

**AN EVALUATION OF THE STUDENT'S OPINIONS ON THE ASSOCIATE DEGREE PROGRAM IN HOME MANAGEMENT AT THE DEPARTMENT OF MANAGEMENT AND ORGANIZATION OF THE OPEN EDUCATION FACULTY AT ANADOLU UNIVERSITY<sup>1</sup>**

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**Abstract:** This study aims to evaluate the students' opinions about their Associate Degree Program in Home Management at the Department of Management and Organization of the Open Education Faculty at Anadolu University which offers distance education. For this purpose, a questionnaire with 33 questions was conducted with the participants of the study. The study firstly presents information on the aim, function, courses and the number of students of the Associate Degree Program in Home Management, which is an education program primarily for women. Then, the study addresses the topic of women in distance education in the world and in Turkey, provides statistical data on women and men regarding education and examines the positive and negative aspects of distance education for women. 796 participants, who were selected through random sampling method, took part in the study. Data obtained through the study were analyzed and assessed through the SPSS 20.00 software. Then, Independent Samples t-Test, ANOVA, Kruskal Wallis Test and Jonckheere-Terpstra Test were used in the analysis of the data. The study concluded that the demographic characteristics of the students (age, gender, income, occupation, place of residence etc.) varied to different degrees by the reasons for choosing the program, by the courses benefited in social life, in family relationships and in working life, by the opinions about the curriculum, by the use of computer and the Internet, and by the contribution of the program to getting a vocation, to developing oneself as an individual and to raising awareness about women's rights.

**Key Words:** Education, Management, Home Management, Gender, Internet, Program, Variable

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## INTRODUCTION

Education is an activity that has taken place throughout the history of humanity. During their entire lives, human beings learn something, develop themselves, and most importantly, meet their needs through what they learn. Therefore, the human is considered as a being that learns even in the womb of his/her mother. This applies to other living beings, too. However, the most important feature of the humans that distinguishes them from other living beings is that they can use all the advantages in the world in the best way possible. It is known that the style of education varies from one culture to another, from one belief to another, from one region to another, from one person to another, from one society to another, and most importantly, according to the current conditions. Education is the most natural right and it is required to be provided for individuals. Provision of education by the public sector for the benefit and self-development of the individuals throughout their life is an indicator of social development. Education is one of the most important distinctive features among the societies. A society is superior to others if it has a higher quality of education and a higher number of educated people and if its individuals have developed themselves and are well-equipped in many different areas. The USA, which is keeping its economy and technology at the highest level,

has a high level of education, and in line with this, it provides a higher level of welfare compared to other societies. Distance education is now an indispensable part of education since with the help of technology; it enables individuals to get the education that they have not been able to achieve before. In Turkey, distance education was for the first time provided by the Open Education Faculty of Anadolu University through “open education” system. Then, the system of distance education started to be implemented in many universities and departments. An examination of the demographic characteristics of the individuals receiving distance education shows that they are mostly the individuals that have been restricted in terms of educational opportunities due to various reasons and that have not been able to get or access the education they desire. Distance education is therefore quite important. Today, distance education and learning is used very commonly in many countries of the world. Although there are many reasons for discussion, there are a high number of individuals that have overcome their educational deficiency by getting distance education. System of distance education and learning is now widely used in many areas and disciplines. There are a considerable number of people graduating from many different departments through distance education. Graduation from the department of business administration of the open education faculty helps individuals



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working in enterprises in diverse areas, especially in the manufacturing sector, and the self-employed individuals in becoming more efficient and qualified managers. Many studies have been conducted and shed light on this topic. Besides, today's housewives and other individuals of the society who cannot access the education they desire due to various reasons develop themselves by benefiting from this opportunity, and most importantly, they achieve the education they long for. Education is the best indicator for the development level of the societies (Gültan, 2003: 47). A society's superiority in science and technology is only possible through education (Drucker, 1993: 293-301). One of the most important advantages of today is that the individuals deprived of educational opportunities in their youth can fulfill their educational needs through distance education (Ertürk, 2006: 261). Humans have always invested in information. They have made many efforts to get information about the things they do not know (Kocacık, 2003: 9). Inability of the communities or the individuals in a country to access the education they desire is the worst possible aspect of the development level of that country. For education is the most natural right of the individuals (Kuzgun, 1997: 28). Development of technology has facilitated the individuals' access to the desired education (Özkan, 2005). In the world of the 21st century, humans can fulfill their needs only

through their knowledge (Sonyel, 2004: 400). The needs of a society can be met only by its knowledge. No integrity or unity can be expected from a society that cannot be understood. Therefore, an educated society is the best indicator of development (Yılman, 2006: 3-8-9-14). Lifelong education and learning activities contribute a lot to the individuals' personal and occupational development (Gordon, 2001: 11). The computer technology and the widespread Internet networks have facilitated the individuals' access to educational opportunities (Giddens, 2008: 778). The system of distance education and learning differs from one person to another and from one reason to another. Nevertheless, the distance education provided to the individuals today makes a significant contribution to the individuals' self-development (Gökdaş, 2005: 4). The system of distance education is not an alternative to the traditional system of education; it should be rather considered as a complementary educational technology (Uşun, 2006: 21). The success achieved by the traditional system of education cannot be compared with the level of success achieved through the system of distance education. But this cannot eliminate the fact that distance education develops individuals in many non-technical areas (Mehratra, 2001: 11). Learning by living is one of the most natural rights. The system of distance education contributes to the individuals' rapid and reliable access to



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the education they desire (Sung, 2001: 3-6). With the help of the developed technology, the distance education approach is now used in master's and PhD courses and programs in many universities (Atasoy, 2008: 1-10). In Turkey, the first program for educating teachers through distance education was started in 1985, and 130,000 teachers participated in this program. As of 1990, 54,000 teachers had taken part in the bachelor's completion program and completed their education. The teachers who participated in these programs completed all their educational processes through radio and television and reinforced their own development (Uşun, 2006: 2-271).

### Hypotheses of the Study

- ✓ **H0:** There is no relation among the demographic variables.
- ✓ **H0:** The attended school is independent from the gender.
- ✓ **H0:** The high school of graduation is independent from the gender.
- ✓ **H0:** The attended school is independent from the family type.
- ✓ **H0:** The high school of graduation is independent from the family type.
- ✓ **H0:** The factors are independent from the gender.

- ✓ **H0:** The factors are independent from the attended school.
- ✓ **H0:** The factors are independent from the education level of the mother.
- ✓ **H0:** The factors are independent from the education level of the father.

## IMPLEMENTATION and ANALYSES

### Reliability Analysis

Table 1. Reliability Statistics

Cronbach's Alpha	Number of items
,912	21

Since Alpha was found to be 0.912 in consequence of the reliability analysis, it can be suggested that the 21 factors have a very high level of reliability.

### ANALYSES

#### DEMOGRAPHIC and DESCRIPTIVE STATISTICS

Demographic and descriptive statistics of the study are provided in the following tables.



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Table 2. Demographic Statistics		Frequency	Column N %
Gender	Female	251	31,53%
	Male	245	68,47%
Age	18-24	268	33,67%
	25-34	311	39,07%
	35-49	188	23,62%
	50-64	26	3,27%
	65+	3	3,58%
Education	General high school	184	23,30%
	Anatolian high school	19	2,39%
	Vocational high school	176	22,11%
	Imam hatip (religious)	13	1,63%
	high school		
Open education high school	56	7,04%	
2-year associate degree	283	35,55%	
4-year bachelor's degree	50	6,28%	
Marital status	Other	15	1,88%
	Married	331	41,58%
Children	Single	465	58,42%
	No children	538	67,50%
	1 child	113	14,00%
	2 children	111	13,94%
Region	3 children	27	3,39%
	4 or more children	7	8,88%
	Black Sea	66	8,29%
	Central Anatolia	169	21,23%
	Aegean Region	81	10,18%
Place of residence	Mediterranean Region	86	10,78%
	Marmara	329	41,33%
	Eastern Anatolia	32	4,02%
	Southeastern Anatolia	53	6,66%
	Metropolis	469	58,92%
Occupation	City	241	30,28%
	Town	51	6,41%
	Village	16	2,01%
	District	19	2,39%
	Police officer	19	2,39%
Income	Public servant	114	14,32%
	Teacher	19	2,39%
	Self-employed	60	7,54%
	Worker	85	10,68%
	Housewife	36	4,52%
	Member of the military	25	3,14%
	Student/Unemployed	194	24,37%
	Retired	18	2,26%
	Craftsperson	8	1,01%
	Health worker	38	4,80%
	Technician	56	7,04%
	Bank officer	17	2,14%
	Other	110	13,82%
	No income	252	31,66%
	Minimum wage	165	20,73%
1000-2000	243	30,53%	
2001-3000	106	13,32%	
3001-4000	21	2,64%	
4001+	9	1,13%	



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## FURTHER ANALYSES

**H0: There is no difference by gender in the factors.**

According to the analysis, Sig. value was determined to be below 0.05 for the items in which gender had an effect on the factors. According to this;

- Reason for choosing the program varies by gender.
- Contribution of the program to getting a vocation varies by gender.
- The second-grade courses most beneficial in the social life vary by gender.
- The second-grade courses most beneficial in the family relationships vary by gender.

**Table 3. Gender Analyses - Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Reason for choosing the program	Equal variances assumed	8,330	,004	3,924	794	,000	,43566
	Equal variances not assumed			4,093	540,344	,000	,43566
Does your current program make any contribution to getting a vocation?	Equal variances assumed	119,117	,000	-4,729	794	,000	-,16441
	Equal variances not assumed			-5,070	579,432	,000	-,16441
The first-grade courses that you find most beneficial in your social life (please choose only one option)	Equal variances assumed	,000	,997	-1,346	794	,179	-,23912
	Equal variances not assumed			-1,348	487,105	,178	-,23912
The second-grade courses that you find most beneficial in your social life	Equal variances assumed	2,925	,088	4,029	794	,000	,74345
	Equal variances not assumed			3,993	475,398	,000	,74345
The first-grade courses that you find most beneficial in your family relationships	Equal variances assumed	5,045	,025	-,179	794	,858	-,02582
	Equal variances not assumed			-,185	530,959	,853	-,02582





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The second-grade courses that you find most beneficial in your family relationships	Equal variances assumed	,435	,510	2,949	794	,003	,51363
	Equal variances not assumed			2,890	462,920	,004	,51363
The first-grade courses that you find most beneficial in your working life	Equal variances assumed	,890	,346	,820	794	,413	,14334
	Equal variances not assumed			,826	495,405	,409	,14334
The second-grade courses that you find most beneficial in your working life	Equal variances assumed	6,639	,010	,877	794	,381	,16471
	Equal variances not assumed			,861	464,372	,390	,16471
Do you think that the courses in the program contribute to the self-development of the students as individuals?	Equal variances assumed	10,199	,001	1,660	792	,097	,05451
	Equal variances not assumed			1,617	456,658	,107	,05451
Do you think that the courses in the program contribute to raising awareness about women's rights?	Equal variances assumed	,173	,678	-,206	794	,837	-,00751
	Equal variances not assumed			-,206	487,640	,837	-,00751
Do you think that 2 years of associate degree education is sufficient for this program?	Equal variances assumed	13,367	,000	,646	794	,518	,03000
	Equal variances not assumed			,681	554,370	,496	,03000
Do you find the branch-specific courses of the program sufficient?	Equal variances assumed	4,891	,027	-1,073	794	,284	-,03676
	Equal variances not assumed			-1,089	504,475	,277	-,03676
Do you find the basic courses of the program sufficient?	Equal variances assumed	1,392	,238	-,584	794	,559	-,01678
	Equal variances not assumed			-,592	503,519	,554	-,01678
Do you find the foreign language courses of the program sufficient?	Equal variances assumed	13,589	,000	2,007	794	,045	,07144
	Equal variances not assumed			1,967	462,887	,050	,07144



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Do you have a computer?	Equal variances assumed	2,589	,108	,808	794	,419	,01483
	Equal variances not assumed			,776	441,619	,438	,01483
How many hours per day do you use computer for distance education?	Equal variances assumed	1,180	,278	-,430	794	,667	-,03722
	Equal variances not assumed			-,426	473,965	,670	-,03722
Do you have access to the Internet?	Equal variances assumed	5,111	,024	-,114	794	,266	-,02611
	Equal variances not assumed			-,162	540,273	,246	-,02611
How many hours per day do you access the Internet for the purpose of distance education?	Equal variances assumed	,078	,780	-,1440	794	,150	-,12519
	Equal variances not assumed			-,1426	474,787	,154	-,12519
Which materials do you use the most in your current distance education program?	Equal variances assumed	,438	,508	-,1,513	794	,131	-,19368
	Equal variances not assumed			-,1,510	483,605	,132	-,19368
Which Internet opportunities do you use the most in your current distance education program?	Equal variances assumed	11,390	,001	1,788	794	,074	,30490
	Equal variances not assumed			1,733	450,923	,084	,30490
Do you think that the content of this program is more suitable for female students?	Equal variances assumed	3,429	,064	-,1,124	794	,261	-,04260
	Equal variances not assumed			-,1,120	481,603	,263	-,04260





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**H0: There is no difference by gender in the factors.**

According to the analysis, Sig. value was determined to be below 0.05 for the items in which age had an effect on the factors. According to this;

- Reason for choosing the program varies by age.
- Contribution of the program to getting a vocation varies by age.
- The first-grade courses most beneficial in the social life vary by age.
- The first-grade courses most beneficial in the family relationships vary by age.
- The second-grade courses most beneficial in the family relationships vary by age.
- Contribution of the courses to raising students' awareness about women's rights varies by age.
- Sufficiency of 2 years of associate degree education varies by age.
- Sufficiency of the branch-specific courses varies by age.
- Sufficiency of the foreign language courses varies by age.
- Status of having access to the Internet varies by age.
- Connecting to the Internet for distance education varies by age.
- Use of the Internet for distance education varies by age.
- Suitability of the program's content for female students varies by age.



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Table 4. Age Analyses - ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Reason for choosing the program	Between Groups	26,027	4	6,507	3,047	,017
	Within Groups	1688,968	791	2,135		
	Total	1714,995	795			
Does your current program make any contribution to getting a vocation?	Between Groups	18,391	4	4,598	24,052	,000
	Within Groups	151,201	791	,199		
	Total	169,592	795			
The first-grade courses that you find most beneficial in your social life (please choose only one option)	Between Groups	76,535	4	19,134	3,572	,007
	Within Groups	4237,097	791	5,357		
	Total	4313,632	795			
The second-grade courses that you find most beneficial in your social life	Between Groups	54,806	4	13,702	2,313	,056
	Within Groups	4686,028	791	5,924		
	Total	4740,834	795			
The first-grade courses that you find most beneficial in your family relationships	Between Groups	42,821	4	10,705	3,012	,018
	Within Groups	2811,571	791	3,554		
	Total	2854,392	795			
The second-grade courses that you find most beneficial in your family relationships	Between Groups	79,983	4	19,996	3,852	,004
	Within Groups	4106,073	791	5,191		
	Total	4186,055	795			
The first-grade courses that you find most beneficial in your working life	Between Groups	32,688	4	8,172	1,561	,183
	Within Groups	4142,276	791	5,237		
	Total	4174,965	795			
The second-grade courses that you find most beneficial in your working life	Between Groups	51,437	4	12,859	2,135	,075
	Within Groups	4764,060	791	6,023		
	Total	4815,497	795			
Do you think that the courses in the program contribute to the self-development of the students as individuals?	Between Groups	406	4	,102	,546	,702
	Within Groups	146,703	789	,186		
	Total	147,110	793			
Do you think that the courses in the program contribute to raising awareness about women's rights?	Between Groups	3,998	4	1,000	4,454	,001
	Within Groups	177,509	791	,224		
	Total	181,508	795			
Do you think that 2 years of associate degree education is sufficient for this program?	Between Groups	14,783	4	3,696	10,456	,000
	Within Groups	279,588	791	,353		
	Total	294,382	795			
Do you find the branch-specific courses of the program sufficient?	Between Groups	5,451	4	1,363	6,951	,000
	Within Groups	155,076	791	,196		
	Total	160,526	795			
Do you find the basic courses of the program sufficient?	Between Groups	1,252	4	,313	2,220	,065
	Within Groups	111,512	791	,141		
	Total	112,764	795			
Do you find the foreign language courses of the program sufficient?	Between Groups	5,917	4	1,479	6,976	,000
	Within Groups	167,751	791	,212		
	Total	173,668	795			
Do you have a computer?	Between Groups	539	4	,135	2,346	,053
	Within Groups	45,445	791	,057		
	Total	45,984	795			
How many hours per day do you use computer for distance education?	Between Groups	11,049	4	2,762	2,164	,071
	Within Groups	1009,554	791	1,276		
	Total	1020,603	795			
Do you have access to the Internet?	Between Groups	2,848	4	,712	7,792	,000
	Within Groups	72,267	791	,091		
	Total	75,136	795			
How many hours per day do you access the Internet for the purpose of distance education?	Between Groups	13,597	4	3,399	2,635	,033
	Within Groups	1020,487	791	1,290		
	Total	1034,084	795			
Which materials do you use the most in your current distance education program?	Between Groups	17,235	4	4,309	1,531	,191
	Within Groups	2225,584	791	2,814		
	Total	2242,819	795			
Which Internet opportunities do you use the most in your current distance education program?	Between Groups	149,538	4	37,384	7,709	,000
	Within Groups	3836,084	791	4,850		
	Total	3985,622	795			
Do you think that the content of this program is more suitable for female students?	Between Groups	2,383	4	,596	2,431	,046
	Within Groups	193,842	791	,245		
	Total	196,225	795			



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- Contribution of the program to getting a vocation varies by education.
- The second-grade courses most beneficial in the social life vary by education.
- The first-grade courses most beneficial in the family relationships vary by education.
- The second-grade courses most beneficial in the family relationships vary by education.
- The first-grade courses most beneficial in the working life vary by education.
- The second-grade courses most beneficial in the working life vary by education.
- Contribution of the courses to the students' development as individuals varies by education.
- Contribution of the courses to raising students' awareness about women's rights varies by education.

- Sufficiency of 2 years of associate degree education varies by education.
- Sufficiency of the branch-specific courses varies by education.
- Sufficiency of the basic courses varies by education.
- Sufficiency of the foreign language courses varies by education.
- Status of having a computer varies by education.
- Use of computers for distance education varies by education.
- Status of having access to the Internet varies by education.
- Connecting to the Internet for distance education varies by education.
- Use of materials for distance education varies by education.
- Use of the Internet for distance education varies by education.
- Suitability of the program's content for female students varies by education.



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Table 5. Education Analyses - ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Reason for choosing the program	Between Groups	108,693	7	15,528	7,617	,000
	Within Groups	1606,302	788	2,038		
	Total	1714,995	795			
Does your current program make any contribution to getting a vocation?	Between Groups	4,159	7	594	2,830	,006
	Within Groups	165,432	788	,210		
	Total	169,592	795			
The first-grade courses that you find most beneficial in your social life (please choose only one option)	Between Groups	24,857	7	3,551	,652	,712
	Within Groups	4288,775	788	5,443		
	Total	4313,632	795			
The second-grade courses that you find most beneficial in your social life	Between Groups	122,310	7	17,474	2,981	,004
	Within Groups	4618,515	788	5,861		
	Total	4740,834	795			
The first-grade courses that you find most beneficial in your family relationships	Between Groups	58,778	7	8,397	2,367	,021
	Within Groups	2795,614	788	3,548		
	Total	2854,392	795			
The second-grade courses that you find most beneficial in your family relationships	Between Groups	78,285	7	11,184	2,145	,037
	Within Groups	4107,770	788	5,213		
	Total	4186,055	795			
The first-grade courses that you find most beneficial in your working life	Between Groups	103,347	7	14,764	2,857	,006
	Within Groups	4071,618	788	5,167		
	Total	4174,965	795			
The second-grade courses that you find most beneficial in your working life	Between Groups	145,012	7	20,716	3,495	,001
	Within Groups	4670,485	788	5,927		
	Total	4815,497	795			
Do you think that the courses in the program contribute to the self-development of the students as individuals?	Between Groups	3,557	7	508	2,782	,007
	Within Groups	143,553	786	,183		
	Total	147,110	793			
Do you think that the courses in the program contribute to raising awareness about women's rights?	Between Groups	6,833	7	,976	4,404	,000
	Within Groups	174,675	788	,222		
	Total	181,508	795			
Do you think that 2 years of associate degree education is sufficient for this program?	Between Groups	8,882	7	1,269	3,502	,001
	Within Groups	285,500	788	,362		
	Total	294,382	795			
Do you find the branch-specific courses of the program sufficient?	Between Groups	8,245	7	1,178	6,095	,000
	Within Groups	152,281	788	,193		
	Total	160,526	795			
Do you find the basic courses of the program sufficient?	Between Groups	2,697	7	,385	2,759	,008
	Within Groups	110,067	788	,140		
	Total	112,764	795			
Do you find the foreign language courses of the program sufficient?	Between Groups	7,402	7	1,057	5,012	,000
	Within Groups	166,266	788	,211		
	Total	173,668	795			
Do you have a computer?	Between Groups	2,660	7	,380	6,911	,000
	Within Groups	43,324	788	,055		
	Total	45,984	795			
How many hours per day do you use computer for distance education?	Between Groups	31,955	7	4,565	3,638	,001
	Within Groups	988,648	788	1,255		
	Total	1020,603	795			
Do you have access to the Internet?	Between Groups	3,136	7	,448	4,904	,000
	Within Groups	71,999	788	,091		
	Total	75,136	795			
How many hours per day do you access the Internet for the purpose of distance education?	Between Groups	29,669	7	4,238	3,325	,002
	Within Groups	1004,415	788	1,275		
	Total	1034,084	795			
Which materials do you use the most in your current distance education program?	Between Groups	55,610	7	7,944	2,862	,006
	Within Groups	2187,209	788	2,776		
	Total	2242,819	795			
Which Internet opportunities do you use the most in your current distance education program?	Between Groups	65,538	7	9,363	1,882	,070
	Within Groups	3920,084	788	4,975		
	Total	3985,622	795			
Do you think that the content of this program is more suitable for female students?	Between Groups	9,133	7	1,305	5,495	,000
	Within Groups	187,092	788	,237		
	Total	196,225	795			



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**H0: There is no difference by place of residence in the factors.**

According to the analysis, Sig. value was determined to be below 0.05 for the items in which place of residence has an effect on the factors. According to this;

- Contribution of the program to getting a vocation varies by place of residence.
- The first-grade courses most beneficial in the social life vary by place of residence.
- The second-grade courses most beneficial in the social life vary by place of residence.
- The first-grade courses most beneficial in the family relationships vary by place of residence.
- The second-grade courses most beneficial in the family relationships vary by place of residence.
- The first-grade courses most beneficial in the working life vary by place of residence.
- Sufficiency of the branch-specific courses varies by place of residence.
- Sufficiency of the basic courses varies by place of residence.
- Status of having a computer varies by place of residence.
- Use of computers for distance education varies by place of residence.
- Status of having access to the Internet varies by place of residence.
- Connecting to the Internet for distance education varies by place of residence.
- Use of materials for distance education varies by place of residence.
- Suitability of the program's content for female students varies by place of residence.



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Table 6. Place of residence analyses – ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Reason for choosing the program	Between Groups	3,041	4	,760	,351	,843
	Within Groups	1711,954	791	2,164		
	Total	1714,995	795			
Does your current program make any contribution to getting a vocation?	Between Groups	2,323	4	,581	2,746	,027
	Within Groups	167,269	791	,211		
	Total	169,592	795			
The first-grade courses that you find most beneficial in your social life (please choose only one option)	Between Groups	79,240	4	19,810	3,701	,005
	Within Groups	4234,392	791	5,353		
	Total	4313,632	795			
The second-grade courses that you find most beneficial in your social life	Between Groups	82,684	4	20,671	3,510	,008
	Within Groups	4658,150	791	5,889		
	Total	4740,834	795			
The first-grade courses that you find most beneficial in your family relationships	Between Groups	99,200	4	24,800	7,120	,000
	Within Groups	2755,192	791	3,483		
	Total	2854,392	795			
The second-grade courses that you find most beneficial in your family relationships	Between Groups	103,359	4	25,840	5,006	,001
	Within Groups	4082,696	791	5,161		
	Total	4186,055	795			
The first-grade courses that you find most beneficial in your working life	Between Groups	168,425	4	42,106	8,313	,000
	Within Groups	4006,540	791	5,065		
	Total	4174,965	795			
The second-grade courses that you find most beneficial in your working life	Between Groups	35,038	4	8,760	1,449	,216
	Within Groups	4780,459	791	6,044		
	Total	4815,497	795			
Do you think that the courses in the program contribute to the self-development of the students as individuals?	Between Groups	,764	4	,191	1,030	,391
	Within Groups	146,345	789	,185		
	Total	147,110	793			
Do you think that the courses in the program contribute to raising awareness about women's rights?	Between Groups	,352	4	,088	,384	,820
	Within Groups	181,156	791	,229		
	Total	181,508	795			
Do you think that 2 years of associate degree education is sufficient for this program?	Between Groups	,331	4	,083	,222	,926
	Within Groups	294,051	791	,372		
	Total	294,382	795			
Do you find the branch-specific courses of the program sufficient?	Between Groups	2,688	4	,672	3,368	,010
	Within Groups	157,838	791	,200		
	Total	160,526	795			
Do you find the basic courses of the program sufficient?	Between Groups	1,401	4	,350	2,488	,042
	Within Groups	111,383	791	,141		
	Total	112,784	795			
Do you find the foreign language courses of the program sufficient?	Between Groups	1,932	4	,483	2,224	,065
	Within Groups	171,737	791	,217		
	Total	173,668	795			
Do you have a computer?	Between Groups	,636	4	,159	2,774	,026
	Within Groups	45,347	791	,057		
	Total	45,984	795			
How many hours per day do you use computer for distance education?	Between Groups	17,162	4	4,291	3,382	,009
	Within Groups	1003,441	791	1,269		
	Total	1020,603	795			
Do you have access to the Internet?	Between Groups	1,258	4	,315	3,368	,010
	Within Groups	73,877	791	,093		
	Total	75,136	795			
How many hours per day do you access the Internet for the purpose of distance education?	Between Groups	13,527	4	3,382	2,621	,034
	Within Groups	1020,557	791	1,290		
	Total	1034,084	795			
Which materials do you use the most in your current distance education program?	Between Groups	39,454	4	9,864	3,541	,007
	Within Groups	2203,385	791	2,786		
	Total	2242,819	795			
Which Internet opportunities do you use the most in your current distance education program?	Between Groups	47,451	4	11,863	2,383	,050
	Within Groups	3938,171	791	4,979		
	Total	3985,622	795			
Do you think that the content of this program is more suitable for female students?	Between Groups	3,617	4	,904	3,713	,005
	Within Groups	192,608	791	,243		
	Total	196,225	795			





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**H0: There is difference by occupation in the factors.**

According to the analysis, Sig. value was determined to be below 0.05 for the items in which occupation has an effect on the factors. According to this;

- Reason for choosing the program varies by the variable of occupation.
- Contribution of the program to getting a vocation varies by the variable of occupation.
- The first-grade courses most beneficial in the social life vary by the variable of occupation.
- The second-grade courses most beneficial in the social life vary by the variable of occupation.
- The second-grade courses most beneficial in the family relationships vary by the variable of occupation.
- The first-grade courses most beneficial in the working life vary by the variable of occupation.
- The second-grade courses most beneficial in the working life vary by the variable of occupation.
- Contribution of the courses to the students' development as individuals varies by the variable of occupation.
- Contribution of the courses to raising students' awareness about women's rights varies by the variable of occupation.
- Sufficiency of 2 years of associate degree education varies by the variable of occupation.
- Sufficiency of the branch-specific courses varies by the variable of occupation.
- Sufficiency of the basic courses varies by the variable of occupation.
- Sufficiency of the foreign language courses varies by the variable of occupation.
- Status of having a computer varies by the variable of occupation.
- Use of computers for distance education varies by the variable of occupation.
- Status of having access to the Internet varies by the variable of occupation.
- Connecting to the Internet for distance education varies by the variable of occupation.
- Use of materials for distance education varies by the variable of occupation.
- Use of the Internet for distance education varies by the variable of occupation.
- Suitability of the program's content for female students varies by the variable of occupation.



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Table 7. Occupation analyses - Test Statistics<sup>a,b</sup>

	Chi-square	df	Asymp. Sig.
Reason for choosing the program	90,416	13	,000
Does your current program make any contribution to getting a vocation?	68,054	13	,000
The first-grade courses that you find most beneficial in your social life (please choose only one option)	41,822	13	,000
The second-grade courses that you find most beneficial in your social life	25,143	13	,022
The first-grade courses that you find most beneficial in your family relationships	21,340	13	,066
The second-grade courses that you find most beneficial in your family relationships	23,606	13	,035
The first-grade courses that you find most beneficial in your working life	67,683	13	,000
The second-grade courses that you find most beneficial in your working life	47,944	13	,000
Do you think that the courses in the program contribute to the self-development of the students as individuals?	31,039	13	,003
Do you think that the courses in the program contribute to raising awareness about women's rights?	75,126	13	,000
Do you think that 2 years of associate degree education is sufficient for this program?	72,497	13	,000
Do you find the branch-specific courses of the program sufficient?	63,949	13	,000
Do you find the basic courses of the program sufficient?	49,398	13	,000
Do you find the foreign language courses of the program sufficient?	105,261	13	,000
Do you have a computer?	37,875	13	,000
How many hours per day do you use computer for distance education?	29,899	13	,005
Do you have access to the Internet?	26,508	13	,015
How many hours per day do you access the Internet for the purpose of distance education?	34,476	13	,001
Which materials do you use the most in your current distance education program?	34,021	13	,001
Which Internet opportunities do you use the most in your current distance education program?	52,809	13	,000
Do you think that the content of this program is more suitable for female students?	29,922	13	,005

a. Kruskal Wallis Test

b. Grouping Variable: Occupation



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**H0: There is no difference by income in the factors.**

According to the analysis, Sig. value was determined to be below 0.05 for the items in which income has an effect on the factors. According to this;

- Reason for choosing the program varies by the variable of income.
- Contribution of the program to getting a vocation varies by the variable of income.
- Contribution of the courses to raising students' awareness about women's rights varies by the variable of income.

- Sufficiency of 2 years of associate degree education varies by the variable of income.
- Sufficiency of the branch-specific courses varies by the variable of income.
- Sufficiency of the foreign language courses varies by the variable of income.
- Status of having a computer varies by the variable of income.
- Status of having access to the Internet varies by the variable of income.
- Use of the Internet for distance education varies by the variable of income.



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Table 8. Income Analyses - Jonckheere-Ternstra Test<sup>a</sup>

	Number of Levels in Income	N	Observed J-T Statistic	Mean J-T Statistic	Std. Deviation of J-T Statistic	Std. J-T Statistic	Asymp. Sig. (2-tailed)
Reason for choosing the program	6	796	103225,500	118020,000	3476,131	-4,256	,000
Does your current program make any contribution to getting a vocation?	6	796	140579,000	118020,000	2885,336	7,819	,000
The first-grade courses that you find most beneficial in your social life (please choose only one option)	6	796	111040,000	118020,000	3554,323	-1,964	,050
The second-grade courses that you find most beneficial in your social life	6	796	122277,500	118020,000	3562,774	1,195	,232
The first-grade courses that you find most beneficial in your family relationships	6	796	114818,500	118020,000	3431,071	-,933	,351
The second-grade courses that you find most beneficial in your family relationships	6	796	115742,500	118020,000	3536,118	-,644	,520
The first-grade courses that you find most beneficial in your working life	6	796	116877,500	118020,000	3540,496	-,323	,747
The second-grade courses that you find most beneficial in your working life	6	796	123392,500	118020,000	3555,519	1,511	,131
Do you think that the courses in the program contribute to the self-development of the students as individuals?	6	794	116591,000	117233,000	2679,762	-,240	,811
Do you think that the courses in the program contribute to raising awareness about women's rights?	6	796	104797,000	118020,000	2984,980	-4,430	,000
Do you think that 2 years of associate degree education is sufficient for this program?	6	796	105550,500	118020,000	3198,536	-3,899	,000
Do you find the branch-specific courses of the program sufficient?	6	796	109974,500	118020,000	2807,161	-2,866	,004
Do you find the basic courses of the program sufficient?	6	796	115000,000	118020,000	2352,767	-1,284	,199
Do you find the foreign language courses of the program sufficient?	6	796	107093,000	118020,000	2919,809	-3,742	,000
Do you have a computer?	6	796	112080,500	118020,000	1502,436	-3,953	,000
How many hours per day do you use computer for distance education?	6	796	117526,000	118020,000	3420,608	-,144	,885
Do you have access to the Internet?	6	796	110842,000	118020,000	1920,513	-3,738	,000
How many hours per day do you access the Internet for the purpose of distance education?	6	796	121988,500	118020,000	3406,269	1,165	,244
Which materials do you use the most in your current distance education program?	6	796	122098,000	118020,000	3359,813	1,214	,225
Which Internet opportunities do you use the most in your current distance education program?	6	796	95887,500	118020,000	3414,193	-6,482	,000
Do you think that the content of this program is more suitable for female students?	6	796	119846,500	118020,000	3103,638	,589	,556

a. Grouping Variable: Income



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## CONCLUSION and ASSESSMENT

- Reason for choosing the program varies by gender. Contribution of the program to getting a vocation varies by gender. The second-grade courses most beneficial in the social life vary by gender. The second-grade courses most beneficial in the family relationships vary by gender.
- Reason for choosing the program varies by age. Contribution of the program to getting a vocation varies by age. The first-grade courses most beneficial in the social life vary by age. The first-grade courses most beneficial in the family relationships vary by age. The second-grade courses most beneficial in the family relationships vary by age. Contribution of the courses to raising students' awareness about women's rights varies by age. Sufficiency of 2 years of associate degree education varies by age. Sufficiency of the branch-specific courses varies by age. Sufficiency of the foreign language courses varies by age. Status of having access to the Internet varies by age. Connecting to the Internet for distance education varies by age. Use of the Internet for distance education varies by age. Suitability of the program's content for female students varies by age.
- Reason for choosing the program varies by education. Contribution of the program

to getting a vocation varies by education. The second-grade courses most beneficial in the social life vary by education. The first-grade courses most beneficial in the family relationships vary by education. The second-grade courses most beneficial in the family relationships vary by education. The first-grade courses most beneficial in the working life vary by education. The second-grade courses most beneficial in the working life vary by education. Contribution of the courses to the students' development as individuals varies by education. Contribution of the courses to raising students' awareness about women's rights varies by education. Sufficiency of 2 years of associate degree education varies by education. Sufficiency of the branch-specific courses varies by education. Sufficiency of the basic courses varies by education. Sufficiency of the foreign language courses varies by education. Status of having a computer varies by education. Use of computers for distance education varies by education. Status of having access to the Internet varies by education. Connecting to the Internet for distance education varies by education. Use of materials for distance education varies by education. Use of the Internet for distance education varies by education. Suitability of the program's content for female students varies by education.



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- Contribution of the program to getting a vocation varies by place of residence. The first-grade courses most beneficial in the social life vary by place of residence. The second-grade courses most beneficial in the social life vary by place of residence. The first-grade courses most beneficial in the family relationships vary by place of residence. The second-grade courses most beneficial in the family relationships vary by place of residence. The first-grade courses most beneficial in the working life vary by place of residence. Sufficiency of the branch-specific courses varies by place of residence. Sufficiency of the basic courses varies by place of residence. Status of having a computer varies by place of residence. Use of computers for distance education varies by place of residence. Status of having access to the Internet varies by place of residence. Connecting to the Internet for distance education varies by place of residence. Use of materials for distance education varies by place of residence. Suitability of the program's content for female students varies by place of residence.
  - Reason for choosing the program varies by the variable of occupation. Contribution of the program to getting a vocation varies by the variable of occupation. The first-grade courses most beneficial in the social life vary by the variable of occupation. The second-grade courses most beneficial in the social life vary by the variable of occupation. The second-grade courses most beneficial in the family relationships vary by the variable of occupation. The first-grade courses most beneficial in the working life vary by the variable of occupation. The second-grade courses most beneficial in the working life vary by the variable of occupation. Contribution of the courses to the students' development as individuals varies by the variable of occupation. Contribution of the courses to raising students' awareness about women's rights varies by the variable of occupation. Sufficiency of 2 years of associate degree education varies by the variable of occupation. Sufficiency of the branch-specific courses varies by the variable of occupation. Sufficiency of the basic courses varies by the variable of occupation. Sufficiency of the foreign language courses varies by the variable of occupation. Status of having a computer varies by the variable of occupation. Use of computers for distance education varies by the variable of occupation. Status of having access to the Internet varies by the variable of occupation. Connecting to the Internet for distance education varies by the variable of occupation. Use of materials for distance education varies by the variable of occupation. Use of the Internet for distance education varies by the variable of occupa-
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tion. Suitability of the program's content for female students varies by the variable of occupation.

- Reason for choosing the program varies by the variable of income. Contribution of the program to getting a vocation varies by the variable of income. Contribution of the courses to raising students' awareness about women's rights varies by the variable of income. Sufficiency of 2 years of associate degree education varies by the variable of income. Sufficiency of the branch-specific courses varies by the variable of income. Sufficiency of the foreign language courses varies by the variable of income. Status of having a computer varies by the variable of income. Status of having access to the Internet varies by the variable of income. Use of the Internet for distance education varies by the variable of income.

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## ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ YÖNETİM VE ORGANİZASYON BÖLÜMÜ EV İDARESİ ÖN LİSANS PROGRAMI'NDA OKUYAN ÖĞRENCİLERİN PROGRAMA İLİŞKİN GÖRÜŞLERİNİN DEĞERLENDİRİLMESİ

**Öz:** Bu çalışma, uzaktan eğitim yöntemiyle eğitim verilen Anadolu Üniversitesi Açıköğretim Fakültesi Yönetim ve Organizasyon Bölümü Ev İdaresi Ön Lisans Programı'nda okuyan öğrencilerin programa ilişkin görüşlerinin değerlendirilmesi amaçlanmaktadır. Bu amaca yönelik olarak katılımcılara 33 sorudan oluşan bir anket uygulanmıştır. Çalışmada öncelikle kadına yönelik bir eğitim programı olarak Ev idaresi Ön Lisans Programı'nın amacı, işlevi, dersler, öğrenci sayısı ile ilgili bilgiler verilmiştir. Daha sonra Dünyada ve Türkiye'de uzaktan eğitimde kadın konusuna ve kadın ve erkeğin eğitimle ilgili istatistiksel verilerine yer verilerek, uzaktan eğitimin kadınlar açısından olumlu ve olumsuz yönleri irdelenmiştir. Araştırmaya rasgele yöntemle seçilen 796 katılımcı iştirak etmiştir. Araştırmadan elde edilen veriler SPSS 20.00 programında analiz edilerek değerlendirilmiştir. Elde edilen verilerin analizinde ise Independent Samples t-Test, ANOVA, Kruskal Wallis test, Jonckheere-Terpstra Testi kullanılmıştır. Araştırma sonunda öğrencilerin demografik özelliklerinin (yaş, cinsiyet, gelir, meslek, yerleşim yeri vb.) programı tercih nedenleri, sosyal yaşamlarında, aile içi ilişkilerinde, iş yaşamlarında yararlandıkları dersler, ders programı hakkında düşünceleri, bilgisayar ve internet kullanımları, programın meslek edinmelerine, kendilerini birey olarak yetiştirmelerine ve kadın hakları konusunda bilinçlendirmeye yönelik olarak farklı oranlarda değişiklik gösterdiği saptanmıştır. Program tercih nedeni cinsiyete göre farklılık göstermektedir. Devam edilen programın meslek edinimine katkısı cinsiyete göre farklılık göstermektedir. Sosyal yaşamda en çok yararlanan ikinci sınıf dersleri cinsiyete göre farklılık göstermektedir. Aile ilişkilerinde en çok yararlanan ikinci sınıf dersleri cinsiyete göre farklılık göstermektedir. Program tercih nedeni yaşa göre farklılık göstermektedir. Devam edilen programın meslek edinimine katkısı yaşa göre farklılık göstermektedir. Sosyal yaşamda en çok yararlanan birinci sınıf dersleri yaşa göre farklılık göstermektedir. Aile ilişkilerinde en çok yararlanan birinci sınıf dersleri yaşa göre farklılık



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göstermektedir. Aile ilişkilerinde en çok yararlanan ikinci sınıf dersleri yaşa göre farklılık göstermektedir. Derslerin öğrencilerin kadın hakları konusunda bilinçlenmeye katkısı yaşa göre farklılık göstermektedir. 2 yıllık ön lisansın yeterliliği yaşa göre farklılık göstermektedir. Branş derslerinin yeterliliği yaşa göre farklılık göstermektedir. Yabancı dil derslerinin yeterliliği yaşa göre farklılık göstermektedir. İnternet erişimine sahiplik yaşa göre farklılık göstermektedir. Uzaktan eğitim için internete bağlanma yaşa göre farklılık göstermektedir. Uzaktan eğitim için internette yararlanma yaşa göre farklılık göstermektedir. Programın kadın öğrencilere yönelik içeriği yaşa göre farklılık göstermektedir. Program tercih nedeni eğitime göre farklılık göstermektedir. Devam edilen programın meslek edinimine katkısı eğitime göre farklılık göstermektedir. Sosyal yaşamda en çok yararlanan ikinci sınıf dersleri eğitime göre farklılık göstermektedir. Aile ilişkilerinde en çok yararlanan birinci sınıf dersleri eğitime göre farklılık göstermektedir. Aile ilişkilerinde en çok yararlanan ikinci sınıf dersleri eğitime göre farklılık göstermektedir. İş yaşamında en çok yararlanan birinci sınıf dersleri eğitime göre farklılık göstermektedir. İş yaşamında en çok yararlanan ikinci sınıf dersleri eğitime göre farklılık göstermektedir. Derslerin öğrencilerin birey olarak yetişmelerindeki katkısı eğitime göre farklılık göstermektedir. Derslerin öğrencilerin kadın hakları konusunda bilinçlenmeye katkısı eğitime göre farklılık göstermektedir. 2 yıllık ön lisansın yeterliliği eğitime göre farklılık göstermektedir. Branş derslerinin yeterliliği eğitime göre farklılık göstermektedir. Temel derslerin yeterliliği eğitime göre farklılık göstermektedir. Yabancı dil derslerinin yeterliliği eğitime göre farklılık göstermektedir. Bilgisayar sahipliği eğitime göre farklılık göstermektedir. Uzaktan eğitim için bilgisayar kullanımı eğitime göre farklılık göstermektedir. İnternet erişimine sahiplik eğitime göre farklılık göstermektedir. Uzaktan eğitim için internete bağlanma eğitime göre farklılık göstermektedir. Uzaktan eğitim için materyallerden yararlanma eğitime göre farklılık göstermektedir. Uzaktan eğitim için internette yararlanma eğitime göre farklılık göstermektedir. Programın kadın öğrencilere yönelik içeriği eğitime göre farklılık göstermektedir. Devam edilen programın meslek edinimine katkısı yerleşim yerine göre farklılaşmaktadır. Sosyal yaşamda en çok yararlanan birinci sınıf dersleri yerleşim yerine göre farklılaşmaktadır. Sosyal yaşamda en çok yararlanan ikinci sınıf dersleri yerleşim yerine göre farklılaşmaktadır. Aile ilişkilerinde en çok yararlanan birinci sınıf dersleri yerleşim yerine göre farklılaşmaktadır. Aile ilişkilerinde en çok yararlanan ikinci sınıf dersleri yerleşim yerine göre farklılaşmaktadır. İş yaşamında en çok yararlanan birinci sınıf dersleri yerleşim yerine göre farklılaşmaktadır. Branş derslerinin yeterliliği yerleşim yerine göre farklılaşmaktadır. Temel derslerin yeterliliği yerleşim yerine göre farklılaşmaktadır. Bilgisayar sahipliği yerleşim yerine göre farklılaşmaktadır. Uzaktan



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eđitim iin bilgisayar kullanımı yerleřim yerine gre farklılařmaktadır. İnternet eriřimine sahiplik yerleřim yerine gre farklılařmaktadır. Uzaktan eđitim iin internete bađlanma yerleřim yerine gre farklılařmaktadır. Uzaktan eđitim iin materyallerden yararlanma yerleřim yerine gre farklılařmaktadır. Programın kadın đrencilere ynelik ieriđi yerleřim yerine gre farklılařmaktadır. Program tercih nedeni meslek deđiřkenine gre farklılařmaktadır. Devam edilen programın meslek edinimine katkısı meslek deđiřkenine gre farklılařmaktadır. Sosyal yařamda en ok yararlanılan birinci sınıf dersleri meslek deđiřkenine gre farklılařmaktadır. Sosyal yařamda en ok yararlanılan ikinci sınıf dersleri meslek deđiřkenine gre farklılařmaktadır. Aile iliřkilerinde en ok yararlanılan ikinci sınıf dersleri meslek deđiřkenine gre farklılařmaktadır. İř yařamında en ok yararlanılan birinci sınıf dersleri meslek deđiřkenine gre farklılařmaktadır. İř yařamında en ok yararlanılan ikinci sınıf dersleri meslek deđiřkenine gre farklılařmaktadır. Derslerin đrencilerin birey olarak yetiřmelerindeki katkısı meslek deđiřkenine gre farklılařmaktadır. Derslerin đrencilerin kadın hakları konusunda bilinlenmeye katkısı meslek deđiřkenine gre farklılařmaktadır. 2 yıllık n lisansın yeterliliđi meslek deđiřkenine gre farklılařmaktadır. Branř derslerinin yeterliliđi meslek deđiřkenine gre farklılařmaktadır. Temel derslerin yeterliliđi meslek deđiřkenine gre farklılařmaktadır. Yabancı dil derslerinin yeterliliđi meslek deđiřkenine gre farklılařmaktadır. Bilgisayar sahipliđi meslek deđiřkenine gre farklılařmaktadır. Uzaktan eđitim iin bilgisayar kullanımı meslek deđiřkenine gre farklılařmaktadır. İnternet eriřimine sahiplik meslek deđiřkenine gre farklılařmaktadır. Uzaktan eđitim iin internete bađlanma meslek deđiřkenine gre farklılařmaktadır. Uzaktan eđitim iin materyallerden yararlanma meslek deđiřkenine gre farklılařmaktadır. Uzaktan eđitim iin internetten yararlanma meslek deđiřkenine gre farklılařmaktadır. Programın kadın đrencilere ynelik ieriđi meslek deđiřkenine gre farklılařmaktadır. Program tercih nedeni gelir deđiřkenine gre farklılařmaktadır. Devam edilen programın meslek edinimine katkısı gelir deđiřkenine gre farklılařmaktadır. Derslerin đrencilerin kadın hakları konusunda bilinlenmeye katkısı gelir deđiřkenine gre farklılařmaktadır. 2 yıllık n lisansın yeterliliđi gelir deđiřkenine gre farklılařmaktadır. Branř derslerinin yeterliliđi gelir deđiřkenine gre farklılařmaktadır. Yabancı dil derslerinin yeterliliđi gelir deđiřkenine gre farklılařmaktadır. Bilgisayar sahipliđi gelir deđiřkenine gre farklılařmaktadır. İnternet eriřimine sahiplik gelir deđiřkenine gre farklılařmaktadır. Uzaktan eđitim iin internetten yararlanma gelir deđiřkenine gre farklılařmaktadır.

**Anahtar Kelimeler:** Eđitim, Ynetim, Ev İdaresi, Cinsiyet, İnternet, Program, Deđiřken