Distance Education in Turkey

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INTRODUCTION

Communication technologies have a manipulative power and effect on the field of education in general. These technologies have been increasingly used in education and training for many years to meet different needs. This situation, increasingly use of technologies in education and training, have brought up some new disciplines, or study fields, into education field. Distance education is one of the newest forms of education that basically depends on these communication and information technologies. As a new and modern approach to deliver instruction, many corporations and organizations for both formal and non-formal educational settings in Turkey and all around the world have increasingly used distance education. A recent study reports that corporations and organizations that have successfully implemented distance-learning systems list a range of benefits for their corporations. The most frequently cited are the following benefits among them (http://home.anadolu.edu.tr/~udemiray)

● **Cost effectiveness of distance education:** Distance education enables companies and corporations to train more people, more often, and with reduced travel costs. In addition, when distance education systems are already in place, adding new students may not increase cost at all.

● **Effectiveness and productivity of distance education:** Through live and interactive programs/courses with multiple sites interconnected for group learning, learners can be given current knowledge and skills while they stay at their worksite.
● **Quality through distance education:** By using distance education technologies, access to remote experts around the country and indeed around the world can be made possible, bringing information from the original resources into the classroom. Connecting many students from different sites with instructors/experts allows the exchange of perspectives on the subjects so that new ways of looking at problems, productivity, motivation, etc. can be achieved.

Ali Ekrem Ozkul, dean of open-education department of Anadolu University, says that distance instruction is preferred by "those who do not have the time or resources to enroll in conventional schools," such as mothers with children, people who are working, and those with disabilities. In addition, the new learning environment is also being transformed due to the increased presence of a large number of adult learners. As far as adult learners are concerned, it is generally believed that they generally learn what they want to learn, they learn by doing and participating, they learn quickly because they have stronger reasons for learning, and they have many and varied experiences that are valuable resources to enrich learning situations. At this moment, it should not be forgotten that "Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their basic learning needs." (http://www.col.org/speeches/Reedy96.htm)

DISTANCE EDUCATION

Because of the popularity of distance education all around the world today, first of all, it is necessary to know what distance education is. There are some definitions, which describes distance education. Michael Moore defines distance teaching as "the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's

presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices (1989). On the other hand, Keegan makes one of the meaningful definitions of distance education. For Keegan (http://home.anadolu.edu.tr/~udemiray) there are six elements to be considered for a unifying definition of distance education:

1. The separation of teacher and learner, which distinguishes it from face to face lecturing,

2. The influence of an educational organization, which distinguishes it from private study,

3. The use of technical media, usually print, to unite teacher and learner and carry the educational content,

4. The provision of two-way communication so that the student may benefit from or even initiate dialogue,

5. The possibility of occasional meetings for both didactic and socialization purposes,

6. The participation in an industrialized form of education, which if accepted, contains the genus of radical separation of distance education from other forms.

One of the missions of distance education is that distance education should attempt to make education a family, clan or community matter by reaching into homes and communities in rural, remote and dispersed geographical locations. Such attempts will help eliminate the need for learners to be in a strange place at a particular time so characteristic of traditional or conventional education system. Delivery of instruction at a distance should reflect cultural (as well as economic) exigencies of a community or communities in question. One of its important implications is removing impediments to participation by women.

The success of distance education sometimes is threatened. It is widely seen that the popularity of distance education and the attempt to immediately utilize new technologies often bypasses an analysis and needs assessment. Bypassing analysis of learner's cultural environment can add considerable difficulty in the learning process. But, however, it is needed to offer the illiterate learners opportunities for counseling through which they become increasingly more able at self-initiated and self-assessed learning.

Sometimes, the meaning of distance education is misunderstood; some people assume that distance education is an opposite form of face-to-face, or conventional, education. But, distance education is not an opposite form of face-to-face, or conventional, education. It is not synonymous with all learning-teaching arrangements that are not face-to-face nor to be defined as the opposite of face-to-face education. Face to face instructional methods can be used in distance education whenever possible and necessary and educationally appropriate (http://home.anadolu.edu.tr/~udemiray).

Distance education programs worldwide use a variety of technologies that include print materials, audio and videocassettes, audio and video teleconferencing, one-way and two-way television, computer-mediated communication (e.g., electronic mail, computer conferencing), and more recently, the Internet. Technologies that deliver instruction to distance learners are often classified as two-way interactive or one-way non-interactive (Bates, 1995). Two-way interactive technologies can be listed as audio conferencing, audio graphic conferencing, bulletin board system, and computer conferencing via e-mail, computer conferencing via conferencing software, desktop videoconferencing, internet-based desktop videoconferencing, internet-based synchronous text conference, one-way videoconference with response keypads, two-way videoconference and voice mail. Similarly, one-way technologies can be listed as audiotape, CD-ROM, computer-based training (CBT) - computer disk, internet-based gopher, telnet, ftp, laserdisc, one-way videoconference, e.g., satellite, printed materials, radio, television, videotape, virtual reality and Web-based interactive multimedia, e.g., Java scripts, World Wide Web.

EDUCATION SYSTEM IN TURKEY

Turkey has the unique geographic position of straddling two continents. With one foot resting in Europe (Istanbul and Thrace) and the other firmly planted in Asia (Anatolia), modern Turkey is in a good position to learn from the successes and failures of its neighbors. Since1923, when Ataturk founded the Turkish Republic, Turkey has used the European model for its economic, political and educational development while maintaining its cultural ties with the East. Many Turkish art forms; shadow theater, music, dance and literature have their roots in Asia. Similar to its Asian neighbors, Turkey, with a large population of over 65 million people, is a developing country. Institutions of higher education in Turkey have traditionally modeled their programs after their British, German and American counterparts. However the educational problems facing Turkey more closely resemble those of their Asian than their European neighbors (Mclsaac, Murphy and Demiray, 1988).

The Structure of the Turkish National Education System

The Turkish National Educational System is composed of two main sections: Formal Education, Non-formal Education in accordance with Basic Law No. 1739 for National Education. Formal Education means the school system and is composed of preschool education, primary education, secondary education and higher education. Non-formal education includes all the activities organized outside the school or alongside the school. Non-formal education, one of the two main components of the national education system, includes training, education, guidance and application activities organized in addition to, or outside of, formal education for individuals who have never entered the formal education system, or individuals who are at a certain level of the formal education, or who have left these levels. The objective of non-formal education is to teach reading and writing to adults who did not have the opportunity to learn reading and writing, to give them basic information, to develop their knowledge and abilities acquired during the last educational level that they attended and to create new opportunities to enable them to earn their living. Non-formal education is composed of two basic components that are general and vocational technical non- formal educational programs. The Practical Arts Schools for Girls, Advanced Technical Schools for Girls, Industrial Practical Arts Schools, Technical Education Centers for Adults, Public Education Centers and Apprenticeship Training Centers are some of the non-formal education institutions. Non-formal education may be classified as public education, apprenticeship training and distance education. Distance education services are provided in order to ensure equal opportunities in education for every citizen and to reinforce the education provided at primary and secondary education institutions. Services of distance education include the open primary education school, the open education high school and the vocational and technical open education school.

For example, in 1999-2000 Academic year, a total of 505955 students received education training in distance learning. In Turkey, 1999-2000 Academic year, there were 33317 primary schools where 325140 teachers worked and 10028979 students enrolled, 2634 general high schools where 70150 teachers worked and 1387903 students enrolled, 3343 vocational and technical high schools where 75256 teachers worked and 916210 students enrolled and 53 state, 23 foundation universities with totally 1084 institutions, 67880 instructors and 1508205 enrollments (http://www.meb.gov.tr).

Development of Distance Education in Turkey

Distance Education has been actually applied in Turkey since 1982. When the past of distance education is examined, though it can go back to 50-60 years ago, it seems it appeared in 1970s, closer to its meaning of today. The distance education issue first expressed in 1927 at a meeting where the education problems were discussed and it was discussed that distance education could be used to make the people literate (Alkan 1987, p.91). The reason of why the distance education could not be applied till 1955 in our country was the opinion that the education could not be made without a teacher and especially; reading writing could not be learned from distance. Ankara University-Law Faculty-Bank and Trade Law Research Institute started the first concrete and significant application on distance education in Turkey in 1956. With this application, the bank personnel were trained with letters. In 1961, the Education Center With Letter was

established under the management of Ministry of National Education, and at this Institute, the preparatory courses were given with letters to the persons who wanted to complete their educations from outside. In 1961, these studies became widespread by being organized in the level of General Directorate. Establishment of the Trial Higher School for Teachers and Widespread Higher Education Institute followed this application. (Kaya 1996, p.13). Then, between the years of 1975 and 1978, the Ministry of National Education started an experimental distance education program. The Institute coordinated this program for Diffusion of Higher Education, referred to as YAY-KUR, and utilized both print and television. The latter was developed by the film, radio and television center of the Ministry of Education (FRTME). This attempt at distance education was not a success because it was not only hastily conceived but also never integrated into the total educational system.

In 1970s, the methods and components of the distance education were given by a television system established at the Eskisehir Economical and Commercial Sciences Academy (EECSA) and under the structure of EECSA, the close circuit education by a television was realized in an academic environment and level with the assistance of the national and international symposium and conference studies on education technology and distance education. In 1981, reading/writing campaign was started in all around Turkey for purpose of increasing the literate rate in our country, the studies made through television in great extent, these studies became successful and the literate rate was increased. By 1982 a new constitution and new Higher Education Acts were accepted. As a result a Council for Higher Education (HEC), referred to as YOK, was created and given the authority by the Constitution of the Republic to regulate all higher education. This governing body was empowered to "plan, organize, administer and supervise the education provided by institutions of higher education". Within the same year, the distance education application, very closer to its meaning of today, was started with a governmental decision executed by HEC under a law and so, the opportunity and right was presented to the Turkish universities to make distance education. Only after 1982, it was realized faster, more concrete, planned and functional manner depended on scientific basis by taking consider the requirements of the society. In 1981 November, with the governmental decision under 41 no code as included in the 2547 no Higher Education Law, the universities were given right to make distance education and Anadolu University that had a sufficient infrastructure with this regard was assigned to make distance education starting from that date. This application in general aimed to reach to the students by means of published materials, television course programs and face to face academic consultancy service channels, and then it reached to its mass through video education, computer aided education, radio and newspaper channels. Today, Open Education Faculty (OEF) is almost to finalize its trial studies on videoconference to be integrated with the system. In 1992, considering the secondary school level and content with the management of Ministry of National Education started The Open High School (OHS) application under the structure and operation model of OEF. The OHS was established with the official letter of Ministry of National Education (MNE) dated June 2, 1992 and numbered 12633, and on October 1992, it enrolled 44.151 students and began its education in 1992-1993 Academic Year. The "Open High School" application that was started in 1993 by means of the channel of Ministry of National Education Film, Radio and Television Education Presidency (FRTEP) and to which today about 130.000 students are enrolled, is one of the comprehensive programs on distance education that is applied in our country (http://www.meb.gov.tr). The OHS application that gets use of the mass communication means such as television, radio and others and of the face to face education and teaching members effectively, uses the computer diskette, video cassette and printed document supports in education and gets use of the face to face education environments when necessary continues successfully (Ulug 1994).

The Web-base distance education activities carried out by ODTU, other than MNE and OEF, are transmitted to the students by various universities by means of certificate and diploma programs. Besides, in recent years, some courses are given on internet and the sources are shared by means of distance education at various universities. In 1996, a video -conference system was established at Bilkent University and by making cooperation with the New York

University; some courses are carried out interactively. Similarly, Firat University started to broadcast education-purposed programs by means of the local television on October 2, 1992 and the Elazig public highly appreciated this system. Since 1993, distance education studies have been carried out by means of television programs that teach computer use and programming languages. In 1999, the course under name of "Robotic" was transmitted to the Web medium by Firat University and given to the students of Kahramanmaras Sutcu Imam University and Sakarya University under the frame of distance education. After 1998, a videoconference system was established between the universities in the East Anatolian Region and distance education has been carried out by means of television, radio, camera, satellite and other new technologies. In 1998, Selcuk University started the radio and television broadcastings in similar type with Firat University and it still continues its broadcastings today. In 2000, Bilgi University, a foundation university, started its web-base MBA program and continues it successfully. Since 2000, distance education has been made between Istanbul University and Harran University by means of videoconference and broadcasting. Istanbul Technical University also provides teaching in different campuses by means of videoconference system.

Technologies of Distance Education in Turkey

Technologies used to deliver distance education programs in Turkey are typically one-way and are designed to reach the masses. The two primary forms of distance education are the Open Education Faculty (OEF) at Anadolu University in Eskisehir and the Open High School (OHS) through the Ministry of National Education. The OEF, which has been operating since 1982, delivers undergraduate degree programs and other programs to Turks throughout Turkey, Europe, and the Turkish Republic of Northern Cyprus. The Teacher Training Project, West Europe Project-High School and degree level-, Tourism Certificate Project and Nursing Education Project are just some of the programs offered by the OEF. The OHS is a widespread secondary education program, which has been operating since 1992. The purpose of the OHS is to allow traditional and non-traditional students, who for one reason or another have not completed secondary school, with an opportunity to earn a high school diploma. The OHS curriculum is the same as for traditional high school students. The technologies for both programs include specially designed textbooks and other printed materials including newsletters and bulletins, television and radio broadcasts; technologies for the OEF include videotapes and face-to-face lectures at universities throughout the country. Examinations for both programs are offered in a variety of locations, usually in cities and larger towns. Computer-aided instruction, while not typically used in distance education, is being introduced into schools nationwide. Not the satellite technology, but the other distance education technologies such as television, video, printed materials are the primary media used widely in these projects to deliver instruction. In order to make satellite technology of distance education system in Turkey, a pilot project -Channel E Project- has been developed by the OEF (http://home.anadolu.edu.tr/~udemiray). The Channel E Project is not a degree completion project, but has a certificate program as one of its components. It is an informal rather than a formal distance education project.

Distance education in the OEF and the OHS provides for all three types of education such as learner-content interaction, learner-instructor interaction and learner-learner interaction. Learner-content interaction in Turkey is designed to occur through self-instruction with textbooks and optional television and radio broadcasts. Learner-instructor interaction occurs at the OEF through lectures delivered weekly in university classrooms and auditoriums in cities and towns in the evenings and on weekends. In 1986, these lectures were available for approximately 84% of the OEF students--those who lived in urban centers (Öz-Alp, 1987). Learner-learner interaction is not part of the formal design of Turkish distance education programs. Because the educational system emphasizes rote learning and memorization, learners are typically required to recite and memorize from their texts. However, the Turkish culture itself fosters interaction among OEF students through their work sites, in face-to-face lectures, and in courses that students attend outside of the distance education programs (Murphy, 1991). The need for affiliation is critical both for distance learners in general, who tend to be isolated (Moore, 1986) and for Turks in particular, who share values of group ethos and close kinship ties (Andrews & Markoff, 1987; Kagitçibasi, 1985). Murphy (1992) observed that OEF students working at

the university often walked to the lectures together and then sat together. These kinds of affiliations fill the void that students perceive within the formal distance education structure.

CULTURAL ASPACT OF DISTANCE EDUCATION IN TURKEY

Turkish educational environment has turned more international since 1992. There is a strong cultural influence on the way of teaching, the learner's behavior and the design and development of learning materials. While the application of distance education programs is growing internationally, one should also note that national cultures, including subcultures, display a wide variety of differences that influence the learning process, and that wide variations exist even within different national cultures in terms of social classes, gender, religion and generation. McIsaac (1989) reports that distance educators in developing countries are facing the implementation of massive programs with relatively little research to guide practice. Some countries have used established programs from other countries as models to provide low-cost instruction for basic literacy and job training. This has resulted in difficulty to adopt programs designed to meet the needs of a different culture. Even though progress in distance education has been made over the last few years, considerable work is still needed to do to incorporate cultural sensitivity in distance education programming. We may live in, what some call, a "pluricultural society", but this is not necessarily acknowledged to a sufficient degree in distance educational systems.

Koul (1995) presents by way of example an interesting scenario of how cultural trap works in a developing country situation. In his words: The cultural trap in this case is that in operational terms students believe and feel they have been taught only if lectured to. The teacher believes and feels that teaching means delivering a lecture, for that is 'teaching', that is what a teacher is there for. This being so, the teacher is seldom satisfied with the duration of time allowed to cover a subject, and the students feel cheated as not all the portions of the syllabus are covered through lectures. At the philosophical level, too, the notion of counseling in general remains alien to an average student in developing countries, where joint and extended family is still the basic unit of the society.

Koul (1995) emphasizes that 'developmental research' in distance education in developing countries needs to "begin from a search for, and understanding of, the actual contextual basis of each research area." Today greater need for research in culture-specific domains exists than in the past. In a study related to designing for international teletraining, Chute (1989) found that "a successful teletraining experience requires appropriate awareness of cultural differences and instructional design strategies". He also refers to the increased use of audio teletraining, audio-graphic teletraining, and video teletraining with advantages and disadvantages of each. Chute analyzed responses from participants in the 1988 Convention of the Association of European Correspondence Schools in Istanbul, Turkey. Some of the benefits of international teletraining are low cost of travel time, and linking experts to learners globally, but cautions that anticipating and supporting the needs of users (learners) of distance education programs are critical to the success of distance education programs.

Cultural psychologists such as Michael Cole and Sylvia Scribner demonstrated that it is possible to uncover the context in which "individual and cultural processes interweave with each other" (Cole & Scribner, 1974, p. 8) by taking into account cultural values as well as political, religious, and economic issues. An analysis of the social codes that underpin communication and learning in Turkey leads to an understanding of the ways in which patronage and an oral tradition influence interaction in distance education (Murphy, 1992). Turkey's patronage system influences both the extent to which distance learners attend lectures and their reasons for participation in distance education. Turkish distance learners lack access to an esteemed professor and thus function outside of the traditional educational patronage system. As a result, they form their own structures of alliances and cooperation, both within and outside of the system. Some students, for example, attend lectures in order to be with their friends, and others study with their colleagues at work. Such affiliations offer more than just skills and knowledge; they also provide the possibility of developing bonds with fellow classmates, a critical feature of patronage (Murphy, 1991). Without possibilities for interaction with teachers, as students are accustomed to having in

face-to-face education, learner-learner interaction seems to be more important. Turkey's roots in an oral tradition also affect interaction in distance education. Ong (1982) notes that the key to learning is memorization for those who live in cultures with strong oral roots. The transition from a traditional educational system based on patronage to one that requires rote memorization with no human support is challenging for Turkey's distance learners. Although the texts are highly structured and well written, students describe the difficulties of learning solely from text: "The examples given in the books are limited. You get only what the book includes, and you can't ask anyone else" (Murphy, 1992, p. 173). Implications of the cultural context for interaction in distance education reside primarily in the process of design and development.

A RESEARCH ON DISTANCE EDUCATION

To create the tendencies and thoughts of graduates of Higher Education Institutions and Distance Education Institutions about being competitors in job markets, sufficiency of education level, advantages for education system, continuing education in different Institutions, a face-to-face survey was applied to 1284 graduates, 958 from Higher Education Institutions and 326 from Distance Education Institutions. This questionnaire was realized face-to-face in various crowded places of Istanbul. The participants of the questionnaire were selected among the graduates of the Distance Education Institutions and the graduates of Higher Education Institutions of Business Administration, Economy, Vocational Schools, etc. In the questionnaire, there were six questions for the graduates of Higher Education Institutions (HEI) (Organized Education) and 6 parallel questions for the graduates of the Distance Education Institutes (DEI) (see appendix for questionnaire). The questionnaires with "Yes " and "No" replies were individually evaluated and number of "Yes " and "No" replies for each question and their percentages are given in Table 1.

Table 1. Number of "Yes " and "No" replies for each question and their percentages.

| Institutions	Q1		Q2		Q3		Q4		Q5		Q6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Higher Education Institutions	197	761	602	356	882	76	743	215	537	421	627	331
Distance Education Institutions	316	10	297	29	290	36	49	277	302	24	313	13
Higher Education Institutions (%)	20.56	79.44	62.84	37.16	92.07	7.93	77.56	22.44	56.05	43.95	65.45	34.55
Distance Education Institutions (%)	96.93	3.07	91.10	8.90	88.96	11.04	15.03	84.95	92.64	7.36	96.01	3.99

In Table 1, it is found between the Questions 1 and 2 that the social contradiction still continues. Though the people's state that the education can be given with DE, they believe such an education is weak and they are better informed than the persons who take DE. Similarly, they don't want have some part of their education with DE. The general belief is that the education can be the best education only if it is given at a school where the social doctrine exists.
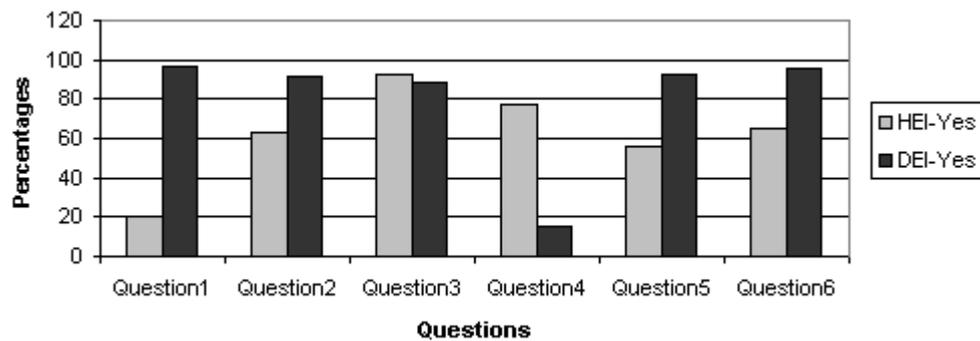
Figure 1. Comparison of 'Yes' answers of the graduates of Higher Education Institutions (HEI) and Distance Education Institutions (DEI).

According to Figure 1, when the HEI and DEI graduates are compared with regard to competition between them, it is found that DEI graduates accept that they have same qualifications with HEI graduates, but HEI graduates do not accept DEI graduates as their competitors. When the HEI and DEI graduates are asked Question 2 of questionnaire on " whether the education they take in the department they graduate from can be made with DE", they reply that the education they take can be made with DE. This situation explains that though HEI graduates do not accepts DEI graduates as their competitors, they abstain from explaining this. The most determinative proof of this result it that in Turkey it is commonly accepted that the education can only be made face to face with teachers in schools and the reality of distance education is very slowly perceived by the society. With the Question 3, the two groups are asked the question of "whether the education they take is sufficient for their business life", and when their replies are compared, it is found that both groups believe that they take sufficient education. When the groups are asked Question 4 of "whether they want to continue their education at DEI (for HEI graduates) and at HEI (for DEI graduates)" , it is found that HEI graduates want to take education at DEI on new developments and DEI want to continue their education on new development at DEI not at HEI . According to the replies of HEI and DEI graduates to Question 5, they highly believe that the distance education (DE) provides a benefit and gaining for the Turkish Education system. When the replies of HEI and DEI graduates to the question of "whether they want to take Master education without thesis (to make master by taking courses in definite credits) that is applied in the Turkish Education System for 3 years by means of DE it is found that both groups think positively for the master education without thesis by means of DE.
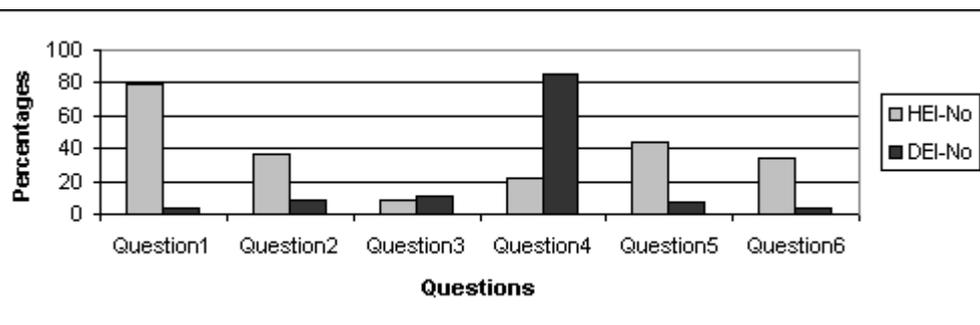
Figure 2. Comparison of 'No' answers of the graduates of Higher Education Institutions (HEI) and Distance Education Institutions (DEI).

When the questions replied as "No" by the HEI and DEI graduates (Figure 2) are compared with the questions replied as "Yes" (Figure 1), it is seen that the similar results complete each other. Though HEI graduates define in Question 1 that they do not accept DEI graduates as their competitors, in Question 2, they state that the education they take can be made with DEI. In Question 3, though both HEI and DEI graduates state that the education they take is sufficient enough for their future life, in Question 4, they explain and highly support that they can continue their education on new developments by means of DE. In Question 5, they highly believe that DE has contributions to the Turkish Education

system; in Question 6, very rare of them replied the question on "whether the master education without thesis can be made by means of DE" as "No".

CONCLUSION

Turkish distance education already provides learner-content interaction through one-way technologies. By applying instructional strategies and interactive technologies that are inspired by cultural context, distance education can also enhance learner-instructor, and learner-learner interaction. Cultural context is a critical ingredient in the development of any distance education program. Because distance education reflects traditional face-to-face education, distance education programs must be based on cultural context. In Turkey, patronage and an oral tradition are part of this cultural context. The instructional designer should select technologies that will encourage interaction and cooperation while supporting the cultural context.

As an important social and educational development the Open Education Faculty's significance lies not only in making University education available to adults who can only obtain it trough study in their spare time, but also in the variety of teaching methods used. Similarly, the OHS that is a widespread secondary education program allows traditional and non-traditional students, who for one reason or another have not completed secondary school, with an opportunity to earn a high school diploma. The OHS curriculum is the same as for traditional high school students. By the way of distance education in Turkey, students who failed to win places at conventional universities as well as those who for economic, geographic or other reasons could not study on university campuses found a chance to be educated. It was felt that distance education would not only benefit the students themselves but, in larger sense, would help to eliminate the student unrest and civil disobedience, which had marked the 1970's.

The government is attempting to bring the opportunities of its wealthy, industrialized western region to the mostly agrarian, sparsely populated eastern part of Turkey. Officials and I believe that distance education will play a major role in that effort. I also believe that distance education will be effective as traditional education, if suitable methods and technologies are used to prepare courses, and if learner-learner interaction and learner-instructor interaction are provided well.

According to the results of the survey, when both HEI and DEI graduates are compared with regard to questions they reply as "Yes", it is found that the distance education is slowly accepted in the Turkish Education System. The patriarchal structure of the Turkish society and the belief that the education can only be made face to face in schools change slowly and its fully acceptance will take some time. It is clear that the social judgment change slowly in parallel to the developing technology and the graduates of HEI are seriously taken consider by the society. As a result, distance education extremely necessary for Turkish people to be educated society and it takes an important place in Turkish Education system.

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APPENDIX: QUESTINAIRE

A. Person who graduated from Higher Education Institution	Yes	No
1. Do you consider that Distance Education Institutions graduates are being competitors to you in job market?		
2. Do you believe that education in your field can be made with Distance Education Institutions?		
3. Do you believe that Higher Education Institutions offer sufficient level of education for your business life?		
4. Do you want to continue your education through Distance Education Institutions to catch up the new technological		

developments in your field?

5. Do you believe that Distance Education Institutions provide benefit and gaining for the society and Turkish Education System?

6. Do you want to take Master Education without thesis at Distance Education Institutions?

B. Person who graduated from Distance Education Institution

1. Do you consider that Higher Education Institutions graduates are being competitors to you in job market?

2. Are you satisfied being educated at Distance Education Institution?

3. Do you believe that Distance Education Institutions offer sufficient level of education for your business life?

4. Do you want to continue your education through Higher Education Institutions to catch up the new technological developments in your field?

5. Do you believe that Distance Education Institutions provide benefit and gaining for the society and Turkish Education System?

6. Do you want to take Master Education without thesis at Distance Education Institutions?

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