They take lessons by watching problems similar to theirs". The secondary reasons are "To pass time at home all day long" and "There is nothing else to watch". Other reasons are "To obtain knowledge and learn something new" and "TV is a school, it educates people" (Rahte 2010, p. 73).

Another reason why people like television is that it is a kind of habit since little ages; watching television becomes an automatic behavior in time without noticing. Television is interesting as it presents slices of life (religious beliefs, customs and traditions, national values and sexuality). As most of the programs use simple language coherent with the language used in daily life of audiences, it attracts attention. Most of the programs don't involve intellectual activities, they aren't tiring (Karaboğa 2013). Using television as an educational instrument results from other features of it; it can reach various audiences, it can be watched in a wide range of areas, it ensures understandability of information through the use of picture and sound and it is a system that bring professionals-learners and scientists together.

Table 7:
Daily Average Ratio of Watching Television

	Frequency	%
1-2 hours	2011	38,8
3-4 hours	980	18,9
Less than 1 hour	1324	25,6
More than 4 hours	215	4,2
Doesn't watch	588	11,3
Total	5118	98,8
Unanswered	63	1,2
Total	5181	100,0

While 11,3% of participators doesn't watch television, 87,5% of them watches. In terms of the watching period, 38,8% of participators watch TV for 1-2 hours per day while 25,6% watch TV for less than 1 hour per day. Period of watching TV is also analyzed in terms of age and working status of participators.

Table 8:
Relation between Daily TV Watching Period and Age Distribution

		Age Distribution						
		<= 19	20 - 24	25 - 29	30 - 34	35 - 39	40+	Total
1-2 hours	Count	1418	291	151	72	48	31	2011
	% with in Age	38,0%	41,0%	43,9%	46,2%	51,1%	39,2%	39,3%
3-4 hours	Count	720	149	54	26	16	15	980
	% with in Age	19,3%	21,0%	15,7%	16,7%	17,0%	19,0%	19,1%
Less than 1 hour	Count	966	193	82	40	21	22	1324
	% with in Age	25,9%	27,2%	23,8%	25,6%	22,3%	27,8%	25,9%
More than 4 hours	Count	157	31	17	3	2	5	215
	% with in Age	4,2%	4,4%	4,9%	1,9%	2,1%	6,3%	4,2%
Doesn't watch	Count	474	46	40	15	7	6	588
	% with in Age	12,7%	6,5%	11,6%	9,6%	7,4%	7,6%	11,5%
Total	Count	3735	710	344	156	94	79	5118
	% with in Age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

When TV watching period is analyzed in terms of age groups, it is observed that; the highest ratio of daily TV watching period among all of the age groups participated in the research is found to be 1-2 hours or less than 1 hour (Table 8). There isn't a serious difference among age groups in terms of watching period. In the research by Turkish Radio and Television Supreme Council in 2010, 33,7% of female age group below the age 29. In the research by Turkish Radio and Television Supreme Council in 2010, it is determined that female age group below the age 29 watch 33,7%, female age group up to the age of 44 watch 38,6% while female group over 44 watch 27, 8% television (Turkish Radio and Television Supreme Council 2010).

Table 9:
Relation between Daily Watching TV Period and Working Status

		Working Status					
		Not working	Retired	Working in public sector	Working in private sector	Free lancers	Total
1-2 hours	Count	1054	20	285	574	69	2002
	% with in working status	36,7%	33,3%	43,4%	43,4%	38,5%	39,3 %
3-4 hours	Count	647	14	99	186	33	979
	% with in working status	22,5%	23,3%	15,1%	14,1%	18,4%	19,2 %
Less than 1 hour	Count	675	12	191	386	48	1312
	% with working status	23,5%	20,0%	29,1%	29,2%	26,8%	25,8 %
More than 4 hours	Count	160	9	16	21	7	213
	% with in working status	5,6%	15,0%	2,4%	1,6%	3,9%	4,2%
Doesn't watch	Count	336	5	65	155	22	583
	% with in working status	11,7%	8,3%	9,9%	11,7%	12,3%	11,5 %
Total	Count	2872	60	656	1322	179	5089
	% with in working status	100,0%	100,0 %	100,0%	100,0%	100,0 %	100,0 %

The relation between daily watching TV period and working statuss is presented in Table 9. While there is not a significant difference among participators in terms of their working statuss, the highest watching period is determined to be between 1 and 2 hours. On the other hand, the group of the retired watch television for longer hours; 23,3% for 3-4 hours, 15,0% for longer hours. Freelancers group is the one with the lowest TV watching period ratio (12,3%).

Table 10:
Watching Television Program in Terms of Their Types

Television Program Types	I generally watch'		I sometimes watch'		I never watch		Total	
	F	%	F	%	F	%	F	%
News	2228	50,8	1743	39,8	413	9,4	4384	100
Serials	921	21,4	2771	64,4	609	14,2	4301	100
Magazine	334	23,5	1740	44,5	1838	47,0	3912	100
Daytime Programs	303	7,8	1392	36,1	2166	56,1	3861	100
Films	1332	32,7	2230	54,7	512	12,6	4074	100
Sport	330	8,7	1409	37,0	2066	54,3	3805	100
Art and culture	806	20,6	2370	60,6	737	18,8	3913	100
OES Television Programs	318	8,2	1609	41,7	1935	50,1	3862	100
Competition	846	21,1	2298	57,2	872	21,7	4016	100
Others	320	9,3	1687	49,1	1427	41,6	3434	100

Television program types are classified under ten titles and participators are required to choose one of the options: 'I generally watch', 'I sometimes watch' and 'I never watch'. While there had been a total of 5181 participators in the process, the number of them according to television program type changed, and calculations in Table 10 shows the number of participators that answered this section.

The basic goal in this questioning process is to determine the ratio of watching educational television programs that are presented as supportive learning materials by Open Education System; the secondary goal is to determine program types that are attractive and preferred by female audience group.

The option of 'I generally watch' is separated from the option of 'I sometimes watch' as it implies watching a program continuously and specifically. According to the results based on choosing this option, the highest ratio belongs to the news group (50,8%). The group of 'movies' is the second most preferred option (32,7%) and 'magazine programs' is the third most preferred option (23,5%). 8,2%of the participators regularly watch Open Education System programs. At this point, it is important to mention that, based on the research by Turkish Radio and Television Supreme Council, 4,4% of female audiences preferred to watch all of the channels by TRT (the assessment involved all of the TV channels) (Turkish Radio and Television Supreme Council, 2013).

The most preferred option in terms of 'I often watch' answer is series (65,4%). Culture-arts programs (60,6%) and game shows (57,2%) are the following most preferred options. The ratio of 'I often watch Open Education System' is 41,4%, which is significant in terms of the use of these programs as educational instruments.

In terms of the programs that are never watched, 56,1% daytime programs has the highest ratio, sports programs (54,3%) and Open Education System programs (50,1%) are the following ones. As 41,3% of participators are working (Table 3), not watching daytime programs is a natural result. On the other hand, as sports programs target audience in Turkey is men and they generally focus on football, female audience-watching ratio is low,

which is an expected result. But on the basis of the obtained data, half of the participators do not benefit from the educational opportunities presented to them, which is not an expected result.

In the research presenting female audiences' watching habits in Turkey, the frequency of these habits are; 78% of participators watch domestic TV series, 76 %of participators watch news, 49% of participators watch health programs, 42 % of them watch religious programs and approximately 36% of participators watch music-entertainment programs (Turkish Radio and Television Supreme Council, 2013; p. 13). It is seen that these data obtained by the Turkish council is coherent with the data obtained in this research.

B. Relations with Internet

It can be said that the relation between women and internet isn't sufficient. There is difference between men and women in addition to the difference between women living in urban and the ones living in rural locations. The ones that use internet according to the working status, students, employers, salaried workers and the unemployed are the ones who use internet the most. Digital division in terms of settlement and gender make us think that present inequalities are reproduced by internet. However, it should be noted that these numbers show use ratio and they don't give information about the practices of use (Akça&Kaya2016, p. 312).

Table 11:
Daily Average Internet Use Period

	Frequency	%
1-2 hours	1449	28,0
3-4 hours	1367	26,4
5-6 hours	686	13,2
Less than 1 hour	698	13,5
More than 6 hours	743	14,3
Doesn't use Internet	155	3,0
Total	5098	98,4
Unanswered	83	1,6
Total	5181	100,0

Whether or not the participators use internet and daily average use ratio of users are presented in Table 11. Total ratio of internet users is 95,4%, 3% of participators mentioned that they don't use internet while 1,6% didn't answer this question. These results are in line with the opportunity to access study environments presented by Open Education System. In terms of the Internet use period, 28,0% of participators stated that they use internet for 1-2 hours per day while 26,6% said that they use internet for 3-4 hours.

Table 12:
Relation between Daily Average Internet Use Period and Working Status

		Working Status					
		Not working	Retired	Working in public sector	Working in private sector	Free lancers	Total
1-2 hours	Count	797	15	200	370	56	1438
	% with in Working Status	27,9%	25,0%	30,8%	28,3%	31,6%	28,4%
3-4 hours	Count	797	13	193	322	33	1358
	% with Working Status	27,9%	21,7%	29,7%	24,6%	18,6%	26,9%
5-6 hours	Count	379	5	92	178	27	681
	% with in Working Status	13,3%	8,3%	14,2%	13,6%	15,3%	13,5%
Less than 1 hour	Count	416	17	79	152	24	688
	% with in Working Status	14,5%	28,3%	12,2%	11,6%	13,6%	13,6%
More than 6 hours	Count	379	7	69	254	29	738
	% with in Working Status	13,3%	11,7%	10,6%	19,4%	16,4%	14,6%
Does'nt use Internet	Count	92	3	17	33	8	153
	% with in Working Status	3,2%	5,0%	2,6%	2,5%	4,5%	3,0%
Total	Count	2860	60	650	1309	177	5056
	% with in Working Status	100,0%	100,0%	100,0%	100,0%	100,0 %	100,0 %

Relation between daily average internet use period and working status is analyzed and obtained results are presented in Table 12. Non-working participators and the ones who work in different sectors use internet mostly for 1-2 or 3-4 hours; most of the retired participators use internet for less than one hour per day (28,3%). Private sector workers are the ones who use internet for more than 6 hours in a day.

Table 13: Relation between Daily Average Internet Use Period and Age

		Age Distribution						
		<= 19	20 - 24	25 - 29	30 - 34	35 - 39	40+	Total
1-2 hours	Count	982	225	137	49	31	21	1445
	% within age	26,5%	31,8%	40,1%	31,8%	33,0%	27,3%	28,4%
3-4 hours	Count	1044	172	75	30	31	9	1361
	% within age	28,2%	24,3%	21,9%	19,5%	33,0%	11,7%	26,8%
5-6 hours	Count	533	84	30	21	7	10	685
	% within age	14,4%	11,9%	8,8%	13,6%	7,4%	13,0%	13,5%
Less than 1 hour	Count	453	123	53	36	12	19	696
	% within age	12,2%	17,4%	15,5%	23,4%	12,8%	24,7%	13,7%
More than 6 hours	Count	588	88	36	11	9	10	742
	% within age	15,9%	12,4%	10,5%	7,1%	9,6%	13,0%	14,6%
Does'nt use	Count	108	16	11	7	4	8	154
	% within age	2,9%	2,3%	3,2%	4,5%	4,3%	10,4%	3,0%
Total	Count	3708	708	342	154	94	77	5083
	% within A	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0 %

The most significant results in terms of the relation between daily average internet use and age are; participator group at the age of 40 or older is the group with the most non-users of internet. On the other hand, individuals at the age of 19 or below are the ones who use internet the most in a day (15,9%). Except the group at the age of 40 and older, internet use period generally vary between 1 and 4 hours per day.

Table 14:
Purposes of Internet Use

The purpose of using internet	Usually use		Uses occasionally		Never use		Total	
	F	%	F	%	F	%	F	%
E-Mail	1663	32,0	2595	50,0	923	18,0	5181	100
Social networks	2034	39,3	2321	44,8	826	15,9	5181	100
Individual development	1590	30,7	2749	53,0	842	16,3	5181	100
OES E-learning	1086	21,0	2772	53,5	1323	25,5	5181	100
Watching movies-serials	1004	19,4	2544	49,1	1633	31,5	5181	100
Games-entertainment	624	12,1	2322	44,8	2235	43,1	5181	100
Shopping	744	14,3	2709	52,3	1728	33,4	5181	100
Bank transactions	1156	22,3	2463	47,5	1562	30,2	5181	100

The reasons of internet use is classified into eight different groups and participators are required to choose one of the options which are 'I generally use', 'I sometimes use' and 'I never use'. Results of this process are presented in Table 14.

In terms of the results of 'I generally use', internet is most frequently used for social media (39,3%). Sending or receiving e-mail (32,0%) and individual development (30,7) are the following two most frequently preferred reasons. 'I sometimes use' option is mostly preferred for individual development (53%). As mentioned, Open Education System is in a portal in which all the related learning materials are presented through internet; but the use of this portal is 21,0%, which is below the expected level. Open Education System e-learning materials use ratio is the highest one (53,5%) among internet use purposes. On the other hand, it is determined that 25,5% of participators never use these learning materials. The fact that one quarter of participators doesn't use these environments implies that they only use printed learning materials.

43,1% of female students stated that they use internet environments for games/entertainment, 33,4% for shopping, 31,5% for watching serials/films.

Each one of the purposes of internet use is questioned with crosstab in terms of age and settlement location variables. Through this process, it is determined that the ratio of not-using internet is higher in rural locations, by individuals who are 40 or older. There is not a significant difference in terms of other variables.

CONCLUSIONS

As is known, distance learning continues to develop with technology. Learning environments and materials are affected from technology, develop and diversify according to it while both traditional and technologic learning environments are used through these processes.

Content of Open Education learning materials is based on textbook, which is accepted as the basic source of information. Assessment and evaluation processes are also based on textbooks. Learners decide environment and material through which he/she will reach content. There is not a compulsory process in the choice. Sometimes, there are project based practices. For instance, there are five different learning materials (book, internet, TV, computer and DVD) for an English class in 2011-2013 academic years, which are based on different learning targets such as pronunciation, grammar or culture sharing.

Open Education System learners are required to have self-sufficiency, readiness in order to learn the content they are responsible for by using the opportunities presented to them. Results of this research carried out with the students of Anadolu University Open Education System, giving distance learning method education since 1982, are significant both in terms of determining readiness level and in terms of presenting the relation between female higher education students in Turkey and information and communication technologies.

This research, carried out in order to determine Anadolu University Open Education System female students' relations with information and communication technologies, involves a total of 5181 participators. Most of the participators are below the age 24, which are defined as 'Digital Native' and "Zero Generation'. Digital environment becomes more and more significant in the education and development of these individuals who are more than one third of the population in Turkey (Parlak 2017, p. 1743). Most of the participators in this group live in cities; more than half of them is unemployed. This demographic information created an expectation about a dense relation between participators and information and communication technologies. The ratio of having information and

communication technologies and internet access show that female students are keeping up with the requirements of the age. There is a relative decrease in the relations with information and communication technologies based on the settlement type; relations decreases when settlements get smaller.

Most of the participators use internet. However, according to the data obtained by a study by Turkish statistical institute, the first goal of using internet is not education. Creating profiles on social media, reading news, listening to music, researching information about health are the reasons why internet is used (Turkish statistical institute, 2016). These general results show that two thirds of participators use internet environment as learning material (although female participators don't use internet for this purpose). Another result that is important in terms of education is that participators use internet for personal development. Personal development can be defined as the highest level to be achieved in terms of personal and professional life. Healthy nutrition, eloquence, artistic interests, establishing good communication, self-awareness, developing body language and understanding it are some of the issues included in the definition of personal development. Personal development is acquired apart from the development acquired through schooling. Relations with television, which is a part of daily life, are especially important as news resources, while there isn't significant difference on the issue of preferred program types on television in terms of work type and different variables. Open Education System television program ratings are quite low. Although television lesson programs have been produced since the beginning of the system, learners don't use this channel sufficiently. Surely, there are various reasons of this such as unpopularity of Turkish Radio and Television channel, not broadcasting attractive programs, not perceiving television as a way of learning.

Although Open Education System requires students have close relations with these technologies, it doesn't cause deficiencies in terms of assessment-evaluation system in which printed materials are the basis.

Relations of women with information and communication technologies aren't only based on their use of these instruments; women all around the world have role in the production of content for these instruments. The sentences will make perfect sense once there is equality both in terms of owning information and communication technologies and in terms of their instruments.

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