ADMINISTRATORS' PERCEPTIONS OF MOTIVES TO OFFER ONLINE
ACADEMIC DEGREE PROGRAMS IN UNIVERSITIES

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ABSTRACT

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ACADEMIC DEGREE PROGRAMS IN UNIVERSITIES

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Although the number of online academic degree programs offered by universities in Turkey has become increasingly significant in recent years, the current lack of understanding of administrators' motives that contribute to initiating these programs suggests there is much to be learned in this field.

This study aimed to investigate administrators' perceptions of motives for offering online academic degree programs in universities in Turkey in terms of online associate's degree programs, online master's degree programs, online bachelor's degree completion programs and online bachelor's degree programs.

The qualitative research method was employed for this study. Semi-structured interviews were conducted with sixteen administrators from different universities' Distance Education Centers in Turkey and thematic analysis was applied to the data. The research found that administrators' motives for offering online academic degree programs mainly involve in answering to the high demand of prospective students. Six major themes were identified with regard to influencing factors for administrators' motives: demands for programs, mission to support for education, readiness of infrastructure, teaching staff as well as applicability of content,

overcoming the shortage of classroom space and teachers, obtaining revenue and gaining prestige.

Considering the results of the study, it is highly recommended that policy makers and program leaders structure online academic degree programs in accordance with the academic expectations definitely delineated through the country's educational goals, rather than prospective students' demands and under the influence of popular online programs.

Keywords: Motives, Perceptions, Universities, Distance Education Centers, Online Academic Degree Programs, Administrators, Online Associate's Degree Programs, Online Bachelor's Degree Completion Programs, Online Bachelor's Degree Programs and Online Master's Degree Programs

ÖZ

ÜNİVERSİTELERDE ÇEVRİMİÇİ AKADEMİK PROGRAMLARIN AÇILMASINDA YÖNETİCİ MOTİVASYON ALGILARI

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Yüksek Lisans, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

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Ekim 2014, 123 sayfa

Türkiye'de üniversiteler tarafından sunulan çevrimiçi akademik programların sayısı son yıllarda önemli seviyede artış göstermesine rağmen, yöneticilerin programları açmada motivasyon algılarının henüz bilinmiyor olması bu alanda öğrenilecek çok şeyin olduğunu göstermektedir.

Bu çalışma Türkiye'de üniversite yöneticilerinin çevrimiçi akademik programları açmada çevrimiçi önlisans, çevrimiçi yüksek lisans, çevrimiçi lisans ve çevrimiçi lisans tamamlama programları açısından motivasyon kaynaklarını araştırmayı amaçlamıştır.

Bu çalışamada nitel araştırma yöntemi uygulanmıştır. Türkiye'deki farklı üniversitelerden uzaktan eğitim merkezlerinde görevli onaltı yönetici ile yarı yapılandırılmış görüşmeler yapılmış ve tematik analiz yöntemi kullanılmıştır. Araştırmanın sonucuna göre yöneticilerin çevrimiçi akademik programların açılmasında motivasyonları ağırlıklı olarak aday öğrencilerin yüksek taleplerilerine cevap vermeye bağlı şekillendiği anlaşılmıştır. Yöneticilerin motivasyonlarını etkileyen altı ana tema tespit edilmiştir: programlar için talepler, eğitimi destekleme misyonu, alyapının hazır bulunuşluğu, öğretim kadrosunun hazır bulunuşluğu, içeriğin uygulanabilirliği, derslik alanı ve öğretim elemanı eksikliğiyle mücadele etme, gelir elde etme ve prestij kazanma.

Çalışmanın sonuçları göz önüne alındığında, çevrimiçi akademik programlar aday öğrencilerin taleplerine ve popüler programların etkisi altında kalınarak değil ülkenin eğitim hedefleri doğrultusunda belirlenmiş akademik beklentilerine göre dizayn edilmesi tavsiye edilmektedir.

Anahtar Kelimeler: Motivasyonlar, Güdüler, Algılar, Üniversiteler, Uzaktan Eğitim Merkezleri, Çevrimiçi Akademik Programlar, Yöneticiler, Çevrimiçi Ön Lisans Programları, Çevrimiçi Lisans Tamamlama Programları, Çevrimiçi Lisans Programları ve Çevrimiçi Yüksek Lisans Programları

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LIST OF ABBREVIATIONS

%	: Percent sign
ADP	: Associate's Degree Programs
CEIT	: Computer Education and Instructional Technology
DEC	: Distance Education Center (UZEM)
F	: Frequency
HEC	: Higher Education Commission (YÖK)
JTC	: Junior Technical College
LMS	: Learning Management System
METU	: Middle East Technical University
TV	: Television
UKOU	: The United Kingdom Open University
US	: United States

CHAPTER 1

INTRODUCTION

1.1. Introduction

This study aims to investigate administrators' perceptions of motives for offering online academic degree programs in universities in Turkey. This Chapter begins by presenting the research background of the study, purpose of the study, the research problems underpinning the study, significance of the study, and finally definitions of the terms used in the study.

1.2. Background of the Study

We are living in a world where technology develops day by day and plays an important role in our lives. As technology is rapidly advancing in today's world, it becomes a part of our education unavoidably (Çakır & Yıldırım, 2006). Accordingly, the technology of education is changing demographics and human's expectations for the learning environment and forcing change in higher education (Casares, Dickson, Hannigan, Hinton & Phelps, 2012). A report underlines, "People expect to be able to work, learn, and study whenever and wherever they want. This highly-ranked trend continues to permeate all aspects of daily life" (Johnson, Smith, Willis, Levine, & Haywood, 2011, p. 3).

As technological improvements created new opportunities, distance education programs has become increasingly popular in the world. Jarvis (2007) reported that technology enabled universities to develop learning opportunities to attract more students, and cooperate across the world. Simonson, Smaldino, Albright and Zvacek (2012) reported that The United Kingdom Open University (UKOU) was established in 1969 and the first students enrolled in January 1971. According to Simonson et al. (2012), there are worldwide distance education examples that underlines the factor as

the demand for distance learning opportunities. For example, Anadolu University established in 1982 in Turkey reaches more than 500,000 students. The Open University of Hong Kong founded in 1989, and so far had over 100,000 students. China developed a national higher distance education program in the late 1970s and early 1980s, and had over 30,000 TV classes throughout the country and employed almost 25,000 academics. Spain's Universidad Nacional de Education a Distance has enrolled about 130,000 students. (Simonson, Smaldino, Albright & Zvacek, 2012, p.13-14)

In a report issued in November 2013 indicated that by the 2012 fall semester, number of students enrolled in distance education courses of degree-granting postsecondary institutions (higher education institutions) in the United States reached 20.6 million, of whom 17.7 million were undergraduate and 2.9 million were post-baccalaureate students (National Center for Education Statistics, 2013, Table 311.15). According to DETC' report (2014) there are currently 101 accredited distance education institutions in the United States, which offer a variety of degree programs and some non-degree courses or programs (DETC, 2014).

After 1900s, as Internet-based distance education is concerned in Turkey, higher education institutions have started to implement new opportunities for individuals. Universities throughout the country started to establish distance education institutions and centers to offer distance education programs. In the 1999-2002, a National Informatics Committee was established by the Higher Education Council (HEC) to assure and accredit courses and programs of distance education institutions and support distance education in the country (Varol, 2010). In 2001, Anadolu University started the first completely online associate degree program in Turkey (Latchem, Özkul, Aydin, & Mutlu, 2006). In 2002 there were more than 40 academic degree programs offered via distance education institutions associated with various universities in Turkey (Varol, 2002, pp. 1252-1254). Latchem, Simsek, Cakir, Torkul, Cedimoglu, and Altunkopru (2009) reported that Ankara University, as one of the pioneers in Distance Education, founded Distance Education Center (ANKUZEM) in 2002, and after a year, it started to offer distance education programs, and enrolled

1.190 students (940 at undergraduate, 250 at certificate). Latchem et al. (2009) further explained the other two pioneer universities in distance education. Of these, Sakarya University founded the Distance Learning Research and Development Center in 2005, and Ahmet Yesevi University established the Internet-based Distance Education Department (TÜRTEP) in 2001 (Latchem, Şimsek, Çakır, Torkul, Cedimoğlu, & Altunkopru, 2009; Rüzgar, 2004).

In Turkey, due to the increasing trust in distance education using the Internet technologies, universities are turning to distance education implementations (Engin, 2013). As more universities started to implement distance education in their programs, universities' distance education applications in Turkey have been increased in number accordingly. Today, there are more than 50 universities in Turkey (see Table 2.1), which offer distance education programs, ranging from master's degree, associate's degree, bachelor's degree, bachelor's degree completion and certificate by providing on-campus or a combination of on-campus an off-campus education. In 2014, except for the traditional distance education programs of Anadolu University, there were 34 universities offering 150 online academic degree programs. (ÖSYM, 2014). A total number of 47 universities are currently offering online academic degree programs in their Distance Education Centers as can be seen in Appendix C.

As demographics change and learners' expectations shift, universities need to examine teaching and learning practices. Today, increasingly many people throughout the world have started to obtain their degrees or certifications to enhance their educational goals and shape their career choices through online programs. (Casares, Dickson, Hannigan, Hinton & Phelps, 2012, p.3)

As universities increasingly implement distance education, it become essential to recognize the motives of program leaders, who play an important role in planning a strategy for implementation of distance education, in order to better understand underlying dynamics of the increase in online programs in universities. According to earlier studies, institutional motives for offering distance education had the following factors: utilizing flexibility of the working environment, (Betts, 1998; Dooley &

Murphrey, 2000; McKenzie, Mims, Bennett & Waugh, 2000; Rockwell, Schauer, Fritz & Marx, 1999), improving the quality of education (Dooley & Murphrey, 2000), contributing job satisfaction among faculty (Bonk, 2001; Dooley & Murphrey, 2000; Harris & Krousgill, 2008; Rockwell, Schauer, Fritz & Marx, 1999), supporting intellectual challenge and personal motivation to use technology (Betts, 1998), providing support for education (Dooley & Murphrey, 2000; McKenzie, Mims, Bennett & Waugh, 2000), enabling more students to attend education (Betts, 1998; Bonk 2001; Dooley and Murphrey, 2000; Harris & Krousgill, 2008), earning additional income (Betts, 1998; Bonk, 2001) and cost effectiveness (Betts, 1998).

Although earlier studies indicated a link between institutional motives for participating in distance education, currently there is no available information specifically about administrators' motives to offer online academic degree programs via distance education. In fact, the earlier studies have had a tendency to identify a limited view of institutional motivational factors with regard to distance education in the abstract, but not directly online academic degree programs. In this study, it was aimed to discover administrators' motives specifically to offer online associate's degree programs, online master's degree programs, online bachelor's degree programs, and online bachelor's degree completion programs in universities in Turkey.

1.3. Purpose of the Study

The purpose of the study is to explore administrators' perception of motives for offering online academic degree programs in universities in Turkey in order to better understand the dynamics of the increase of online academic degree programs from the administrators' point of view.

In other words, the study aims to investigate motives for offering Online Associate's Degree Programs, Online Master's Degree Programs, Online Bachelor's Degree Completion Programs and Online Bachelor's Degree Programs. In the end it is aimed to identify all related motives in-depth, which will assist policy-makers and program

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leaders in determining the appropriate policies in planning distance education strategies of universities.

1.4. Research Questions

This study was guided by the following four research questions to seek administrators' conception of motives for offering online academic degree programs.

1. What are the administrators' perception of motives to offer Online Associate's Degree Programs?
2. What are the administrators' perception of motives to offer Online Master's Degree Programs?
3. What are the administrators' perception of motives to offer Online Bachelor's Degree Completion Programs?
4. What are the administrators' perception of motives to offer Online Bachelor's Degree Programs?

1.5. Significance of the Study

This study attempts to address gaps in literature regarding administrator's motives for offering online academic degree programs in universities. There are very limited studies published in the literature investigating the institutional motivations for offering distance education (Betts, 1998; Bonk, 2001; Dooley & Murphrey, 2000; Harris & Krousgill, 2008; McKenzie, Mims, Bennett & Waugh, 2000; Rockwell, Schauer, Fritz & Marx, 1999). These studies focused on institutional motivation characteristics, specifically used national sampling and rely on mostly faculty participation for distance education delivery. There are no studies published that provide information about administrators' motives specifically for offering online academic degree programs. In fact, the earlier studies determined the contributing institutional motivational factors related to faculty's participating in distance education in the abstract, but not online academic degree programs. Therefore, in this study, it was aimed to discover administrators' motives specifically to offer online associate's

degree programs, online master's degree programs, online bachelor's degree programs, and online bachelor's degree completion programs in universities in Turkey. This study will assist policy-makers and program leaders in determining the appropriate policies in planning distance education strategies and help understand not only the interplaying dynamics of distance education, but also underlying reasons in the increase of online academic degree programs from the administrators' point of view.

1.6. Definition of Terms

Distance Education

The term *Distance Education* was first used by the University of Wisconsin-Madison during the 1892 school year in United States (Verduin & Clark, 1991, p. 8). Since then different definitions were proposed.

Distance education can be defined as "online education, home study, correspondence study, or Internet-based learning, which is designed for learners who live at a distance from educational providers and/or institutions" (DETC, 2014, p. 4).

A definition of *Distance Education* in an institutional sense was made by Johnson, J. L. (2003).

> Distance education often is defined simply as a form of education in which learner and instructor are separate during the majority of instruction. But unlike independent or self-directed study, distance education usually implies the presence of an institution that plans curriculum and provides resources and services for its students. (p.1)

Universities' Distance Education Center

Distance Education Center (DEC) can be defined as an educational institute in universities, which serves to enhance the university's ability to develop and spread education synchronously or asynchronously beyond limitations of place, locally, nationally and internationally by using the opportunities provided by technology

through cooperation within the university, with industry as well as other universities and institutes. (Official Gazette, 2002)

Today, there are 47 Distance Education Centers associated with various universities in Turkey as can be seen in Appendix C.

Administrator of DEC

DECs are administratively responsible to the President of University. Administrator of the Center is appointed by the President among the members of the Central Executive Board to implement decisions according to DEC's program and strategies developed by the Board. (Engin, 2013; Official Gazette, 2002)

Program Types

DECs provide distance education for associate's degree programs, master's degree programs, bachelor's degree programs, bachelor's degree completion programs and certificate programs. The first four types of programs represent the online academic degree programs on which this study focuses. Currently there is no online doctorate degree programs available in DECs (Engin, 2013).

Motive

The word *Motive* drives from the Latin *motivum,* which simply means "moving cause" (Pilsner, 2006, p. 6). Motive explains reason of an action especially when there is no obvious explanation (Longman dictionary of American English, 2009, p. 657). The word *motivation* is defined as activities to "achieve a particular goal" (Ajang, 2007). And the word *incentive* is defined as "something that encourages to start new activities" (Longman dictionary of American English, 2009, p. 519). Therefore *motive*, *motivation* and *incentive* relate each other in terms of influences of causes. In this study, these words used interchangeably.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter includes related literature and a review of related studies. In this chapter firstly the history of distance education both in general overall in the world and specifically for Turkey was introduced. Then, information about universities' distance education centers in Turkey was given. After that institutional motives for offering distance education were presented. Lastly a summary was presented.

2.2. The History of Distance Education

Distance education initially used postal correspondence. When new media emerged such as radio, telephone, television and computers, these technologies were integrated into distance education. As the current development of the Internet, Distance Education is now using combinations of advanced and interactive systems to improve communication and learning.

From the early history of human existence there have been many changes in the way that human communicate each other. Even from the time that gestures and spoken-language were used for education, each advance in the way of human commination has powered education. Hence, educational practices have been enhanced consequently and dramatically through new advances in technology (Frick, 1991).

The earliest example of teaching and learning at a distance was mentioned in an advertisement published by the *Boston Gazette* on March 20, 1728, showed that a shorthand teacher Caleb Phillips offered to deliver his weekly lessons to prospective students in Boston (Holmberg, 2005, p.13).

However, the first practice of Distance Education held by a Swedish University as correspondence study more than 160 years ago. (Simonson, Smaldino, Albright & Zvacek, 2012, pg. 36). Similarly, in 1840, another shorthand teacher Isaac Pitman began offering his courses by correspondence in England. (Verduin & Clark, 1991, p.16).

In 1874 at the Illinois Wesleyan University started distance education by offering bachelor and graduate degrees in 1874 in Bloomington, Illinois in the United States. (Jennings, Siegel, & Conklin, 1995).

In 1878, Skerry's College, Edinburgh was founded as a correspondence college to prepare candidates for Civil Service Examinations. The first President of the University of Chicago in United States, William Harper was often regarded as "the father of American distance education", initiated Correspondence School to offer instruction in Hebrew in the early 1880s. In 1884 Foulks Lynch Correspondence Tuition Service, a British organization, in London, started to train accountants. Three years later University Correspondence College, Cambridge was established to train students for external degrees of the University of London (Holmberg, 2005, p.14).

In 1889, in Canada, Queens University offered its first correspondence courses. (Rothe, 1986, p.6). A newspaper editor, Thomas J. Foster in Scranton, Pennsylvania started International Correspondence Schools for working professionals in 1891, and he let coal miners have opportunity to continue their education (Bower & Hardy, 2004, p.5; Holmberg, 2005, p.15).

Verduin and Clark (1991) reported that the term *Distance Education* used in the 1892 by the University of Wisconsin in United States. It is considered to be the first time of the use of "Distance Education" in course catalogues (Verduin & Clark, 1991, p. 8). In the same year, the first University distance-learning program offered through the University of Chicago by William Harper, and in 1886, in Sweden, Hans S. Hermod started to teach English through correspondence. In 1888, he founded his namesake institution. (Simonson, Smaldino, Albright & Zvacek, 2012, p.38, p.39). In 1911, Australia began its first distance education via correspondence at the University of Queensland in 1911 (Holmberg, 2005, p.16).

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Distance education initially used postal correspondence. When new media emerged such as radio, telephone, television, these technologies were integrated into distance education.

With expansion and growth of radio, telephone and television, these technologies were integrated into distance education, the American federal government started to authorize educational radio stations. In the 1920s, "at least 176 radio stations" began to serve for educational institutions (Holmberg, 2005, p.38). The first radio license was issued to the Latter Day Saint's University of Salt Lake City, Utah in 1921 (Christensen, 1992). After that, in 1922, the University of Wisconsin and the University of Minnesota received their educational radio licenses (Saettler, 1990). Simonson et al., says that in the early 1930s, experimental teaching programs via television started at the University of Iowa, Purdue University, and Kansas State College, and college credit courses were offered via broadcast television in 1950s. Beginning in 1951, Western Reserve University was the first to offer a continuous series of such courses. The American television series Sunrise Semester was offered by New York University on CBS-TV from 1957 to 1982. (Simonson, Smaldino, Albright & Zvacek, 2012, p.38).

Distance Education and Training Council (DETC) was founded in the United States in 1926 under the name of National Home Study Council. In 1955, it formed the Accrediting Commission to assure and improve quality of distance education institutions by requiring all courses, programs and affiliates undergo accreditation process. (DETC, 2014)

In the 1970s, universities started deliver their courses electronically via cable, satellite TV, also using audio and video resources, printed materials and telephone. Many public or private institutions around the world started to offer courses and degree programmes through distance education. The United Kingdom Open University (UKOU) established by Royal Charter in 1969. Most of the UKOU students could obtain undergraduate and postgraduate degrees. The main objective of the UKOU was to "provide a university opportunity to many people in United Kingdom who had missed this opportunity at the age of 18". The OKOU used radio and television

programs, and offered several levels of courses instruction via distance education. (Moore & Anderson, 2003; Smith, 1973, pp. 171-172).

In 1974, The University of Hagen was founded as a public research university to provide higher education opportunities in Cultural and Social Sciences, Mathematics and Computer Sciences, Business Administrations and Economics, and Law by a distance education system in Germany (Moore & Kearsley, 2012, p. 261).

In 1997, National Center for Education Statistics reported that from 1994 to 1995 there were 25,730 distance education courses offered by higher education institutions in America (National Center for Educational Statistics, 1997).

This technological advancement made possible for countries to open their distance education universities. A growth in practice of online and distance education were reflected in many countries around the world. In a report issued in November 2013 indicated that by the fall 2012 semester, number of students enrolled in in distance education courses of degree-granting postsecondary institutions in the U.S. reached 20.6 million, of whom 17.7 million were undergraduate and 2.9 million were post-baccalaureate students (National Center for Education Statistics, 2013, Table 311.15).

According to Simonson et al. (2012), there are worldwide Distance Education examples that underlines the factor as the demand for distance learning opportunities. For example, Anadolu University established in 1982 in Turkey reaches more than 500,000 students. The Open University of Hong Kong founded in 1989 so far had over 100,000 students. China developed a national higher distance education program in the late 1970s and early 1980s, and had over 30,000 TV classes throughout the country and employed almost 25,000 academics. Spain's Universidad Nacional de Education a Distancia with the enrollment of about 130,000 students (Simonson, Smaldino, Albright & Zvacek, 2012, p.13, p.14).

In 1998-1999, Anadolu University offered 18 programs to more than 600.000 students, and accordingly was regarded as "the world's largest university" by The World Bank (Demiray, Candemir & İnceelli, 2008, p. 162).

2.3. Distance Education in Turkey

The earliest significant implementation of distance education was made by the Faculty of Law of Ankara University. In this implementation, a course by mail was offered to a group of bank personnel in 1956. (Latchem, Şimsek, Çakır, Torkul, Cedimoğlu, & Altunkopru, 2009; Rüzgar, 2004)

During the 1970s, an experimental distance education project was implemented by the Ministry of Education via correspondence and television, and it was coordinated by the Institute for Diffusion of Higher Education (YAYKUR), but this experimental application was not successfully expanded over the country (McIsaac, Murphy & Demiray, 1988).

As the national education policy developed over time, with accordance to regulations in the Higher Education Act of 1981, the Open Education Faculty (OEF) of Anadolu University was created in 1982 from a previously established institution and it started to implement distance education courses all over the country by enrolling initially more than 29.000 students. (Demiray, Candemir & İnceelli, 2008, pp. 11-12, 173). In the 1990s, Selcuk University, Fırat University, and a few other institutions started to offer distance education via radio and television broadcastings, and the Middle East Technical University, Bilkent University, Bilgi University, and some other universities started distance education by videoconferencing to bring students at different sites together (Latchem, Şimsek, Çakır, Torkul, Cedimoğlu, & Altunkopru, 2009; Rüzgar, 2004). In 1998, Engineering Department of Middle East Technical University (METU) started a web-based certificate program through asynchronous communication technologies (IDEA), and a year later METU Institute of Informatics began to offer distance education courses and programs (METU-Online) (Geray, 2007, pp. 43-44, 52).

With the rapid growth of information and technology after 1990s Turkey has been concerned the use of the Internet. Consequently, an opportunity has emerged to access data more quickly, and distance education has started to attract more universities'

attention. Universities throughout the country started to establish distance education centers to offer distance education programs. In the 1999-2002, a National Informatics Committee was established by the Higher Education Council to assure and accredit courses and programs of distance education institutions and support distance education in the country (Varol, 2010). In 2001, Anadolu University started Information Management Program, which was the first completely online associate degree program in Turkey (Latchem, Özkul, Aydin, & Mutlu, 2006). Varol (2002) reported that by the July of 2002, there were more than 40 academic degree programs offered at universities via distance education all over the country. Varol listed these universities as follows: Istanbul Bilgi University, METU Informatics, Eastern Mediterranean University, Sakarya Vocational School, Mersin Vocational School, Faculty of Economics and Open Education Faculty of Anadolu University (2002, pp. 1252-1254). Latchem, Simsek, Cakir, Torkul, Cedimoglu, and Altunkopru (2009) reported that Ankara University, as one of the pioneers in Distance Education, founded Distance Education Center (ANKUZEM) in 2002, and after a year, it started to offer distance education programs, and enrolled 1.190 students (940 at undergraduate, 250 at certificate) in 2009. Latchem et al. (2009) further explained the other two pioneer universities in Distance Education. Of these, Sakarya University founded the Distance Learning Research and Development Center in 2005, and Ahmet Yesevi University established the Internet-based Distance Education Department (TÜRTEP) in 2001 (Distance Education Program Using Turkish Language) (Latchem, Şimsek, Çakır, Torkul, Cedimoğlu, & Altunkopru, 2009; Rüzgar, 2004).

2.4. Universities' Distance Education Centers in Turkey

As more universities in Turkey started to implement distance education in their programs, distance education applications in universities have been increased in number within different organizational and structural units. Today, there are more than 50 university units (see Table 2.1), which offer distance education programs, ranging from master's degree, associate's degree, bachelor's degree, bachelor's degree completion and certificate by providing on-campus or a combination of on-campus an

off-campus education. Units in the universities conducting distance education services vary in their names and structure.

Table 2.1. Distance Education Units of the Universities in Turkey

1	Afyon Kocatepe University Distance Education Vocational School
2	Akdeniz University Distance Education and Research Center
3	Amasya University Distance Education Application and Research Center
4	Anadolu University Open Education Faculty
5	Ankara University Distance Education Center
6	Atatürk University Distance Education Application and Research Center
7	Atılım University Distance Education Coordination Unit
8	Bahçeşehir University Distance Education Unit
9	Bartın University Distance Education and Research Center
10	Başkent University Distance Education Application and Research Center
11	Beykent University Distance Education and Research Center
12	Bülent Ecevit University Distance Education Application and Research Center
13	Çanakkale Onsekiz Mart University Distance Education Application and Research Center
14	Celal Bayar University Distance Education Application and Research Center
15	Çukurova University Distance Education Application and Research Center
16	Cumhuriyet University Distance Education Center
17	Dicle Ünivertsitesi Distance Education Application and Research Center
18	Dokuz Eylül University Distance Education Application and Research Center
19	Eastern Mediterranean University Institute of Distance Education
20	Ege University Distance Education Unit
21	Erzincan University Distance Education Application and Research Center
22	Eskişehir Osmangazi University Distance Education Center
23	Fatih University Distance Education Application and Research Center
24	Fırat University Distance Education Center
25	Gazi University Distance Education Application and Research Center
26	Gaziantep University Continuing Education Center
27	Gediz University Distance Education Application and Research Center
28	Hacettepe University Distance Education Application and Research Center

Table 2.1 Continued

29	İnönü University Distance Education Application and Research Center
30	Işık University Distance Education Center
31	İstanbul Arel University Distance Education Center
32	İstanbul Aydın University Distance Education Center
33	İstanbul Bilgi University Distance Education Application and Research Center
34	İstanbul Kültür University Distance Education Center
35	İstanbul University Distance Education Application and Research Center
36	İzmir Ekonomi University Continuing Education Center
37	Kahramanmaraş Sütçü İmam University Distance Education Application and Research Center
38	Karabük University Distance Education Application and Research Center
39	Karadeniz Technical University Distance Education Application and Research Center
40	Kocaeli University Distance Education Application and Research Center
41	Maltepe University Distance Education Unit
42	Marmara University Distance Education Application and Research Center
43	Mersin University Distance Education Application and Research Center
44	Mevlana University Distance Education Application and Research Center
45	Middle East Technical University Web-Based Education (IDEA), Enformatik Online, METU Online
46	Muğla Sıtkı Koçman University Distance Education Center
47	Okan University Distance Education Application and Research Center
48	Ondokuz Mayıs University Distance Education Application and Research Center
49	Sakarya University Distance Education Application and Research Center
50	Süleyman Demirel University Distance Education Vocational School
51	Trakya University Distance Education Application and Research Center
52	Yeni Yüzyıl University Distance Education Application and Research Center
53	Yıldırım Beyazıt University Distance Education Application and Research Center
54	Zirve University Distance Education System

As can be seen in Table 2.1, names of the universities' distance education units vary between universities as Distance Education Application and Research Center, Distance Education Center, Distance Education and Research Center, Distance

Education Unit, Continuing Education Center, Distance Education Vocational School, Distance Education Coordination Unit, Distance Education System, Institute of Distance Education, Open Education Faculty and Web-Based Education. Of these, most of them are *Distance Education Centers* and *Distance Education Application and Research Centers*.

Universities establishes Distance Education Centers through official procedures according to distance education standards and principles based on the rules and regulations that are set by the HEC with respect to online courses and programs, infrastructure, and organizational structure (Barış & Mevsim, 2014; Güneş & Altıntaş, 2014). Distance education centers at universities are being established as a *Distance Education Application and Research Center*, and usually introduce themselves by adding the name of university next to the name of *Distance Education Center* or *Distance Education Application and Research Center* with the abbreviation DEC (UZEM) as can be seen in Table 2.1. Today, a total number of 47 universities have Distance Education Centers as can be seen in Appendix C.

2.5. Institutional Motives for Distance Education

The following review was conducted based on publications and research reports that previously discussed institutional motives for distance education through the opinions of faculty and administrators with a number of conclusions.

Betts (1998) conducted a study including 7 deans and 532 faculty at The George Washington University to identify which factors contribute or inhibit faculty's motives to start to involve in distance education. Betts summarized that earning additional income, tenure, promotion and job satisfaction motivate faculty to develop distance education opportunities (Betts, 1998).

Rockwell, Schauer, Fritz and Marx (1999) conducted one-to-one interview with 16 administrators and conducted a survey with 20 teaching stuff of two colleges offering distance education opportunities in to identify incentives that motive them to deliver

distance education programs, as well as to discover the discouraging factors. Rockwell et al. found that the major motive to deliver distance education is rewards (intrinsic), then secondary motive is regard to job satisfaction - desire to involve teaching via distance education. According to participants another motive for distance education was working independently and spending less time in travels rather than delivering courses in traditional classrooms. Results also underlined participants' concerns on the lack of policy pertaining to the promotion and tenure. (Rockwell, Schauer, Fritz & Marx, 1999)

McKenzie, Mims, Bennett and Waugh (2000) conducted a study with 15 different departments' administrators and teaching staff (70 participants) at the State University of West Georgia to explore their motivational factors to offer distance education. According to respondents of the study, McKenzie, et al, 2000 found that by distance education programs it was aimed to let students to interact with technology, to provide a better quality of education, and to utilize the flexibility of working hours and working conditions. (McKenzie, Mims, Bennett & Waugh, 2000)

Dooley and Murphrey (2000) carried out a study to find out how the perspectives of administrators, faculty, and support units impact the rate of distance education adoption. Interviews were conducted with 42 people. Of these, 16 were administrators. According to results, using new technologies to enhance the quality of education, opportunity for collaborations with other institutions, facilitating access for students, administrative assistance and getting support for educational design were motivational factors to make them begin or continue distance education. Administrators also thought that faculty reward as good thing, but they did not find it enough to participate in distance education. (Dooley & Murphrey, 2000)

Bonk (2001) gathered opinions of a number of teaching stuff in several distance education departments in the California State University and the University of Texas. Of these more than two-thirds were from public institutions, having specific experience in distance education. According to Bonk's study, the participants were asked, "whether profit, improved learning, or access to education were among the

primary motives behind the development of online education across institutions of higher education". According to results, main reason for offering online programs was "to increase access to education". More than half of the participants agreed that "improved learning" served as a primary motive. Of the participants, 40% indicated, "profit" was a primary motive for distance education. When the same question was asked for their own institution, the result was obtained in the same order. (Bonk, 2001, pp.42-43)

Chizmar and Williams (2001) explored an answer for "what faculty want" through a survey with 105 faculty (p.18). According to results of this study, faculty want to involve in distance education by examining previously implemented distance education programs and utilize the multi-purpose applications to meet their different instructional design needs. Faculty need more help and support from the university in the development of teaching materials. Chizmar and Williams also recommended that faculty want to be rewarded in return of their work and efforts. (Chizmar & Williams, 2001)

Harris and Krousgill (2008) presented an overview of distance education with regard for the new directions. They underlined that faculty satisfaction plays an important role in distance education. There need to be attention on the expectations of teaching staff in line with technological advances and developments. Due to the nature of distance education, each institution wants to provide learning opportunities. With this opportunity, it is aimed to reach more students especially for those who cannot continue traditional education. (Harris & Krousgill, 2008)

According to a study conducted at the national level, universities in Turkey currently have a very limited experience in distance education. Due to the increasing trust in distance education using the Internet technologies, universities are turning to distance education implementations, which also help in financial gain. The study used focus group interviews with 12 administrators and reported descriptive statistics indicating that in distance education systems there are institutional support problems mostly (66.70%) related to lack of resources for professional incentives. It was underlined that

in order to have more innovative applications in distance education, there was need of providing professional incentives. (Engin, 2013)

2.6. Summary

As technological improvements created new opportunities, distance education programs has become increasingly popular in the world. According to Jarvis (2007), technology enabled universities to develop learning opportunities to attract more students, and cooperate across the world. According to Simonson, Smaldino, Albright and Zvacek (2012), there are worldwide distance education examples that underlines the factor as the demand for distance learning opportunities (pp. 13-14).

There are certainly many motivational factors for this rise in distance education examples in institutions, which included the factors of utilizing flexibility of the working environment, (Betts, 1998; Dooley & Murphrey, 2000; McKenzie, Mims, Bennett & Waugh, 2000; Rockwell, Schauer, Fritz & Marx, 1999), improving the quality of education (Dooley & Murphrey, 2000), contributing job satisfaction among faculty (Bonk, 2001; Dooley & Murphrey, 2000; Harris & Krousgill, 2008; Rockwell, Schauer, Fritz & Marx, 1999), supporting intellectual challenge and personal motivation to use technology (Betts, 1998), providing support for education (Dooley & Murphrey, 2000; McKenzie, Mims, Bennett & Waugh, 2000), enabling more students to attend education (Betts, 1998; Bonk 2001; Dooley and Murphrey, 2000; Harris & Krousgill, 2008), earning additional income (Betts, 1998; Bonk, 2001) and cost effectiveness (Betts, 1998).

In Turkey, as more universities started to implement distance education in their programs, distance education applications have been increased in number. A recently study conducted in Turkey reported that due to the increasing trust in distance education using the Internet technologies, universities are turning to distance education implementations in Turkey (Engin, 2013). Today, there are more than 50 universities (found in Table 2.1), which offer distance education programs, ranging from master's degree, associate's degree, bachelor's degree, bachelor's degree completion and

certificate by providing on-campus or a combination of on-campus an off-campus education. Of these units, 47 are Distance Education Centers offering online academic programs accredited by HEC as can be seen in Appendix C. Except for the traditional distance education programs of Anadolu University, there are 34 universities offering 140 online associate degree programs and 10 universities offering 34 online bachelor degree programs (ÖSYM, 2014).

The earlier studies in the literature have determined the contributing institutional motivational factors mostly related to faculty's participating in distance education in the abstract, but not online academic degree programs. Therefore, there are currently no studies published that provide information about administrators' motives specifically for initiating online academic degree programs in universities.

CHAPTER 3

METHODOLOGY

This chapter includes the research questions, a review of the research methodology, population and participants, instruments and procedure, data analysis procedures, assumptions, and limitations of the study.

3.1. Research Questions

The purpose of the study was to investigate administrators' perceptions of motives for offering online academic degree programs (Online Associate's Degree Programs, Online Master's Degree Programs, Online Bachelor's Degree Completion Programs, and Online Bachelor's Degree Programs) in universities, in Turkey. The study was guided by the following four research questions.

1. What are the administrators' perception of motives to offer Online Associate's Degree Programs?
2. What are the administrators' perception of motives to offer Online Master's Degree Programs?
3. What are the administrators' perception of motives to offer Online Bachelor's Degree Completion Programs?
4. What are the administrators' perception of motives to offer Online Bachelor's Degree Programs?

3.2. Design of the Study

A qualitative study was conducted to examine administrators' perceptions of motives for offering online academic degree programs in universities, in Turkey.

Qualitative study was the most appropriate for this study, as it was the most feasible way to explore and conceptualize participants' perceptions and perspectives through their own voices, in their own descriptions through interviews (Kvale, 1996). Patton (2003) states, "The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (p. 341).

Qualitative interview study is more suitable in terms of collecting useful data for research questions in order to elicit different type of information (Creswell, 2012, p. 218). It gives researchers the ability to understand meanings when it is not possible to conduct a direct observation (Patton, 2003, p. 340).

According to (Patton, 2003), it is not possible to observe "intentions" (p. 341). Thus, individual semi-structured interview method was used to collect data pertaining to the research questions (Berg, 2001). Thematic analysis was applied to examine themes within data (Braun & Clarke, 2006).

3.3. Participants and Sampling

The purpose of this study is to investigate administrators' perception of motives to offer Online Associate's Degree Programs, Online Master's Degree Programs, Online Bachelor's Degree Programs, and Online Bachelor's Degree Completion Programs in universities in Turkey.

In this study, the sampling strategy included the combination of maximum variation, convenience and purposeful sampling method by reaching readily available participants, based on which instead of seeking representativeness through similar types of online academic programs, it was sought by including a broad range of participants, to have maximum heterogeneity according to types of online academic programs.

Patton (1990) explained 'the logic and power of purposeful sampling' as follows:

The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. (p. 169)

Berg (2001) explains that convenience sample is applied according to the availability of participants (subjects). Similarly, Given and Saumure (2008) defined 'convenience sample' as follows:

A convenience sample can be defined as a sample in which research participants are selected based on their ease of availability. Essentially, individuals who are the most ready, willing, and able to participate in the study are the ones who are selected to participate. In qualitative research, it may be helpful to use a convenience sample to test the appropriateness of interview questions in an inexpensive and quick way by approaching an interested group of people first before embarking on a larger, longer, and more expensive study. (p. 124)

According to Creswell (2012), "In convenience sampling the researcher selects participants because they are willing and available to be studied" (p. 145-146).

Thus, initially convenience sampling was used in the study to recruit participants from the population, then further participants those who could provide useful information were selected using purposeful sampling as shown in Figure 3.1. (Creswell 2012).
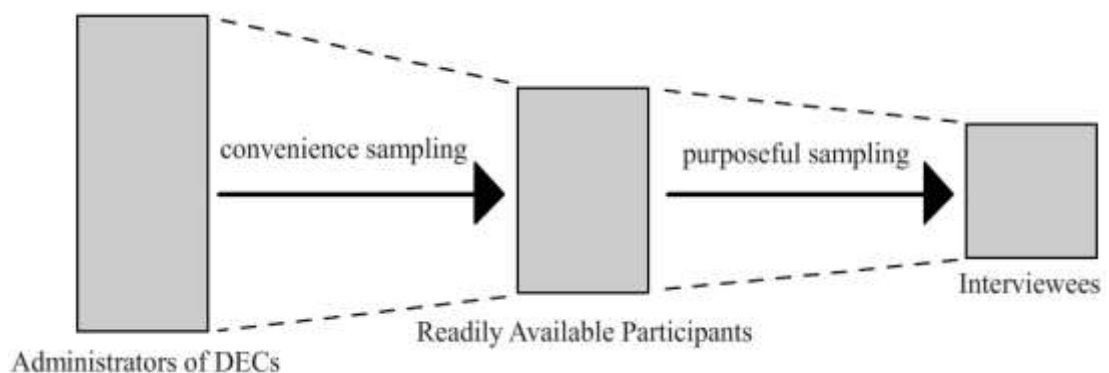
Figure 3.1. Sampling

There were 47 universities' DECs in Turkey accredited by the HEC (found in Appendix C). Of these 16 DECs' administrators (34%) participated in the study.

At first administrators of all the universities' DECs (100%) were sent an invitation email (found in Appendix D) containing information about the study with a list of the interview questions. The researcher tried to reach all readily available DECs. Meanwhile, 32 DECs' administrators (68.1%), whose phone numbers were available, were called. Overall, the number of administrators contacted was 22 (46.8%). Two emails were sent out as a reminder over a two-week period if there had been no response as Cresswell (2012) suggested.

Information of the DECs' online academic programs were strictly compared by their number of programs and program types in-depth through two HEC Group Meetings held by the Member of Distance Education Commission of the Higher Education Council of Turkey, Prof. Dr. Nurettin Şimşek. Meetings helped with respect to verification participants' demographic data, and regarding to application of purposeful sampling strategy through descriptive characteristics of the DECs throughout the study. (N. Şimşek, Personal Communication, March 3-13, 2014)

Additionally verification of accreditation status was checked for each distance education center through regulations published in Official Gazzette before conducting interviews with the participants.

Maximum variation sampling was utilized to find Online Associate's Degree Programs, Online Master's Degree Programs, Online Bachelor's Degree Programs, and Online Bachelor's Degree Completion Programs heterogeneously in various DECs. Creswell (2012) defined maximum (maximal) variation as follow:

> Maximal variation sampling is a purposeful sampling strategy in which the researcher samples cases or individuals who differ on some characteristic. (p. 623)

26

Table 3.1. Maximum Variation Sampling

Universities' DECs	Online Associate's Degree Programs	Online Master's Degree Programs	Online Bachelor's Degree Programs	Online Bachelor's Degree Completion Programs
DEC 9	1	3	2	0
DEC 10	1	2	0	0
DEC 11	2	6	3	0
DEC 12	1	0	0	0
DEC 13	3	3	1	0

Note. Only the participants indicating a case for the maximum variation sampling strategy were listed in the table.

In order to maximize the diversity relevant to the research question, maximum variation sampling was used as a purposeful sampling strategy. In the given case in Table 3.1. administrators of DEC 9, DEC 11 and DEC 13 could answer to the first three research questions, but the administrator of DEC 12 could not answer most of the questions. Maximum variation sampling was applied as shown in the Table 3.1. , and DECs were selected accordingly. Eventually data were gathered from 16 DECs offering 140 online academic programs.

3.4. Demographics of the Participants

The study was conducted in 16 universities. In total 16 participants were involved from each of the universities. Participants were 14 male and 2 female administrators of universities' DECs (N=16). Of the participants 50% (n=8) were directors, 43.75% (n=7) were assistant directors, and a participant (6.25%) was coordinator. The average amount of work experience that the participants have at universities' DECs was 3.8 years. As for academic titles of the administrators, there were 7 assistant professor doctors, 4 associate professor doctors, 2 professor doctors, 2 research assistants and an instructor with an MA degree as shown in the Table.3.2. Additionally, the participants' universities were grouped into two as State Universities (14), and Private-Foundation Universities (2). The participants' responses to the questions relating to their position in the DEC, gender, academic title and positions, experience,

communication types and locations, interview durations and interview record types were presented in the Table.3.2.

Table 3.2. Demographics of the Participants, Communication Types, Interview Durations, Locations and Record Types

#	Gender	Academic Title / Position	Experience (Years)	Comm. Type	Interview Duration (Minutes)	Interview Record Type
1	Female	Prof. Dr. / Director	2	Face to Face (Campus)	37	Notes
2	Male	Assoc. Prof. Dr. / Director	2	Face to Face (Campus)	28	Tape
3	Male	Assoc. Prof. Dr. / Assist. Director	3	Face to Face (Campus)	37	Tape
4	Male	Research Assist. / Assist. Director	8	Phone Call	38	Tape
5	Male	Assoc. Prof. Dr. / Director	2	Phone Call	26	Tape
6	Male	Instructor / Coordinator	4	Phone Call	25	Notes
7	Male	Research Assist. / Assist. Director	11	Phone Call	35	Tape

Table 3.2 Continued

8	Male	Assist. Prof. Dr. / Director	3	Video Call	73	Tape
9	Male	Assist. Prof. Dr. / Director	4	Video Call	66	Tape
10	Male	Assist. Prof. Dr. / Assist. Director	2	Video Call	47	Tape
11	Male	Assist. Prof. Dr. / Assist. Director	2	Video Call	27	Tape
12	Male	Assist. Prof. Dr. / Assist. Director	2	Video Call	49	Tape
13	Male	Assist. Prof. Dr. / Director	5	Video Call	44	Tape
14	Male	Assoc. Prof. Dr. / Director	4	Video Call	31	Tape
15	Male	Prof. Dr. / Director	4	Video Call	32	Tape
16	Female	Assist. Prof. Dr. / Assist. Director	3	Video Call	39	Tape
	Mean		3.8		39.6	

Demographics of the Online Academic Programs

From the study, it was found that in total 140 online academic programs were being offered by the DECs. There were 81 (57.9%) Online Master's Degree Programs, 40 (28.6%) Online Associate's Degree Programs, 11 (7.9%) Online Bachelor's Degree Programs and 8 (5.7%) Online Bachelor's Degree Completion Programs as shown in Figure 3.2. The Online Bachelor's Degree Programs were a combination of online and on-campus courses.
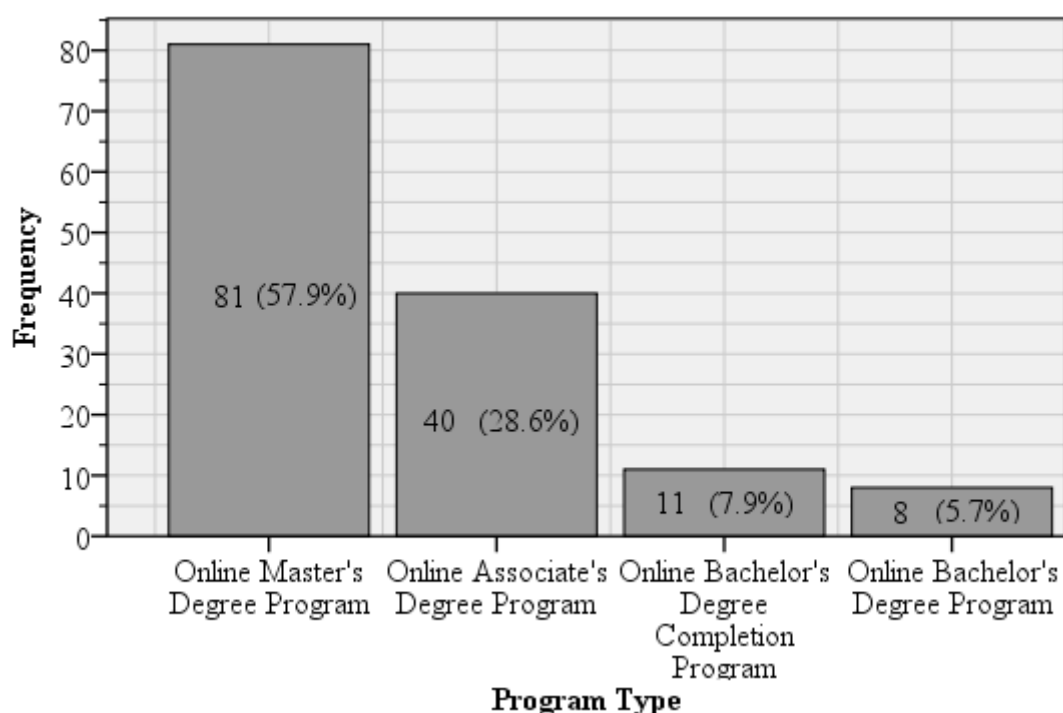
Figure 3.2. Online Academic Programs of the Participants (16)

The Online Academic Programs by Years

The participants reported that they started to offer new online academic programs each year from 2001 to 2013 except for 2007.

In 2001, there was newly started only an Online Associate's Degree Program. Similarly in 2002, another Online Associate's Degree Program started. In 2003, there were four newly started Online Associate's Degree Programs. In 2004, an Online Master's Degree Program started. In 2005, there was a new Online Bachelor's Degree

Completion Program. In 2006, 2 new Online Associate's Degree Programs started. In 2008, 2 Online Associate's Degree Programs, 4 Online Master's Degree Programs, and 2 Online Bachelor's Degree Programs started. In 2009, there were newly started 9 Online Associate's Degree Programs, 2 Online Master's Degree Programs, 3 Online Bachelor's Degree Programs, 4 Online Bachelor's Degree Completion Programs. In 2010, 2 Online Associate's Degree Programs, 8 Online Master's Degree Programs started. In 2011, 3 Online Associate's Degree Programs, 7 Online Master's Degree Programs, 2 Online Bachelor's Degree Programs, 4 Online Bachelor's Degree Completion Programs newly started. In 2012, DECs started 2 Online Associate's Degree Programs, 28 Online Master's Degree Programs, 1 Online Bachelor's Degree Programs, 2 Online Bachelor's Degree Completion Programs. Moreover, in 2013, 14 Online Associate's Degree Programs, 31 Online Master's Degree Programs newly started. A total of 140 online academic programs from 16 universities' DECs were reported with their types and the frequencies in the Table 3.3.

Table 3.3. Frequency Distribution of the Participants' (16) Online Academic Degree Programs by Years.

Year	Online Master's Degree	Online Associate's Degree	Online Bachelor's Degree	Online Bachelor's Degree Completion
2013	14	31	-	-
2012	2	28	1	2
2011	3	7	2	4
2010	2	8	-	-
2009	9	2	3	4
2008	2	4	2	-
2007	-	-	-	-
2006	2	-	-	-
2005	-	-	-	1
2004	-	1	-	-
2003	4	-	-	-
2002	1	-	-	-
2001	1	-	-	-
Total	40	81	8	11
Mean	3,1	6,2	0,6	0,8

3.5. Instruments

In this study, a semi-structured interview schedule (found in Appendix A) was used to explore the administrators' perception of motives to offer online academic degree programs. It was aimed to let the interviewee state perceptions, opinions, characteristics with regard to motives in detail and freely. Denscombe, M. (2003) explains semi-structured interview in terms of its flexibility for interviewer as follows:

> With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. However, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more

significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest. (p. 167)

The researcher developed a semi-structured interview schedule to investigate administrators' perceptions of motives behind offering online academic degree programs. Since the online academic degree programs consist of four types of online degree programs, researcher developed a question for each program type.

The semi-structured interview schedule included open-ended questions, which were asked without providing options (Creswell, 2012). The researcher posed unscheduled probes in response to answers of the interviewee (Berg, 2001). Thus in the study, a semi-structured interview guide with open-ended questions and unscheduled probes were used to obtain comprehensive results. The schedule contained four precise questions and other questions depending on given answers to the main questions.

In the schedule, "what" and "why" questions were designed in with the order before "how" questions to effectively elicit from the participants' more descriptive answers. Additionally interpreting questions were used to ensure that the researcher properly understood the interviewee. (Kvale, 1996, p. 130, p. 135).

Golafshani (2003) states that "many researchers have developed their own concepts of validity and have often generated or adopted what they consider to be more appropriate terms, such as, quality, rigor and trustworthiness" (p. 602). Seale (1999) states that in a qualitative study, the underlying issue for validity and reliability could be regarded as the trustworthiness of the research (as cited in Golafshani, 2003, p. 601). In this study, to ensure that the interview schedule was sufficiently comprehensive to elicit from the participants all information relevant to the topics of the study, at first, the researcher designed a preliminary interview schedule, and then it was revised through the suggestions of four subject field experts in order to ensure instrument's trustworthiness. A pilot study was conducted with a participant to collect preliminary data, and to ensure that the interview schedule is feasible, and its questions are clear and relevant. After the pilot study, the researcher revised the instrument again based on the suggestions.

Additionally the interview consisted of three questions about number of the online academic degree programs with their types and starting years. These demographic data was compared with the related quantitative data, which were previously used for purposeful sampling. Triangulation technic was used to ensure the accuracy of findings among different sources of these data (Creswell, 2012).

3.6. Data Collection

According to Creswell (2012), in qualitative interview study, open-ended questions are asked without giving options, and interviewee's comments, explanations are recorded. The study received ethics approval from the Human Research Ethics committee of the Middle East Technical University.

Berg (2001) explains that in semi-structured interviews, the interviewer have preformed (standardized) questions, but has the freedom to spontaneously pose unscheduled probes in response to the answers of the interviewee. Accordingly, in the study open-ended preformed questions were used with unscheduled probes to explore new themes or ideas.

Thus, in this study qualitative data were collected using semi-structured, one-on-one interview to investigate participants' perceptions of motives to offer online academic degree programs in-depth. The interview also consisted of demographic questions about position of the participant, number of the online academic degree programs, types of the online academic programs and their starting years in order to confirm the data previously handled for purposeful sampling during the HEC Group Meetings (N. Şimşek, Personal Communication, March 3-13, 2014)

All the interviews were started with a discussion of the purpose of study. The researcher explained participation was voluntary, and asked permission to record the interview and to take notes. Preformed open-ended questions were used to initiate a dialogue. Then, the dialogue was cued by spontaneous questions and unscheduled probes in a natural style to allow new themes to emerge, and to promote detailed responses (Creswell, 2012; Patton, 2003). The researcher verified relevant answers for

each topic by presenting his own interpretations to interviewee. Each aspect of interviewee's answers were handled carefully to clarify the meanings (Kvale, 1996).

Kvale (1996) suggests six separate quality criteria, which serve as a guideline for an ideal interview. Kvale regards the interview as a "row material" and underlines that interview should be well conducted seeing as it decides the quality of subsequent steps in later processes – analysis, verification and reporting (p. 144). The researcher conducted all the interviews according to the Kvale's following interview quality criteria.

> The extent of spontaneous, rich, specific, and relevant answers from the interviewee. The shorter the interviewer's questions and the longer the interviewer's answers, the better. The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers. The ideal interview is to a large extent interpreted throughout the interview. The interviewer attempts to verify his or her interpretations of the subject's answers in the course of the interview. The interview is 'self-communicating' – it is a story contained in itself that hardly requires much extra descriptions and explanations. (Kvale, 1996, p. 145)

The interviews were conducted in Turkish, were recorded using an audio recorder (14 participants) and where recording was not possible (2 participants), the researcher took notes. Each record and related notes were later transcribed and stored on a database for analysis on the same day as data collection.

Interviews ranged in length from 25 to 72 minutes and were completed face-to-face (3 participants), on the phone (4 participants) and through video call (9 participants). The distribution of the forms of communication with the participants were listed in the Table 3.2.

The average interview duration in minutes is 39.6. The longest interview was the first interview, which lasted 73 minutes (found in Table 3.2.), because it was conducted as a pilot study to test out the interview schedule. The distribution of the interview durations were reported in the Table 3.2.

Overall, the number of administrators contacted was 22 (46.8%). Out of them, 21 (44.6%) agreed to participate in an in-depth interview. Participants were reminded the day before each interview day as Cresswell (2012) suggested. Since the study aimed to explore the perception of motives for offering online academic degree programs from the administartors' point of view, it was determined that it was meaningful to search for DECs, which have at least an active online academic degree program and an eligible administrator. Accordingly, a DEC was decided to be excluded. In order to maximize the diversity relevant to the research question, maximal variation sampling was used as a purposeful sampling strategy (Creswell, 2012). Eventually, sixteen administrators (34%) participated in in-depth interviews, which were conducted in 2014 to collect data.

3.7. Data Analysis

Qualitative analysis methods were employed in order to extract themes from open-ended questions. Thematic analysis was applied to examine themes within data (Braun & Clarke, 2006). The researcher firstly transcribed each record and related notes, stored on a database application, read through the transcribed data, divided into parts (segments, concepts), assigned codes for each relevant text by searching and reading the whole data, reduced and merged the codes, and then found (extracted) themes and concepts by grouping related codes. (Creswell, 2012).

Checking coding consistency and revising codes were continued before applying the codes to all the data (Weber, 1990). To avoid bias and multiple interpretations of data, a peer evaluation was made by a subject expert over a secure web based interface, and for needed clarification of responses were assured by recontacting interviewees. Finally, all the findings were merged and revised with the suggestions of four subject field experts again. Creswell's (2012) data analysis steps were followed as summarized in Figure 3.3.

```
┌─────────────────────────────────────────────┐
│        Reading through the transcribed data        │
└─────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────┐
│       Dividing the data into parts (segments)      │
└─────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────┐
│         Assigning codes for each relevant text      │
└─────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────┐
│            Reducing, merging the codes             │
└─────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────┐
│           Extracting themes and concepts           │
└─────────────────────────────────────────────┘
```
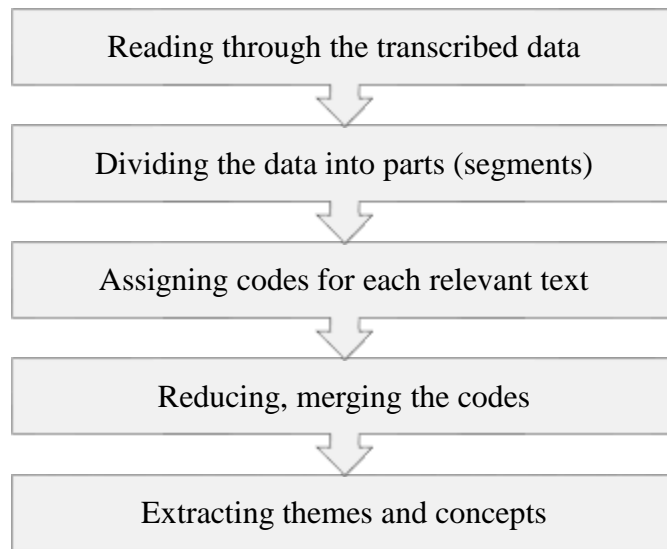
Figure 3.3. Data Analysis Steps (Creswell, 2012)

Creswell (2012) states, "the qualitative researcher analyzes the words to group them into larger meanings of understanding, such as codes, categories, or themes" (p. 19). Patton (2003) underlines that computer applications may help storing, coding and comparing data, but researchers do the analysis as "human beings" (p. 442). Thus, in order to facilitate analysis process, qualitative analysis techniques were employed such as coding, grouping relevant concepts, and extracting themes using a relational database management system (RDBMS) with the help of computer. The researcher developed a set of database tables and created relations (connection) between them to search in (query) data and report relevant themes with concepts as shown in Figure 3.4.
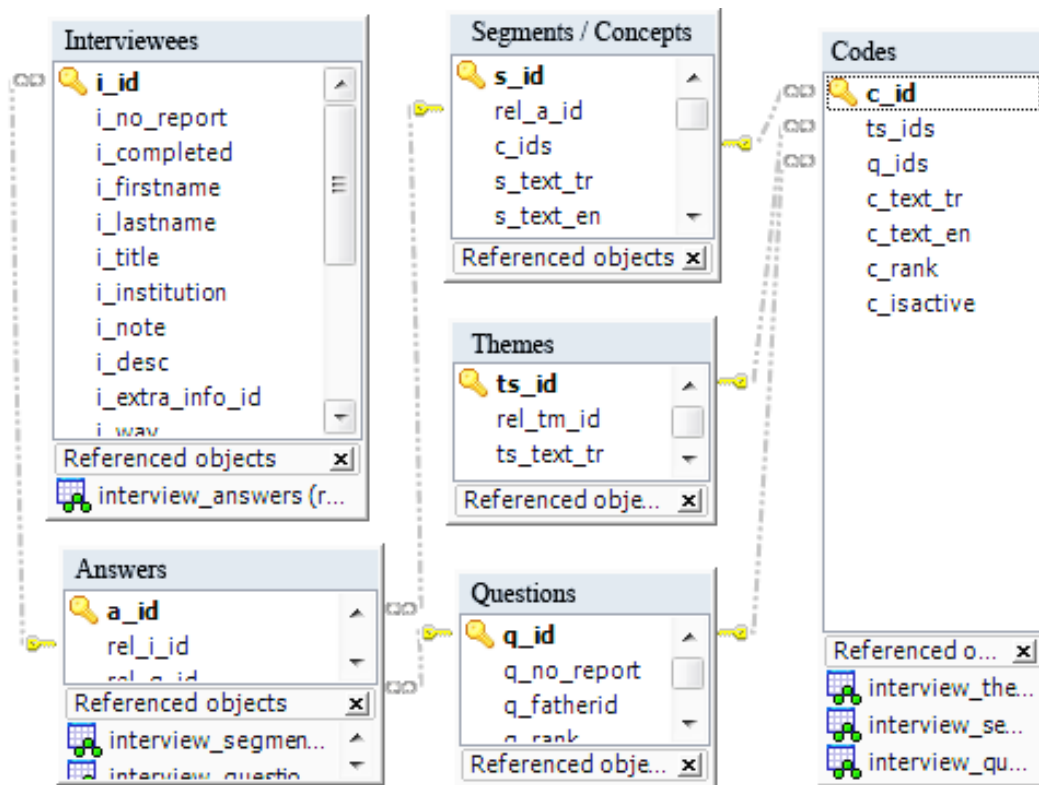
Figure 3.4. A Set of Relational Database Tables Used in the Data Analysis

Once the data was stored in database and relational tables were created, the researcher developed a web-based interface to read and edit text, create codes and make connection to the research questions. A web-based interface was specifically designed for the research problems of the study to generate and report findings through segmenting the data in RDBMS. The researcher organized each interview data into appropriate codes and themes by labeling each paragraph and dividing it into meaningful segments.

Throughout the analysis, the researcher extracted codes from text, and then all codes were revised according to the suggestions of two subject field experts for the consistency. The database table containing extracted codes is shown in Figure 3.5.

c_id	ts_ids	c_text_tr	c_text_en
16	9	Öğretim Elemanının Hazır Bulunuşluluğunu Değerlendirme	Utilizing the Readiness of Teaching Staff
18	9	Altyapının Hazır Bulunuşluluğunu Değerlendirme	Utilizing the Readiness of Infrastructure
62	9	İçeriğin Uygun Olması	Utilizing the Applicability of Content
14	8	Eğitime Destek	Support for Education
26	17	Öğrenme Ortamının Eksikliğini Giderme	Overcoming the Shortage of Classrooms and Teachers
66	4	Öğretim Elemanlarının İlgisi	Meeting the Interest of Teaching Staff
28	4	Üniversitenin Taleplerini Karşılama	Meeting the Demands of University
45	4	YÖK'ün Taleplerini Karşılama	Meeting the Demands of the HEC
13	4	Öğrencilerin Taleplerini Karşılama	Meeting the Demands of Students
48	8	Bölgenin İhtiyaçlarına Cevap Verme	Meeting the Demands of Region
52	4	Kurumların Taleplerini Karşılama	Meeting the Demands of Institutions
61	8	Teknolojiden Faydalanarak Eğitimde Kaliteyi Artırma	Improving the Quality of Education
10	1	İtibar, Saygınlık Kazanma ve Tanınır Olma	Gaining Prestige
67	18	Öğretim Elemanlarının Gelir Elde Etmesi ve Maddi Tatmini	Contribution to the Financial Satisfaction of Teaching S
25	18	Özel Bütçeye Gelir Sağlama	Contribution to Budget

Figure 3.5. The Database Table of Extracted Codes

After the pilot study was conducted, the researcher had a set of preliminary codes, but as the study continued, the codes were enhanced and increased in number and the themes, concepts also began to develop. After that, all the codes were merged to find similar codes as shown in Figure 3.5, which were used to form major concepts and themes.

The qualitative content analysis of each interview transcript was completed by having the themes and concepts with their frequencies. The following figure shows the database table of themes.

ts_id	rel_tm_id	ts_text_tr	ts_text_en
3	1	Öğretim Elemanlarının Tatmini	Teaching Staff Satisfaction
18	1	Kazanç	Revenue
9	1	Hazır Bulunuşluluk	Readiness
1	1	İtibar ve Tanınırlık	Prestige
17	1	İhtiyaçlar	Needs
8	1	Misyon	Mission
26	1	Öğretim Elemanlarının İlgisi	Interest of Teaching Staff
4	1	Talepler	Demands

Figure 3.6. The Database Table of Themes

The entire range of 135 relevant responses were presented using quotations from the responses. Themes and the concepts were investigated through not only the main question, but also unscheduled probed questions to certain answers. Comments and ideas from participants relevant to this study were also analyzed and reported.

The identities of the participants were kept confidential by assigning a unique code for each record. All the data were stored in a secure manner. All findings and quotes were reported anonymously to maintain confidentiality.

3.8. Researcher Effects

The researcher had 9 years of experience related to distance education, online academic degree programs, and the development of infrastructure for the programs in universities. He had both professional and personal collaboration with many of the administrators in the universities, who participate in distance education to offer online academic degree programs. In this study, the researcher's position and his prior experience have actively influenced the shaping of the research and interviews.

3.9. Assumptions

This study asked participants about their perceptions of the motives that contribute to initiating online academic degree programs. Therefore, the study assumed that the participants would explain the institutional motivational factors that influence offering the online academic degree programs, and the participants responded to the interview questions honestly and accurately. Additionally, this study assumed that the data were accurately collected, recorded and analyzed, and the instrument used in this study was trustworthy.

3.10. Limitations

There were the following limitations in this study.

- The participants of this study are limited to those administrators of universities, who were readily available and voluntarily agreed to participate, and were not necessarily representative of all universities.
- The validity of this study is limited to the reliability of the data, which accordingly relies on the instrument and the participants' honesty in their responses to the interview questions.

CHAPTER 4

FINDINGS

This chapter presents the results of the study. It starts with the introduction about participants and research questions. Then it reports qualitative data analysis with regard to administrators' conceptions of motives in offering online associate's degree programs, administrators' conceptions of motives in offering online master's degree programs, administrators' conceptions of motives in offering online bachelor's degree completion programs, administrators' conceptions of motives in offering online bachelor's degree programs, additional responses of the participants, and the summary of the responses.

4.1. Introduction

A structured interview schedule was used to collect data during the one-to-one interviews. The study was conducted in 16 universities. In total 16 participants were involved from each of the DEC. Of these 50% (n=8) were directors, 43.75% (n=7) were assistant directors, and a participant (6.25%) was coordinator of DEC. From the study, it was found that in total 140 online academic programs were being offered by the DECs. There were 81 (57.9%) Online Master's Degree Programs, 40 (28.6%) Online Associate's Degree Programs, 11 (7.9%) Online Bachelor's Degree Programs and 8 (5.7%) Online Bachelor's Degree Completion Programs as previously presented.

This chapter reflects the research data collected from the structured interviews. This study was guided by the following four research questions to seek administrators' conception of motives behind offering online academic programs.

1. What are the administrators' perception of motives to offer Online Associate's Degree Programs?

2. What are the administrators' perception of motives to offer Online Master's Degree Programs?

3. What are the administrators' perception of motives to offer Online Bachelor's Degree Completion Programs?

4. What are the administrators' perception of motives to offer Online Bachelor's Degree Programs?

Additionally, some participants shared ideas that were independent of the interview questions. These were categorized as additional responses.

The entire range of 135 relevant responses were presented using quotations from the responses. Themes and the concepts were investigated through not only the main question, but also follow-up questions to certain answers.

4.2. Administrators' Conceptions of Motives in Offering Online Associate's Degree Programs

To understand the conceptions of motives for offering Online Associate's Degree Programs, participants were asked the interview question; "What are your motives to offer Online Associate's Degree Programs?" as seen in Appendix A. An in-depth analysis of transcribed interviews identified six themes; "Demands" (13 participants), "Readiness" (9 participants), "Revenue" (6 participants), "Mission" (5 participants), "Prestige" (3 participants) and "Needs" (2 participants) as the characteristics of administrators' conceptions of motives for Offering Online Associate's Degree Programs. Twelve key concepts were extracted through the categorization of the responses. The themes and the concepts listed in Table 4.1 with frequencies.

Table 4.1. Administrators' Conceptions and Frequencies about the Motives of Offering Online Associate's Degree Programs Characteristics

Themes	F	Concepts	F
Demands	13	Meeting the Demands of Prospective Students	8
		Meeting the Interest of Teaching Staff	6
		Meeting the Demands of the HEC	1
Readiness	9	Utilizing the Readiness of Teaching Staff	5
		Utilizing the Applicability of Content	3
		Utilizing the Readiness of Infrastructure	3
Mission	6	Support for Education	5
		Meeting the Demands of Region	2
Revenue	5	Contribution to the Financial Satisfaction of Teaching Staff	4
		Contribution to Budget	3
Prestige	3	Gaining Prestige	3
Needs	2	Overcoming the Shortage of Classrooms and Teachers	2

Note. Some participants have more than one concept and represented more than one theme, so the sum of frequencies is greater than the number of participants. There were totally 14 respondents to the question "What are your motives to offer Online Associate's Degree Programs?"

Demands

According to most of the participants (13), "demands" are the motive power to start to offer Online Associate's Degree Programs. Within the theme "Demands", three concepts emerged out of 15 statements: Meeting the Demands of Prospective Students (8 statements), Meeting the Interest of Teaching Staff (6 statements) and Meeting the Demands of the HEC (1 statement) as seen in Table 4.1.

Meeting the Demands of Prospective Students

Most of the participants (8) stated that they offered programs according to prospective students' demand. An interviewee said, "We wanted to offer programs that students requested. We continued to offer programs that remained in demand." [1] Similarly, another interviewee said that they also decided by looking at previous programs and their occupancy rates. For them the number of students was a criterion when deciding on a program. [2] Additionally, another interviewee responded, "In the past many

students could not get into university. By offering these programs we wanted to help avoid the build-up of students linked to this and thereby meet demands." [3]

Some participants directly stated that demand motives to offer Online Associate's Degree Programs. For example, an interviewee stated, "To be honest when opening a program the first reason to 'what motivates you' is demand. This is because preparation must be made. To obtain the materials substantial effort is given by the teaching staff. There is no point in working on a program that is not going to be requested." [4] Another interviewee stated not only his perceptions, but also the perceptions of students from his own perspectives. He said, "In associate degree programs, gaining access to four year programs motivates students to complete the two year program. In line with demand this is the reason why such programs are being offered." [5]

An interviewee underlined their own reasons for offering Online Associate's Degree Programs. "...the reasons for these programs being offered is demand", he noted. [6]

Two of the participants emphasized that prospective students' demands were important to decide to offer Online Associate's Degree Programs. For example, an interviewee stated, "Interest is important. It is possible for us to open new programs according to student demands and interests…" [7] Similarly, another interviewee said as follows: "We offer this program in accordance with current demand…" [8]

Meeting the Interest of Teaching Staff

Some of the participants (6) stated that teachers' interest and demand played a role to offer Online Associate's Degree Programs. For example, an interviewee said as follows: "Our University was very eager for the Associate's Degree program. It was opened for that reason. We opened it on request of the teachers…" [9] Another interviewee said, "The interest of our teachers play a big role in our program recommendations. This way the work carried out is more professional and disciplinary. In a sense, we are providing for their professional satisfaction." [10] Similarly, another interviewee stated that when deciding to open programs, finding adequate teachers who were interested in them was an important factor that influences the process. [11]

Some interviewees additionally emphasized that teachers' expectation, motivation and interest had an effect on offering Online Associate's Degree Programs. For example, an interviewee stated, "We open programs at the discretion of the teachers. Their prior expectation is that the quality of education does not fall. They also have requests for quality control of the system and for improving the course content. They say that if these conditions are met, they will support us in opening the programs." [12] Another interviewee responded that motivation and willingness of teachers was important for them. After they established the center, they talked to the teachers for about a year. They did examples of courses and experiments with them. It was an "important factor" for opening these programs, as the teachers were able to see that it was possible to give lessons by this way. [13] Moreover, An interviewee stated, "Since the opinion of the teachers are important, we wrote to all departments and units. We had a few meetings at first. We made presentations about distance education. Then we made third and fourth meetings with departments who said they were willing and who specified that they would give support. The teachers in the Computer Programming Department were especially willing in Associates' Degree level." [14]

Meeting the Demands of the HEC

An interviewee explicitly stated that the associate's degree programs given via distance education was "a project by the HEC". He said, "They embraces this as a philosophical structure. Associate's Degree Programs opened at our university for this reason. The continuation of this program was later transferred to the DECs. We separated these programs from the DEC by combining them under the JTC." [15]

According to the responses, meeting the demands of students, meeting the interest of teaching staff, meeting the demands of the HEC were motive factors that drove DECs to offer Online Associate's Degree Programs.

Readiness

The research analysis showed that "Readiness" was another factor, in that 9 participants reported Readiness of Teaching Staff (5 statements), Applicability of

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Content (3 statements) and Readiness of Infrastructure (3 statements) play a role as motive to offer Online Associate's Degree Programs as seen in Table 4.1.

Utilizing the Readiness of Teaching Staff

Some of the participants (5) stated that they utilized the readiness of teaching staff. They underlined that existing experienced staff was a reason to offer Online Associate's Degree Programs. For example, an interviewee responded that his university was a well-established university with experienced staff. "This was an important reason…", he said. [16] Another interviewee responded, "Before offering these distance education programs we gave thought to which programs were appropriate to us. The programs were offered because we had the necessary trained teaching staff... This is the reason for the diversity of Associate's Degree Programs." [17] Similarly, another interviewee stated that existing expert instructors was one reason why these programs were being offered at his university… He added that the people establishing the distance education center tended to come from the computer education field. Consequently, they opened their own programs first since they had existing staff. [18] Additionally, an interviewee underlined that the Associate's Degree Programs that they opened were already a program in formal education, so the teaching staff and content were ready available. [19] Likewise, another interviewee said, "The teaching staff for Associate's Degree Programs were already present. Having experienced staff available has been effective. Our staff knew the technology, had ready material and were currently giving classes in related subjects within the vocational school body." [20]

Utilizing the Readiness of Infrastructure

According to several participants (3) readiness of infrastructure was a motive factor to offer Online Associate's Degree Programs. An interviewee stated, "Existing groundwork is an important reason to offer these online programs." [21] Another interviewee responded, "The content that we used for online Associate's Degree Program were ready available. That's why we decided to offer these programs…" [22] Moreover, an interviewee said, "When thinking about various programs, having the

hardware infrastructure present is encouraging for us. Forming this infrastructure was a forceful process for us. When a program is opened, an existing learning management system (LMS) and technical support are very important factors. We established this infrastructure as a result of hard work and effort. Hence, we do not worry when opening new programs." [23]

Utilizing the Applicability of Content

Applicability of Content was another factor according to some participants. For example, an interviewee stated, "The best suitable programs that can be given by distance education are technical subjects such as computer programming. We opened this program (Computer Programming) for this reason." [24] Similarly another interviewee said that it was impressive that the content of the programs were suitable for distance education and those assessments could be done through testing." [25] Additionally, an interviewee said, "The structure of the course content is also suitable for distance education. This is important ...that is, it is easier for us to offer this content via distance education." [26]

Mission

According to the perceptions of 6 participants, university's mission and core values play a role in the development of Online Associate's Degree Programs. The participants stated that "mission" serves as a motive to offer Online Associate's Degree Programs. Within the theme "Mission", two concepts emerged out of 7 statements: Support for Education (5 statements) and Meeting the Demands of Region (2 statements) as seen in Table 4.1.

Support for Education

Some of the participants expressed that they offered Online Associate's Degree Programs to provide support for education as their institutional mission. For example an interviewee said, "Those who have completed high school, are in work and do not have the chance to enter formal education demand these programs to complete their education. Our mission is to support their education by offering Online Associate's

Degree Programs." [27] Another interviewee responded as follows: "Distance education is spreading rapidly around the world. As a university, we want to sustain our mission within this environment. By continuously developing ourselves, we want to spread this education and become even better in order to be more helpful in education. By offering new programs we aim to be the pioneer." [28] Likewise, another interviewee responded as follows: "These programs are offered considering that they would be beneficial for society in terms of educational support."

Additionally, some of participants underlined the university's policy and "lifelong learning". [29] For example, an interviewee said, "We want to provide students in need with the opportunity of distance education. In accordance with our university policy we support lifelong learning." [30] Another interviewee stated as follows: "Around the world studies are being carried out on lifelong learning. Especially in India, America and Europe… There are many universities in other countries that only provide distance education. It is accepted that distance education is the future learning form. We want to support our education system in our country. Our mission includes increasing the quality of education with distance education." [31]

Meeting the Demands of Region

According to some of the participants, their motive for offering Online Associate's Degree Programs was determined by the demands of region. For example, an interviewee responded, "We want to open programs for the needs of our region. We are working in line with programs suggested by the HEC. Firstly, we open the programs for employment. Programs that are preferred by students are mores employment intended anyway." [32] Similarly, another interviewee answered, "Industries that are prominent and in a more general term departments related to activity areas which give immensity to the region stand out the most. Since the university is affected by its regional position, this situation is reflected in distance education. We also take this situation into consideration when applying for the programs." [33]

According to the responses, support for education, meeting the demands of region were motive factors that drove DECs to offer Online Associate's Degree Programs.

Revenue

Some of the participants (5) said that revenue was a motive to offer Online Associate's Degree Programs. The theme "Revenue" was divided into two concepts out of 7 statements: Contribution to the Financial Satisfaction of Teaching Staff (4 statements) and Contribution to Budget (3 statements) as seen in Table 4.1.

Contribution to the Financial Satisfaction of Teaching Staff

Some of the participants underlined the motivation and the effect of financial satisfaction of teaching stuff on offering Online Associate's Degree Programs. An interviewee said that these people (teaching staff) were "labor" and they had to be paid. He added, "There will be an income for them, and this provides motivation to open new programs." [34] Another interviewee said, "By seeing the popular and working examples, teachers tended to open their own programs to gain more income. For example, the teachers of the Computer Programming Department have gone on to open their own programs. The teachers opened existing associate's degree programs in the distance education department. So the main goal in the opening of our degree programs are the economic returns." [35] An interviewee underlined that despite the "course load", financial satisfaction of teaching staff drove DECs to offer these programs. He said, "I think with distance education the course load of the teacher doubles. But despite this, the additional tuition fee they are earning motivates them to open these programs. When the number of students in the programs is reduced, teachers also experiencing some difficulty. They're not entered into additional courses as they would like. Accordingly, the programs' teachers are assigned to other courses and are sometimes deprived of some personal rights. In all these cases we are forced to close programs." [36] Similarly, another interviewee replied as follows: "With the establishment of the center these programs (associate's degree programs) were opened after the degree completion programs. The reason for opening these associate degree programs was to give teachers financial saturation." [37]

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Contribution to Budget

An interviewee stated, "We can say that with these programs universities gain revenue….frankly speaking at the time when Associate's Degree Programs were first opened the financial dimension of distance education programs was more appealing when compared to it today." [38] Another interviewee responded, "On the one hand these programs create financial contribution. There are several advantages to opening a program. One of these is the financial return it brings to the university. Of course, we think about such aspects when opening a program. The university senate gives an opinion in this direction." [39] Similarly, another interviewee confirmed that they had currently opened associate's degree programs in many different areas, and these associate's degree programs gave an additional budget to the university." [40]

According to the responses, contribution to the financial satisfaction of teaching staff and contribution to budget were motive factors that drove DECs to offer Online Associate's Degree Programs.

Prestige

According to three of the participants, "prestige" was a motive to start to offer Online Associate's Degree Programs. The emerged concept "Gaining prestige" was expressed through three statements as seen in Table 4.1.

Gaining Prestige

An interviewee said that in order to offer more programs, the DEC was in the need of popular programs. He believed that popular programs would help attract students to other programs and would be useful for our recognition. [41] "There is no doubt that thanks to these programs our university has gained prestige and its reputation is on the rise. This is why we are offering these programs. I believe that the university's distance education programs have boosted its reputation amongst other universities. This is a very important issue for us...", an interviewee said. [42]

Some participants regarded offering Online Associate's Degree Programs as an "advertisement" to promote university. For example, an interviewee responded as follows: "...such work (the opening of associate's degree programs) is being done to promote our university. The distance education center and these programs (associate's degree programs) add significant prestige to the university." [43] Additionally, another interview stated, "The main reason for offering distance education center programs is advertisement. We give importance to recognition." [44]

According to the responses, gaining prestige was a motive factor that drove DECs to offer Online Associate's Degree Programs.

Needs

Two of the participants underlined that "needs" was a motive to start to offer Online Associate's Degree Programs. As can be seen in Table 4.1., the concept "Overcoming the Shortage of Classrooms and Teachers" emerged out of 2 statements.

Overcoming the Shortage of Classrooms and Teachers

An interviewee said as follows: "We aimed to construct an economic structure that students could access from their homes, dormitories and any other location and with which we did not have to separately pay for electricity, water and classrooms. With the help of the distance education center and the programs opened, we prevented the need for classrooms which is a common problem encountered each term." [45] Another interviewee noted, "Through these programs accommodation costs have been eliminated." [46]

According to the interviewees' responses, "Demands" (13 participants), "Readiness" (9 participants), "Revenue" (6 participants), "Mission" (5 participants), "Prestige" (3 participants) and "Needs" (2 participants) were regarded as the characteristics of administrators' conceptions of motives for Offering Online Associate's Degree Programs. Administrators thought that Online Associate's Degree Programs were offered to meet the prospective demands of students, the interest of teaching staff and the demands of the HEC; to utilize the readiness of teaching staff, the applicability of

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content and the readiness of infrastructure; to support for education and to meet the demands of region; to contribute to the financial satisfaction of teaching staff and to the budget of university; to gain prestige; and to overcome the shortage of classrooms and teachers as can be seen Table 4.1.

4.3. Administrators' Conceptions of Motives in Offering Online Master's Degree Programs

Participants were asked the interview question; "What are your motives to offer Online Master's Degree Programs?" as seen in Appendix A. An in-depth analysis of transcribed interviews identified six themes; "Demands" (14 participants), "Revenue" (8 participants), "Readiness" (7 participants), "Mission" (6 participants), "Prestige" (5 participants), "Needs" (3 participants) as the characteristics of their conceptions of motives for Offering Online Master's Degree Programs. Thirteen key concepts were extracted through the categorization of the responses. The themes and the concepts listed in Table 4.2 with frequencies.

Table 4.2. Administrators' Conceptions and Frequencies about the Motives of Offering Online Master's Degree Programs Characteristics

Themes	F	Concepts	F
Demands	14	Meeting the Demands of Prospective Students	10
		Meeting the Interest of Teaching Staff	8
		Meeting the Demands of Institutions	2
		Meeting the Demands of University	1
Revenue	8	Contribution to Budget	7
		Contribution to the Financial Satisfaction of Teaching Staff	3
Mission	7	Support for Education	6
		Improving the Quality of Education	3
Readiness	6	Utilizing the Readiness of Infrastructure	3
		Utilizing the Readiness of Teaching Staff	3
		Utilizing the Applicability of Content	3
Prestige	5	Gaining Prestige	5
Needs	3	Overcoming the Shortage of Classrooms	3

Note. Some participants have more than one concept and represented more than one theme, so the sum of frequencies is greater than the number of participants. There were totally 15 respondents to the question "What are your motives to offer Online Master's Degree Programs?"

Demands

The majority of the participants (14) said that they started to offer Online Master's Degree Programs because of "demands". The analysis showed that "Demands" emerged from four concepts out of 21 statements: Meeting the Demands of Prospective Students (10 statements), Meeting the Interest of Teaching Staff (8 statements), Meeting the Demands of Institutions (2 statements) and Meeting the Demands of University (1 statement) as seen in Table 4.2.

Meeting the Demands of Prospective Students

Most of the participants (10) stated that they offered Online Master's Degree Programs according to prospective students' demand. For example, an interview expressed a reason as follows: "According to the demands of the students we are trying to open programs that they need. There is no point in opening programs and providing the groundwork if they are not going to be preferred by the students. Recently a program proposed by one of our departments was declined fearing that it would not be demanded." [47] Another interviewee expressed his priority as follows: "Choosing whether to open a program is linked to the issue of supply and demand. On our website, there is a request form. There could be the need for a program that we never imagined (that did not come to mind) or thought of. For example, sometimes groups of students send us emails or petitions telling us which programs they would like. A significant level of requests reach us in this way. Our priority is student demand." [48] Similarly, another interviewee responded, "...student demand played an important role in in the opening of these programs…we want to open a business program because we know that in recent times the demand for such programs have risen." [49]

An interviewee stated that they offered to fulfill requests. He said, "To fulfill program requests by our students we offer masters programs within the distance education center structure." [50] Another interviewee noted, "We offer master programs to address specific demands in related fields." [51]

Some participants explicitly expressed that prospective students' demands drove DECs to offer Online Master's Degree Programs. For example, an interviewee said,

"We receive requests. Surveys regarding potential programs are of significant help. The interest students show in the distance education programs lead to new programs being offered." [52] Another interviewee responded as follows: "Master programs are programs offered as a result of the assessments that are made according to demand…those who check our distance education center website or are recommended by a friend call us. They collect information about the programs or inform us on which programs they would like to see. Such requests are taken into consideration when preparing the programs." [53] Similarly, another interviewee said, "All of this is of course associated to student demand. That is, the opening of a program is not due to just one factor. Requests that we receive effect this." [54]

An interviewee underlined also the perceptions of students from his own perspective. He said, "People can now complete these programs from their homes or offices. As a result of this worldwide trend, we can observe that these programs are being offered in line with increasing student demand." [55] Similarly, another interviewee responded that student interest was especially high in non-thesis graduate programs. "In fact, we are considering opening a second department. Our decision will be based on forthcoming applications." he added. [56]

Meeting the Interest of Teaching Staff

According to some of the participants (8), teachers' interest in programs was a motive factor to offer Online Master's Degree Programs. An interviewee responded, "One of the most important determinants for opening programs is the interest of teachers to take part in the program. Through these programs, the teachers improve and update themselves ... The teachers find it helpful to improve themselves. Here we see that they use the techniques they learned in formal education. In this way, they can obtain an environment in which they perform their profession according to technological developments. Depending on this satisfaction, the university gains motivation and mobility. The interest showed by the teachers in the classes may have caused more students to choose us. The feedback we received from students supports this inference. We also get e-mails from students praising their interest..." [57] Another interviewee replied as follows: "First of all Master programs are an issue that all academics are

enthusiastic about. This is because master degree study means academic study. This motivates teachers. We already plan to strengthen the academic staff of the university in this way." [58]

Some of the participants emphasized that the demands came at a time when teaching staff had interest in programs. For example, an interviewee said, "Requests to open an Online Master's Degree program can come from departments and teachers. We open these programs according to the interest of teachers." [59] Another interviewee said, "The interest of our teachers is very important. Their interest is manifested by the opening of new programs. Some teachers were especially willing to work at the master's degree. Some of the programs opened as a result of this situation. The non-thesis business Master's program is one of them." [60] Similarly, another interviewee responded, "When we introduced distance education to the departments, our teaching staff became interested in the idea. Some of the teachers began to say 'let's open programs too'. These master programs were somewhat formed in this way. We started offering the programs as a result." [61]

Some participants explicitly expressed that teachers' demands play a role in offering Online Master's Degree Programs. For example, an interviewee said, "The departments and teachers at the university want to open distance education programs. We're trying to respond to these requests." [62] Another interviewee stated as follows: "Recently we opened a master's degree program by cultivating the ideas from our teachers. Without the interest of the teachers, this distance education system cannot work, that is, a top-down model will not work." [63] Similarly, another interviewee responded, "The main reason for us to open the master's degree distance education program was due to the demand made by the teachers in the CEIT Department. Their proposal was made directly to the management board." [64]

Meeting the Demands of Institutions

Some participants stated that Online Master's Degree Programs were offered to meet other institutions' demands. An interviewee said, "Requests come to us from some institutions directly wanting us to open a distance education program. We prepare the

content and course program in line with their expectations. For example, we have had works like that in the area of health and informatics." [65] Another interviewee responded similarly, "Our master's degree program was offered due to the strong demand from the industry. The program was welcomed and has been helpful to many people who care unable to not attend a master program because they have to work." [66]

Meeting the Demands of University

An interviewee underlined the demands of university, and said, "Generally speaking the university administration decided to open the degree completion programs. So we have begun to offer degree completion programs. Our first program was opened in this way." [67]

According to the responses, meeting the demands of prospective students, meeting the interest of teaching staff, meeting the demands of university were motive factors that drove DECs to offer Online Master's Degree Programs.

Revenue

According to 8 participants, Online Master's Degree Programs were undertaken for the prospect of "revenue". As can be seen in Table 4.2., the theme "Revenue" divided into 2 concepts: Contribution to Budget (7 statements) and Contribution to the Financial Satisfaction of Teaching Staff (3 statements).

Contribution to Budget

Some of the participants emphasized the importance of "financial return" of Online Master's Degree Programs. An interviewee stated as follows: "With the opening of new universities, there is a fall in the number of students per university and connected to this a decline in revenue. Today many universities have opened distance education centers and each year new programs are being offered. Without doubt, there are other universities that offer similar programs to us meaning that we are in competition with

them. In fact, in order to survive, maintain economic balance and make money many universities follow this path; that is reaching more students. Currently we have a modest number of students taking part in distance education at our center but are working to increase the number of available programs." [68] Another interviewee noted as follows, "For the center to work and for the system to operate successfully it must find students and be self-sustaining…this is the first reality… The programs are ultimately achieved with effort (with a source). After that (once we overcome the force) we want to move towards realize our ideals." [70] Similarly, an interviewee said, "In comparison to other programs, master programs especially generate more revenue for the university. For example, opening the business program was a good idea because business is a program preferred by everyone. It is preferred mainly by workers and civil servants (for promotion). Consequently, it is always a marketable program so to speak...It has many 'customers'." [71]

Moreover, an interviewee said as follows: "Programs already offered and those that will be opened without a doubt contribute to the university budget. However, this contribution occurs when an adequate number of students is reached as that is when existing programs can be sustained and new ones can be planned." [72]

An interview gave an example to show that university benefitted financially from the programs. He said, "Distance education programs generate a serious amount of income for the university. This income provides us with an important opportunity in terms of developing the groundwork for the distance education center. This is because we determine the prices of the master programs. This way the teaching staff, students and the university benefit financially from the programs." [73] Similarly, another interviewee reported as follows, "These programs (master programs) were opened thinking that they would also be beneficial financially. When programs are opened in our university, the main issue considered is the profitability of the program. Ultimately we would like to open departments that we can do business in." [74]

Contribution to the Financial Satisfaction of Teaching Staff

Some of the participants mentioned the effect of financial satisfaction of teaching stuff on offering Online Master's Degree Programs. An interviewee reported, "Teachers get additional course fees according to determined number of students and number of students attend to course. This factor increases the interest of the teaching staff. Eventually it is not possible for us to open a program the teachers will not interested in." [75] Another interviewee confirmed that offering Online Master's Degree Programs extra fee for additional hours contributed to the teachers' budget. [76]

Another interviewee explained that convincing the teaching staff was important in terms of opening a new program. He said, "We inform them on the programs. In some cases, in order to provide motivation we inform them about the process and income that will receive. The main purpose of teachers being involved in this work is their earnings. Normally the fees that they receive can take a certain extent, but through these programs, extra benefits are achieved. They consider this situation the most (with respect to professional satisfaction). Through distance education programs teachers receive an extra source of income." [77]

According to the responses, contribution to budget, contribution to the financial satisfaction of teaching staff were motive factors for offering Online Master's Degree Programs.

Mission

Almost half of the participants (7) underlined that mission of Institution play a role to offer Online Master's Degree Programs. Within the theme "Mission", two concepts emerged out of 9 statements: Support for Education (6 statements) and Improving the Quality of Education (3 statements) as seen in Table 4.2.

Support for Education

Some of the participants expressed that they offered Online Master's Degree Programs to provide people lifelong learning. For example, an interviewee said as follows: "We want to support lifelong learning. Since majority of the students who

apply for the programs we offer are working we are thereby supporting their lifelong learning. We offer graduate programs with the aim of supporting in particular teachers who after having completed their university education can improve in their profession and continue with their lifelong learning. " [78] Another interviewee said as follows: "We want to reach those who are unable to continue with their education. We provide them with the opportunity to continue their education. For these people distance education is highly attractive. Since they work in the day they do not have opportunities for formal education." [79] Similarly, another interviewee responded, "We want people to continue with their education without getting in the way of their working lives. We give them the opportunity to complete the program by coming to the finals two periods a year. This way we are able to reach all the students." [80]

Some participants stated that it was the mission to support education. For example, an interviewee responded, "We aim to support education in society while meeting the educational needs of these programs." [81] Another interviewee said, "We can see that if we are limited to associate's degrees we cannot fulfil our mission for lifelong learning. We believe that we need to offer programs for mature students who want to work and study at the same time." [82] Interviewee 2 replied, "Ideally, as a center we want to offer programs that solely focus on people gaining something from lifelong education. Our mission is in this direction." [83]

Improving the Quality of Education

Interviewee 10 replied as follows: "We regard distance education as the future of education. Opening distance education programs serves to carry out the mission of our university …" [84] Interviewee 2 said, "Firstly, there is a trend and we wanted not to get behind of this trend. This technology is spreading in education. We want to move into this area and want to improve the quality... We also see distance the education center as a means of transparency for the university. For example, we do not know how and how much a teacher give his/her lesson in formal education. But now in the distance education program, our teachers themselves pay attention to this situation; since the course will be recorded, they get better prepared and planned for the students. In this way, we want to let everyone see what is being done. Our

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managers can see the increase in the quality of education." [85] Interviewee 8 said, "It allows our university staff and students to gain a lifelong learning philosophy. It teaches people to learn distance-learning technologies, and to improve themselves. It does not have a financial value. I see it as an incredible contribution. The university cares about all these aspects and thus is expanding its vision. We already have met many of the activities determined to reach the university's mission in this way." [86]

According to the responses, support for education and improving the quality of education were motive factors for offering Online Master's Degree Programs.

Readiness

Some of the participants (6) regarded educational readiness as motive of offering Online Master's Degree Programs. "Readiness" was composed of the concepts "Utilizing the Readiness of Infrastructure" (3 statements), Utilizing the Readiness of Teaching Staff (3 statements) and Utilizing the Applicability of Content (3 statements) as seen in Table 4.2.

Utilizing the Applicability of Content

An interviewee underlined the importance of applicability of content and said as follows: "Not every course can be opened in distance education. It is impossible in terms of both legislation and because some skills in some fields cannot be given in distance education. For example, by new legislation, the HEC does not allow to open teaching programs at undergraduate level." [87] Another interviewee said, "Because programs like MBA are suitable for distance education in terms of content, all universities want to open these programs." Another interviewee expressed that, "When opening the master's degree program we look for the following: Is the content appropriate for distance education? For example, we can give a history course. Verbal or social areas are like that." [89]

Utilizing the Readiness of Teaching Staff

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Exists teaching staff was another motive to offer Online Master's Degree Programs according to some of the participants. For example, an interviewee said, "If there exists teaching staff, who are most readily available for some subjects. We offer these programs accordingly..." [90] Another interviewee responded, "We thought about providing the same program in this field that we are already working in with distance education using the same expert, experienced teaching staff and content." [91] Similarly, another interviewee stated, "We offer programs according to the field we are strong in. As a formal education, we offer programs in subjects that have the highest teaching staff potential or in situations where we want to share important experiences within that field…. Having competent staff present is a factor when offering programs. We are a well established university experienced in many areas." [92]

Utilizing the Readiness of Infrastructure

Some of the participants noted that existing hardware, software and content play a role in deciding programs. An interviewee noted, "Existing software, hardware and content structure determines which programs we will open." [93] Another interviewee responded, "Programs with already prepared contents are easier to open. Teaching staff do not want to take part in a program if its content is not ready. In other words, there must be a factor persuading teachers to open a new program and to take part in it. We already had a distance education infrastructure that we have been using for many years. With this existing infrastructure we have also supported many formal education programs. Having matured over time we decided to evaluate this software and hardware infrastructure." [94]

An interviewee gave an inclusive answer, "We thought about providing the same program in this field that we are already working in with distance education using the same experienced teaching staff, content and infrastructure." [95]

According to the responses, utilizing the readiness of infrastructure, utilizing the readiness of teaching staff, utilizing the applicability of content were motive factors for offering Online Master's Degree Programs.

Prestige

The research analysis showed that "prestige" was a motive to offer Online Master's Degree Programs, according to less than half of the participants (5) as can be seen in Table 4.2.

Gaining Prestige

An interviewee stated that they wanted to address the needs of students and gave them access to distance education programs so as long as programs contributed to prestige of university and consisted of aspects that did not shadow the current quality of their formal education. [96] Another interview explained how these programs contributed popularity. He said "Today the distance education center is the university's most popular institution. Along with being popular, it is an institution that generates work. With the team synergy we have created, we produce our own content and services. In fact, we provide these contents to other universities together with the groundwork if they want it. Today, if a topic related to distance education is to be discussed on a national basis our university is most certainly present." [97] Another interviewee noted, "Offering distance learning programs bring prestige to the university." [98]

An interviewee explicitly stated that by offering online master's degree programs, they wanted to take a place in the national arena and be recognized more in this increasing competitive environment. [99] Similarly, another interviewee said, "We want to be popular. In this sense we are in competition with other universities. To achieve this we aim to offer programs that are requested the most by the market." [100]

Needs

Three of the participants reported that "Needs" drove DECs to offer Online Master's Degree Programs. All the statemets (3) focused on the concept: Overcoming the Shortage of Classrooms and Teachers as seen in Table 4.2.

Overcoming the Shortage of Classrooms

An interviewee said, "We are shifting the courses we offer in formal education to distance education. Otherwise, the classrooms here (at university) would have not been enough. With this kind of economic structure were also providing a financial contribution to the university." [101] Similarly, another interviewee responded, "Opening these (university's campus classrooms) classrooms and providing the infrastructure for this environment is burden to the university. We think we have eliminated this this burden with the opening of distance education programs. If some our programs had not been given in distance education, there would be no classrooms provided in the faculties." [102] Moreover, an interviewee mentioned that the Online Master's Degree Programs solved a classroom problem. He stated as follows: "There was a very serious classroom problem at our university. However, due to these programs classrooms have become free. This situation has relieved faculties." [103]

Based on the interviewees' responses, "Demands" (14 participants), "Revenue" (8 participants), "Readiness" (7 participants), "Mission" (6 participants), "Prestige" (5 participants), "Needs" (3 participants) were underlined as the characteristics of administrators' conceptions of motives for Offering Online Master's Degree Programs. Administrators thought that Online Master's Degree Programs were offered to meet the demands of prospective students, the interest of teaching staff, the demands of institutions and the demands of university; to contribute to budget and the financial satisfaction of teaching staff; to support for education; to improve the quality of education; to utilize the readiness of infrastructure, teaching staff and the applicability of content; to gain prestige; and to overcome the shortage of classrooms as can be seen Table 4.2.

4.4. Administrators' Conceptions of Motives in Offering Online Bachelor's Degree Completion Programs

Participants were asked the question; "What are your motives to offer Online Bachelor's Degree Completion Programs?" as seen in Appendix A. After the analysis of transcribed interviews, six themes identified; "Demands" (7 participants), "Revenue" (5 participants) and "Mission" (3 participants) as the characteristics of their

conceptions of motives for Offering Online Bachelor's Degree Completion Programs. Six key concepts were extracted through the categorization of the responses. The themes and the concepts listed in Table 4.3 with frequencies.

Table 4.3. Administrators' Conceptions and Frequencies about the Motives of Offering Online Bachelor's Degree Completion Programs Characteristics

Themes	F	Concepts	F
Demands	7	Meeting the Demands of Prospective Students	5
		Meeting the Demands of University	4
Revenue	5	Contribution to Budget	3
		Contribution to the Financial Satisfaction of Teaching Staff	2
Mission	3	Support for Education	2
		Meeting the Demands of Region	1

Note. Some participants have more than one concept and represented more than one theme, so the sum of frequencies is greater than the number of respondents. There were totally 10 respondents to the question "What are your motives to offer Online Bachelor's Degree Completion Programs?"

Demands

Some of the participants (7) stated that "demands" played a role to offer Online Bachelor's Degree Completion Programs. Within the theme "Demands", three concepts emerged out of nine statements: Meeting the Demands of Students (5 statements) and Meeting the Demands of University (4 statements) as seen in Table 4.3.

Meeting the Demands of Prospective Students

An interviewee said, "Many people with associate's degree diplomas apply for bachelor's degree completion programs with the expectation of improved personal rights. In particular, employees in state institutions have such expectations and demands. We meet this demand... We can say that those who have an associate's degree diploma and are already in a job expect an improvement in their personal rights after gaining a bachelor's degree diploma. For example, there are currently many religious officials interested in the theology program. I believe that many religious officials have completed their associate's degree through open university. They would have

graduated from the open university theology program meaning they have only completed two years of higher education. With Theology degree completion program (İLİTAM) they want to complete their education. These people are in work and their number is high." [104] Another interviewee said as follows: "These programs are opened according to demand which is determined as a result of assessments made by the university" [105]

Some of the participants reported prospective students' demands for programs could be regarded as their reason to offer Online Bachelor's Degree Completion Programs. They emphasized the effect of the needs and expectations of prospective students on the demands. For example, an interviewee said as follows: "Since the target group is made up of mainly working individuals I believe it effects the opening of Bachelor's Degree Completion Programs." [106] Another interviewee said, "let's say that there is a rise in theology teaching positions, and that this is due to managerial politics, then programs in this field will be demanded. As a result of this demand the program will be opened. We ultimately offer programs that are in demand." [107] Similarly, another interviewee stated, "People in work require education in order to be promoted to a higher level. However, with formal education it does not seem possible to both work and study. To meet this demand Bachelor's Degree Completion Programs are offered through distance education." [108]

Meeting the Demands of University

An interviewee said, "In degree completion programs, requests to open a program can be made directly by the department or the university…" [109] Another interviewee emphasized that the opinion of the relevant faculty or department was very important. He said "We wrote them a letter of invitation followed by meetings for promotional purposes. We moved on according to the program requests that came from them." [110]

By an interviewee University's demand was explicitly underlined. He said, "We opened these programs by direct request of the university." [111] Another interviewee, although he did not know the initial reasons for offering Online Bachelor's Degree

Completion Programs, said that degree completion programs became a force to open it. He said, "I do not know the initial reasons for opening these programs. There might have been a project... The opening of the center and programs (the degree completion programs) took place under the guidance of the University in that period." [112]

Revenue

Some of the participants (5) underlined the financial contribution as a motive factor to offer Online Bachelor's Degree Completion Programs. The theme "Revenue" was formed on the basis of Contribution to Budget (3 statements) and Contribution to the Financial Satisfaction of Teaching Staff (2 statements) as seen in Table 4.3.

Contribution to Budget

An interviewee openly emphasized financial return of Online Bachelor's Degree Completion Programs. He said, "Bachelor's Degree Completion Programs are opened to make money the short way. For example, in the last 20 years 40000 students have graduated from theology vocational schools. Before the melting down of this number (before all the students are gone) by offering the theology program and educating 300-500 students they are creating economic contribution using what means they have." [113] Similarly, another interviewee responded, "As it occurs in any business, another reason for opening these programs is the profit gained by the university. I believe that universities offer these programs for the revenue that is gained. For example, universities charge high prices for students to complete their 2 year programs to 4 year programs." [114]

An interviewee compered Online Bachelor's Degree Completion Programs to Online Master's Degree Programs, said that Bachelor's Degree Completion Programs were programs that were opened using the same logic as the master programs due to being "marketable". He also added, "This is because there are many tourism businesses. We said we would serve the area but have now expanded further. We have students from İstanbul, Ankara and Ağrı." [115]

Contribution to the Financial Satisfaction of Teaching Staff

Some of the participants underlined the "fact" that there emerged financial satisfaction of teaching stuff from offering Online Bachelor's Degree Completion Programs. An interviewee said, "Obviously this work has small contribution to the teachers' budget." He regarded these programs as "an extra income". "This is an undeniable fact", he added. [116] Similarly, another interviewee said, "At first, universities determined the tuition fees for distance education programs. These programs made a lot of money at that time. Now it is the Council of Ministers that decide the fees. However, they are still being offered to gain an advantage and generate income." [117]

Mission

Institutions' mission serves as a motive to offer Online Bachelor's Degree Completion Programs, according to three of the participants. As can be seen in Table 4.3., "Mission" had two concepts that emerged out of three statements: Support for Education (2 statements) and Meeting the Demands of Region (1 statement).

Support for Education

An interviewee said, "Bachelor's completion degree programs are offered to spread education and to enable students who cannot come to campus to complete their education." [118] Another interviewee responded as follows: "Thanks to the Bachelor's Degree completion program with distance education equal opportunity has been created for those who are unable to attend university. In fact the reason for establishing the center was to offer the Theology Bachelor's Degree Completion Program." [119]

Meeting the Demands of Region

An interviewee underlined that they fulfilled the regional demands on education. She stated as follows: "We're in the tourism region, and in particular we wanted to open a program for the needs of this region. We wanted people working in hotels here to continue their education in the winter. There are many tourism businesses here." [120]

According to interviewees' responses, "Demands" (7 participants), "Revenue" (5 participants) and "Mission" (3 participants) were underlined as the characteristics of their conceptions of motives for Offering Online Bachelor's Degree Completion Programs. Administrators believed that Online Bachelor's Degree Completion Programs were offered to meet the demands of prospective students and university, to contribute to budget and the financial satisfaction of teaching staff, to support for education and to meet the demands of region as can be seen Table 4.3.

4.5. Administrators' Conceptions of Motives in Offering Online Bachelor's Degree Programs

In order to determine conceptions of motives for Offering Online Bachelor's Degree Programs, participants were asked the question, "What are your motives to offer Online Bachelor's Degree Programs?" as seen in Appendix A. After a detailed analysis of transcribed interviews, five themes were identified; "Demands" (3 participants), "Needs" (3 participants), "Readiness" (2 participants), "Revenue" (1 participant) and "Prestige" (1 participant) as the characteristics of their conceptions of motives for Offering Online Bachelor's Degree Programs. Five key concepts were extracted through the categorization of the responses. There was a decrease in the number participants responding this question because of the fact that only some of the participants were offering or planning to offer Online Bachelor's Degree Programs. The themes and the concepts listed in Table 4.4 with frequencies.

Table 4.4. Administrators' Conceptions and Frequencies about the Motives of Offering Online Bachelor's Degree Programs Characteristics

Themes	F	Concepts	F
Demands	3	Meeting the Demands of Prospective Students	3
Needs	3	Overcoming the Shortage of Classrooms and Teachers	3
Readiness	2	Utilizing the Applicability of Content	2
Revenue	1	Contribution to the Financial Satisfaction of Teaching Staff	1
Prestige	1	Gaining Prestige	1

Note. Some participants have more than one concept and represented more than one theme, so the sum of frequencies is greater than the number of respondents. There were totally 6 respondents to the question "What are your motives to offer Online Bachelor's Degree Programs?"

Needs

Several participants (3) underlined that the needs of learning environments play a role to offer Online Bachelor's Degree Programs. As can be seen in Table 4.4., the theme "Needs" was formed on the basis of the concept "Overcoming the Shortage of Classrooms and Teachers" emerged out of 3 statements.

Overcoming the Shortage of Classrooms and Teachers

An interviewee stated that the reason for passing the decision to the senate in order to give in particular their bachelor's degree programs with distance education was due to the burden, these courses brought to the university. He added, "That is, the existing classroom problems. If some our programs had not been given with distance education, there would not be enough classrooms for the students in the faculties and not all students would be provided with these lessons. While some programs are given face to face the university believes that it suffers from economic loss as a result." [121] Another interviewee replied, "When taking into consideration insufficient number of teachers and learning environment, solving certain parts of the classes of these types of programs (bachelor's degree programs) with distance education is appropriate." [122] Similarly, another interviewee responded as follows: "If these programs had been given face-to-face, classrooms would have had to been provided for a long time.

However, with these programs classrooms can be used interchangeably. I think the universities which want to open these programs aim to develop an economical structure." [123]

Demands

Some of the participants (3) stated that Online Bachelor's Degree Programs were offered because of the demands. All the statemets (3) focused on the concept: Meeting the Demands of Prospective Students as seen in Table 4.4.

Meeting the Demands of Prospective Students

An interviewee stated that the demand for Online Bachelor's Degree Programs programs was high. He believed that was why these programs were being offered by the DEC. [124] Another interviewee said, "We offer programs according to demand." [125] Similarly, another interviewee responded with an example as follows: "I believe that bachelor's degree programs are offered according to demand. We have not given thought to computer engineering but similar to theology, we can observe that engineering (engineering bachelor's degree programs) has potential in these types of programs." [126]

Readiness

Readiness in point of applicability of content drove DECs to offer Online Bachelor's Degree Programs, according to 2 of the participants. The theme "Readiness" was formed on the basis of the emerged concept "Utilizing the Applicability of Content" (2 statements) as seen in Table 4.4.

Utilizing the Applicability of Content

An interviewee stated that the suitability of course content for distance education affected our decision to open an online bachelor's degree program. [127] Similarly, another interview responded as follows: "For us, the course content should be

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appropriate for distance education. For example, the 'Chemistry program', here students will do experiments, make something ... If we cannot answer that we do not open the program. This is decisive when opening the program." [128]

Prestige

A participant commented that "Gaining Prestige" play a role in offering Online Bachelor's Degree Programs. As can be seen in Table 4.4., the theme "Prestige" was formed by the concept "Gaining Prestige" (1 statement).

Gaining Prestige

An interviewee underlined that universities wanted to offer these programs, because such programs played an important role in "gaining prestige". They all wanted to, but HEC had only given permission to certain universities. The number of universities offering these programs was low as a result. "Strictly speaking, four years of considerable effort is required. Difficult to carry out... certain to add prestige in the end." he added. [129]

Revenue

A participant underlined the financial contribution of Online Bachelor's Degree Programs. The theme "Revenue" was formed on the basis of the concept "Contribution to the Financial Satisfaction of Teaching Staff" (a statement) as seen in Table 4.4.

Contribution to the Financial Satisfaction of Teaching Staff

An interviewee provided his opinion on reasons which led DECs to offer Online Bachelor's Degree Programs. He underlined the contribution to the financial satisfaction of teaching staff, and stated, "In my opinion, the main reason for opening these programs is the fact that the study period is 4 years. Teachers have the chance to teach in fee-based classes for a long time. These programs are opened according to the financial satisfaction of teachers." [130]

Based on the interviewees' responses, "Demands" (3 participants), "Needs" (3 participants), "Readiness" (2 participants), "Revenue" (1 participant) and "Prestige" (1 participant) were underlined as the characteristics of administrators' conceptions of motives for Offering Online Bachelor's Degree Programs. Administrators thought that Online Bachelor's Degree Programs were offered to meet the demands of prospective students, to overcome the shortage of classrooms and teachers, to utilize the applicability of content to distance education, to contribute to the financial satisfaction of teaching staff and to gain prestige as can be seen Table 4.4.

4.5. Additional Responses of the Participants

Some participants shared their ideas that were independent of the interview questions. The ideas of the participants were analyzed and reported as follows:

HEC's Implementations

Two of the participants emphasized that prospective students' demands were very important to decide to offer Online Associate's Degree Programs, but some implementations of the HEC might affect this parameter.

An interviewee stated, "Interest is important. It is possible for us to open new programs according to student demands and interests. Due to the implementation (quotas on the number of students) by the HEC, programs with less than 50 students could not be opened this year. Accordingly, without taking on any new students five of our programs are continuing with its former students." [131]

Similarly, another interviewee said as follows: "We offer this program in accordance with current demand. However, I believe that the 30% face-to-face learning requirement enforced by the HEC will be the end of the programs... I do not think it will be possible for any student to travel for the 30% face to face learning... In this case related associate's degree programs will be shut as a result." [132]

HEC's Approval Process of Online Academic Programs

Another two of participants emphasized difficulties in approval process. An interviewee commented that DECs had difficulties in approval process. He said, "I think DECs have difficulties during the approval process of starting to offer a new program. However, the legislation should be flexed to let the DECs cooperate among themselves. It would be beneficial if each program to be offered and cost of tuitions for (online) programs should be handled under more flexible conditions by monitoring mechanism." [133]

Similarly, another interviewee said, "We can say, we have difficulty, mostly due to approval process governed by the HEC". [134]

Additionally, an interviewee stated that the process was improved by time and they understood the legislation better accordingly. He said, "We have applied to the HEC for several programs. However, especially for a program we have waited more than a year. Even at that time, our cadres changed. At first when we applied for the first program, we did not understand the legislation. But as they made the legislation clearer, process of application got accelerated." [135]

A summary of the Interviewees' additional responses to the interview questions are shown in Table 4.5.

Table 4.5. The Summary of the Interviewees' Additional Responses

Themes
• HEC's Implementations
o Quotas on the number of students
o 30% face-to-face learning requirement
• HEC's Approval Process of Online Academic Programs

4.6. The Summary of the Responses

The interviewees' responses were summarized with all the related themes and the concepts with their frequencies in the Table 4.6.

Table 4.6. The Summary of the Interviewees' Responses

Research Questions	Themes	F	Concepts	F
What are the administrators' perception of motives to offer Online Associate's Degree Programs?	Demands	13	Meeting the Demands of Prospective Students	8
			Meeting the Interest of Teaching Staff	6
			Meeting the Demands of the HEC	1
	Readiness	9	Utilizing the Readiness of Teaching Staff	5
			Utilizing the Applicability of Content	3
			Utilizing the Readiness of Infrastructure	3
	Mission	6	Support for Education	5
			Meeting the Demands of Region	2
	Revenue	5	Contribution to the Financial Satisfaction of Teaching Staff	4
			Contribution to Budget	3
	Prestige	3	Gaining Prestige	3
	Needs	2	Overcoming the Shortage of Classrooms and Teachers	2

Table 4.6 Continued

Research Questions	Themes	F	Concepts	F
What are the administrators' perception of motives to offer Online Master's Degree Programs?	Demands	14	Meeting the Demands of Prospective Students	10
			Meeting the Interest of Teaching Staff	8
			Meeting the Demands of Institutions	2
			Meeting the Demands of University	1
	Revenue	8	Contribution to Budget	7
			Contribution to the Financial Satisfaction of Teaching Staff	3
	Mission	7	Support for Education	6
			Improving the Quality of Education	3
	Readiness	6	Utilizing the Readiness of Infrastructure	3
			Utilizing the Readiness of Teaching Staff	3
			Utilizing the Applicability of Content	3
	Prestige	5	Gaining Prestige	5
	Needs	3	Overcoming the Shortage of Classrooms and Teachers	3

Table 4.6 Continued

Research Questions	Themes	F	Concepts	F
What are the administrators' perception of motives to offer Online Bachelor's Degree Completion Programs?	Demands	7	Meeting the Demands of Prospective Students	5
			Meeting the Demands of University	4
	Revenue	5	Contribution to Budget	3
			Contribution to the Financial Satisfaction of Teaching Staff	2
	Mission	3	Support for Education	2
			Meeting the Demands of Region	1
What are the administrators' perception of motives to offer Online Bachelor's Degree Programs?	Demands	3	Meeting the Demands of Students	3
	Needs	3	Overcoming the Shortage of Classrooms and Teachers	3
	Readiness	2	Utilizing the Applicability of Content	2
	Revenue	1	Contribution to the Financial Satisfaction of Teaching Staff	1
	Prestige	1	Gaining Prestige	1

Note. In this table interview questions, themes and concepts with their frequencies were listed. Some participants have more than one concept and represented more than one theme, so the sum of frequencies is greater than the number of participants. Institution's university types made no difference in terms of the extacted themes, concepts and their listing order.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.1. Introduction

The purpose of the study was to investigate administrators' perceptions of motives for offering online academic degree programs in universities, in Turkey. According to the types of online academic programs, the study was guided by the following four research questions.

1. What are the administrators' perception of motives to offer Online Associate's Degree Programs?
2. What are the administrators' perception of motives to offer Online Master's Degree Programs?
3. What are the administrators' perception of motives to offer Online Bachelor's Degree Completion Programs?
4. What are the administrators' perception of motives to offer Online Bachelor's Degree Programs?

This chapter starts with the conclusion about administrators' conceptions of motives in offering online academic degree programs, relates it to the literature with a discussion, and ends with implications for research and further recommendations.

5.2. Conclusions

As a result of this study, the following conclusions with respect to administrators' conceptions of motives in offering online academic degree programs have been derived.

5.2.1. Administrators' Perception of Motives to Offer Online Associate's Degree Programs

1. The main factors that determine the motives of the administrators to offer online associates' degree programs are willingness of teaching staff to participate in online teaching and prospective students' demands mainly because of receiving the same diploma as traditional on-campus students. Universities quite tend to accommodate custom online programs requested from prospective students via email, phone or web. In addition, willingness of instructors to form these programs strongly impacts universities' decision to initiate online associate's degree programs.

2. Having readily available infrastructure and well-experienced teaching staff, who are dedicated and willing to serve students to provide distance education, plays an important role in offering online associate's degree programs. For launching online associate's degree programs, universities need learning management systems, content, servers, technical support as well as well-experienced teaching staff who have received training on distance education.

3. Administrators' motives are additionally based on the value of the institutional mission, which supports offering these programs in order to provide a widen opportunity for higher education in society. For example, universities that are located in certain areas are offering online associate's degree programs depending on the needs of the region such as Tourism and Hotel Management.

4. Income gains effect administrators' motives to some extent. These programs contribute to the budget and give teaching stuff financial saturation. Teachers need to supplement their income. With the help of these programs there initiate ways that teachers can expand their income possibilities.

5. Lastly, with the help of online associate's degree programs, universities also to a lesser extent try to overcome the shortage of classroom space.

5.2.2. Administrators' Perception of Motives to Offer Online Master's Degree Programs

1. The root causes that mainly shape administrators' motive to offer online master's degree programs are prospective students' demands for the programs and the level of interest of teaching staff. Universities are profoundly inspired by the top programs discovered through both prospective students' requests and other universities' implementations, which preferably attracting an increasing number of students. Additionally, it is regarded, rather, as an academic study opportunity for teaching stuff. Accordingly, teaching staff's motivation, enthusiasm for academic study initiate administrators' motive for offering these programs.

2. Another bottom line factor that shapes motives for offering online master's degree programs is the profitability. The factors; prospective students' demands and profitability of these programs interrelatedly effect administrators' motives to offer online master's degree programs. In other words, distance education centers prefer to offer online master's degree programs that already attract more people's interest and consequently support the budget. For example, offering online business degree programs meet increased prospective students' demands, and generate more revenue for universities.

3. Moreover, institutional mission has an effect on administrators' motives to offer online master's degree programs. Universities' mission statement includes an emphasis on improving the quality of education and spreading it to the great masses. These strategic intents to provide people lifelong learning and advance the quality of education in the country drive program leaders to offer online master's degree programs.

4. Administrators' motives for offering online master's degree programs additionally depend on readily available infrastructure, ease of content adaptability, as well as availability of experienced teaching staff.

5. Lastly, administrators' motives for offering online master's degree programs are also driven by institutional ambitions to some extent, how these programs improve popularity and prestige among national universities in an increasingly

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competitive environment, and to a lesser extent, how they lessen the burden of classroom space.

5.2.3. Administrators' Perception of Motives to Offer Online Bachelor's Degree Completion Programs

1. Primary motives of administrators to offer online bachelor's degree completion programs are under the influence of requests that come from two sources: Prospective students with an expectation of improved personal rights for meeting employment requirements in order to be promoted to a higher level, and the university or the department.

2. Factors for economic contribution to the budget as well as improvement in teaching staff's financial satisfaction by providing an extra income mature the institutional motives to some extent for offering online bachelor's degree completion programs.

3. Additionally, institutional motives to contribute towards creating equal opportunities for those who are unable to attend courses drive universities to offer online bachelor's degree completion programs.

5.2.4. Administrators' Perception of Motives to Offer Online Bachelor's Degree Programs

1. Administrators' motives to offer online bachelor's degree programs mainly involve in answering to the high demand of prospective students and building an economic learning environment by reducing face-to-face teaching in classrooms so as to lessen burden of classroom space and teaching staff.

2. Another decisive factors, but to a lesser extent that influence motives to offer online bachelor's degree programs are applicability of content, and adaptation to distance education. In other words, if core contents are appropriate for distance education, programs leaders are more inclined to include them in the DECs catalogs of universities.

5.3. Discussion of Conclusions

Although earlier studies are not directly related to online academic degree programs, similar findings in some of the different studies exist in the general framework of institutional incentives for distance education, which can be regarded as a basis for comparing the findings of the this qualitative study.

This study indicated that the common motive of administrators to offer online academic programs are shaped in accordance with meeting increased prospective students' demands in online programs, which also supported by a limited number of earlier studies in terms of faculty's intention to offer distance education for enabling more students to attend education (Betts, 1998; Bonk 2001; Dooley & Murphrey, 2000).

Additionally, Harris and Krousgill (2008) reported an overview of distance education with regard to the new directions. They underline that due to the nature of distance education each institution wants to provide learning opportunities. With this opportunity it is aimed to reach more students especially for those who cannot continue traditional education. (Harris & Krousgill, 2008)

Another common administrator motive for offering online academic programs is support for financial satisfaction of teaching staff to some extent. This finding of the study is also in line with the previous literature in terms of faculty's incentive related to earning additional income through distance education (Betts, 1998; Bonk, 2001).

Moreover, Rockwell et al. reported that the major motive to deliver distance education is intrinsic in that rewards play an important role, as well as job satisfaction in order to motive faculty to offer distance education (Rockwell, Schauer, Fritz & Marx, 1999). Similarly, Engin (2013) underlined that in order to have more innovative applications in distance education, there is need of providing professional incentives. Additionally, Betts (1998) revealed a number of factors that initiate faculty's motives to start involving in distance education. Betts summarized that earning additional income,

tenure, promotion and job satisfaction motivate faculty to develop distance education opportunities (Betts, 1998). Similarly, this study also indicated that one of the motives of administrators for developing distance education programs is its contribution to budget, and contribution to the financial satisfaction of teaching staff.

With regard to online associate's degree programs, online master's degree programs and online bachelor's degree completion programs, the study showed that administrators' motives to offer these programs involve in developing and advancing the quality of education in the country, which is consistent with previous studies in respect of providing support for education (McKenzie, Mims, Bennett & Waugh, 2000). Additionally, Dooley and Murphrey (2000) reported that using new technologies to enhance the quality of education, opportunity for collaborations with other institutions, facilitating access for students, administrative assistance and getting support for educational design were motivational factors to make them begin or continue distance education.

As a result, the research findings are parallel to the literature under the headings of job satisfaction, additional income, and support for education. This study additionally revealed that demands of prospective students, gaining prestige, and need of classroom space or teaching stuff are also of the contributing motive factors with regard to distance education. Since the earlier studies were focused on only distance education in the abstract, but not online academic degree programs, this study more specifically discovered administrators' motives to offer online associate's degree programs, online master's degree programs, online bachelor's degree completion programs and online bachelor's degree programs in universities. As for the newly discovered factors in the study, they are likely due to the growth in prospective students in education in the country, current competition for the share of students, which is fostered by the pursuit of prestige among universities, and the increase of classroom space need and accordingly the potential need of teaching stuff.

5.4. Implications for Practice

In this study, administrators' motives for offering online academic degree programs in universities were explored to better understand the underlying dynamics of the increase of online academic degree programs from the administrators' point of view. According to this study, factors that shape administrators' motives involve prospective students' demands for programs, universities' mission to support for education, readiness of infrastructure for online programs and courses, having readily available teaching staff, applicability of program content, overcoming the shortage of classroom space and teachers, obtaining revenue and gaining prestige. Considering the types of programs, the main factors that determine the motives of the administrators to offer online associates' degree programs are meeting prospective students' demands and willingness of instructors. As for online master's degree programs prospective students' demands for new programs and the level of teaching staff's interest are the main motivational factors. Additionally, online bachelor's degree completion programs are profoundly under the influence of prospective students' demands and the direct requests of universities. Lastly, motives for offering online bachelor's degree programs mainly involve in answering to the high demand of prospective students and the need of economic learning environment.

It is obvious that online academic degree programs of the universities in Turkey are mainly shaped by prospective students' demands through the diffusion of popular online programs, rather than in accordance with academic expectations. Thus, the policies should be reviewed and audited to ensure that online academic degree programs clearly lay out academic expectations for enrolled students. Policy makers and program leaders should structure online academic degree programs in such a way that expectations are definitely delineated in accordance with the country's educational goals. As previously mentioned, there are no other studies about administrators' motives for offering online academic degree programs in universities. In fact, the earlier studies have had a tendency to identify a limited view of institutional motivational factors with regard to distance education in the abstract, but not directly online academic degree programs. Therefore, this study can be regarded as a

significant contribution to the field, as it provides researchers with detailed tables of motives in offering online academic degree programs, which may have implications for use in future studies, and it can assist policy-makers and program leaders in determining the appropriate policies in planning distance education strategies.

5.4. Recommendations for Further Research

The following studies may be conducted on these areas:

1. A further research can be conducted by increasing the sample size and including all DECs in Turkey.
2. Other research methods can be conducted to produce relevance in explanations of motive characteristics.
3. Further studies are needed to understand relationship between current policies and their effects on academic online programs offered by distance education centers.

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APPENDIX A

INTERVIEW SCHEDULE

Numara   : _____

Tarih   : _____

Başlama Saati   : _____

Bitiş Saati   : _____

Yer   : _____

Görüşme Yolu   : _____

Uzaktan Eğitim Programları Hakkında

#	*Programın Türü*	*Programın Başlama Yılı*

1. Uzaktan Eğitim Ön lisans Programlarının açılmasında sizleri etkileyen motivasyonlar nelerdir?

   - Var olan programlar nasıl açıldı?
   - Bu programlara ihtiyaç nasıl doğuyor?
   - Bu programların hangi katkıları sizi nasıl motive etti?
   - Bu programlar hangi beklentilerinize/nasıl cevap verdi?
   …

2. Uzaktan Eğitim Yüksek Lisans Programlarının açılmasında sizleri etkileyen motivasyonlar nelerdir?

   - Var olan programlar nasıl açıldı?
   - Bu programlara ihtiyaç nasıl doğuyor?
   - Bu programların hangi katkıları sizi nasıl motive etti?

- Bu programlar hangi beklentilerinize/nasıl cevap verdi?

  …

3. Uzaktan Eğitim Lisans Programlarının açılmasında sizleri etkileyen motivasyonlar nelerdir?

  - Var olan programlar nasıl açıldı?
  - Bu programlara ihtiyaç nasıl doğuyor?
  - Bu programların hangi katkıları sizi nasıl motive etti?
  - Bu programlar hangi beklentilerinize/nasıl cevap verdi?

    …

4. Uzaktan Eğitim Lisans Tamamlama Programlarının açılmasında sizleri etkileyen motivasyonlar nelerdir?

  - Var olan programlar nasıl açıldı?
  - Bu programlara ihtiyaç nasıl doğuyor?
  - Bu programların hangi katkıları sizi nasıl motive etti?
  - Bu programlar hangi beklentilerinize/nasıl cevap verdi?

    …

APPENDIX B

LIST OF QUOTATIONS

"Öğrencilerin talep gösterdikleri programları açmak istedik. Programlardan talep görenleri açık tutmaya devam ettik." [1]

"Bugüne kadar açılmış programlara bakıp, doluluk oranlarına göre de karar veriyoruz. Bizim için öğrenci sayısı program açmada bir kriter." [2]

"Özellikle geçmişte epey öğrenci üniversiteye giremiyordu, buna bağlı yığılmanın önüne geçmek ve talepleri karşılamak istedik." [3]

"Dürüst olmak lazım. Bir program açarken 'neye göre açıyorsunuz diye soracak olursanız', ilk nedeni taleptir. Çünkü bir hazırlık yapmanız gerekiyor. Materyaller için hocalarımızın bir emek vermesi lazım. Dolayısıyla talep olmayacak bir programa yönelmenin mantığı ve gereği yok." [4]

"Ön lisans programlarında iki yıllık programı tamamlayınca dört yıllık programa geçme durumları öğrencileri motive ediyordu. Bu yüzden oluşan talepler doğrultusunda bu programlar açıldı." [5]

"...Bu programların açılma nedenleri rağbet olmasıdır." [6]

"...İlgi önemli. Öğrencilerin istekleri ve ilgilerine bağlı olarak o doğrultuda yeni programlar açmamız mümkün oluyor... YÖK ün uygulamasına göre 50'nin altında öğrenci yerleşen programlara kontenjan bu yıl verilmemiştir. Buna bağlı olarak beş programımız öğrenci almayıp eski öğrencilerle eğitim öğretime devam etmektedir." [7]

"Şu an bir talep doğrultusunda biz bu programı açtık. Fakat YÖK'ün getirdiği %30 yüz yüze eğitim gerekliliğinin bu programları öldüreceğine inanıyorum... Hiçbir öğrencinin memleketinden gelip de %30 yüz yüze eğitim alabilmesini mümkün görmüyorum. Bu durumda ilgili ön lisans programlarının kapanacağı anlamına gelir." [8]

"Yüksek okulumuz ön lisans programımını çok istedi. O yüzden açıldı. Hocalarının talebi üzerine açtık. Şimdi YÖK'ten yeni bir yazı geldi bilgisayar programcılığı programlarında %30 uygulama istiyorlar. Tamamen yeniden düzenleme aşamasındayız. Bilmiyorum bu durumda eskisi kadar isteyecekler mi..." [9]

"Program önerilerimizde öğretim elemanlarımızın ilgisi büyük rol oynuyor. Onlar bu yolla daha profesyonel, disipliner bir çalışma yapmış oluyor. Biz bir anlamda onların mesleki tatminini sağlıyoruz." [10]

"Program açmaya karar verirken ilgi duyan yeterli öğretim elemanın bulunması süreci etkileyen önemli bir etken. Hatta bu yüzden maalesef açamadığımız programlar oldu." [11]

"Öğretim görevlilerinin isteğine bağlı olarak programları açıyoruz. Onların da öncelikli beklentisi eğitim kalitesinin kesinlikle aşağı düşmemesidir. Sürekli sistemin (kalite) kontrol yapılması, içeriklerin geliştirilmesi gibi bir istekleri de var. Eğer bu şartlar sağlanırsa programların açılmasında destek olalım diyorlar." [12]

"Öğretim elemanlarının motivasyonu ve istekliliği bizim için önemlidir. Biz merkezi kurduktan sonra yaklaşık bir sene öğretim elemanlarımızla konuştuk. Onlarla ders örnekleri ve deneyler yaptık. Öğretim elemanları bu yolla ders vermenin mümkün olduğunu görmeleri program açmada önemli bir etmendir." [13]

"Hocaların görüşü çok önemli diye biz bütün bölümlere, bütün birimlere yazı yazdık. Önce bir iki toplantımız oldu. Uzaktan eğitimle ilgili tanıtımlar yaptık. Daha sonra isteyen, yani istekli olan, bu işe destek sağlayacağını belirten bölümlerle üçüncü, dördüncü toplantıları yaptık. Özellikle ön lisans düzeyinde Bilgisayar Programcılığı hocaları istekli oldu... " [14]

"Üniversitelerde uzaktan eğitimle verilen ön lisans programları YÖK'ün projesiydi. Bunu bir felfesi yapı olarak benimsemişlerdi. Univesitemizde de ön lisans programları bu bağlamda açıldı. Daha sonra bu programların sürdürülmesi UZEM'lere devredildi. Biz de bu programları MYO kapsamında birleştirerek UZEM'den ayırdık." [15]

"Üniversitemiz çok köklü bir üniversite ve deneyimli bir kadrosu var. Bu önemli bir nedendir..." [16]

"Uzaktan eğitimle sunduğumuz bu programları açmadan önce bizde hangi programların uygun olabileceğini düşüncesi vardı. Halihazırda bir hoca kadrosunun yetişmiş olması, öğrencilerin de konuya ilgili olmasından dolayı bu programlar açıldı. Ön lisans programlarımızdaki bu kadar çeşitliliğin sebebi de budur." [17]

"Halihazırda uzman öğretim görevlilerimizin ve altyapımızın olması bu programların üniversitemizde açılma nedenlerindendir. ...Uzaktan eğitim merkezini kuran kişiler genellikle bilgisayar eğitimi alanlardan olmaktadır. Bu nedenle bigisayarcılar (bu kişiler) ilk önce kendi programlarını açarlar. Çünkü hazırda bir kadro zaten vardır." [18]

"Açtığımız ön lisans programı bizde zaten örgün eğitimde var olan bir programdı. Öğretim kadrosu ve içerikleri hazırdı." [19]

"Oranın (Ön Lisans programının) hocaları hazırdı. Halihazırda deneyimli bir kadromuzun olması etkili oldu. Bu kadromuz

teknolojiyi biliyordu, hazır materyalleri vardı ve ilgili dersleri halihazırda MYO bünyesinde veriyordu." [20]

"Halihazırda uzman öğretim görevlilerimizin ve altyapımızın olması bu programların üniversitemizde açılma nedenlerindendir. ...Uzaktan eğitim merkezini kuran kişiler genellikle bilgisayar eğitimi alanlardan olmaktadır. Bu nedenle bigisayarcılar (bu kişiler) ilk önce kendi programlarını açarlar. Çünkü hazırda bir kadro zaten vardır." [21]

"Açtığımız ön lisans programı bizde zaten örgün eğitimde var olan bir programdı. Öğretim kadrosu ve içerikleri hazırdı." [22]

"Birçok programı düşünürken halihazırdaki donanım altyapının var olması bizleri cesaretlendiriyor. Bu altyapıyı oluşturmak bizi zorlayan bir süreçti. Programları açmada var olan öğrenme yönetim sistemi (ÖYS) ve teknik destek çok önemli olmaktadır. Biz bu altyapıyı ciddi çalışmalar sonunda kurduk. Dolayısıyla yeni programları açarken bir endişe duymuyoruz." [23]

"...Uzaktan eğitimle verilebilecek en iyi program bilgisayar programlama gibi teknik konulardır. Biz de bu programı (Bilgisayar Programcılığı) bu yüzden açtık." [24]

"Bu programların içeriğinin uzaktan eğitime uygun olması, değerlendirmelerin test yoluyla yapılabilmesi etkileyici olmaktadır." [25]

"...Ders içeriklerinin de yapısı uzaktan eğitime uygun. Bu önemli... Yani bu içerikleri uzaktan eğitimle daha kolay verebiliyoruz." [26]

"Liseyi bitirmiş, bir yerlerde çalışan ve örgün eğitime devam etme şansı olmayan insanlar eğitimlerini tamamlamak için bu programları talep ediyorlar." [27]

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"Bütün dünyada Uzaktan Eğitim hızla yayılmaktadır. Üniversite olarak biz bu ortamda misyonumuzu sürdürmek istiyoruz. Eğitimi yaygınlaştırmak, daha iyiye gitmek için sürekli gelişip eğitim öğretimde daha faydalı olmak istiyoruz. Yeni programlar açarak ilkleri oynamak için çalışıyoruz." [28]

"Bu programlar topluma eğitimde destek olmak açısından faydalı olacağı düşünülerek açıldı..." [29]

"İhtiyaç duyan öğrencilere uzaktan okuma imkanı sunmak istiyoruz. Üniversitemizin politikası doğrultusunda hayat boyu öğrenmeyi destekliyoruz. (02)" [30]

"...Tüm dünyada bunla (uzaktan eğitimle) ilgili ciddi çalışmalar var. Özellikle Hindistan, Amerika ve Avrupa... Sırf uzaktan eğitimle eğitim veren birçok üniversite var yurt dışında. Uzaktan eğitimi örgün eğitimle birleştirerek veren de birçok üniversite var. Uzaktan eğitim geleceğin eğitim biçimi olarak kabul ediliyor. Bizde ülkemiz eğitim sistemine destek olmak istiyoruz. Misyonumuzda uzaktan eğitimle eğitimde kaliteyi artırma var." [31]

"Aynı zamanda bulunduğumuz bölgenin ihtiyaçlarına yönelik de programlar açmak istiyoruz. Bu yönde YÖK'ün önerdiği programlara yönelik çalışmalar da yapıyoruz. Öncelikle istihdama yönelik programlar açıyoruz. Zaten öğrencilerin tercih ettiği programlar da daha çok istihdama yönelik oluyor." [32]

"Bölgenin öne çıkan endüstri kolu ve daha genel bir ifadeyle bölgeye enginlik katan faaliyet alanı ile ilgili bölümler öne çıkmaktadır. Üniversitenin bölgesel konumundan etkilendiği için bu durum uzaktan eğitime de yansımaktadır. Biz de program başvurusunda bulunurken bu durumu dikkate alıyoruz." [33]

"Bu insanlar (öğretim görevlileri) emek veriyor. Bunlara bir ödeme yapılması lazım. Mali açıdan bir girdi olacak ki hocalarımız açısından bir motivasyon sağlansın ve programlar açılsın." [34]

"Hocalar popüler olan ve çalışan örnekleri gördükçe maddi gelir elde etmek için kendi programlarını açmaya yöneldiler. Örneğin, Bilgisayar Programcılığı bölümünde ekonomik getiriyi gören bölüm hocaları kendi programlarını açmaya yöneldiler. Hocalar halihazırda kendi ellerinde olan ön lisans programlarının uzaktan eğitim bölümlerini açtılar. Yani ön lisans programlarımızın açılmasındaki asıl amaç ekonomik getiridir." [35]

"Uzaktan eğitimde öğretim elemanının ders yükünün iki katına çıktığını düşünüyorum. Ama buna rağmen aldıkları ek ders ücreti onları programların açılmasında motive ediyor... Açtığımız bazı programlarda öğrenci sayısı azaldığında ise öğretim görevlileri de zorluk yaşıyor. İstedikleri kadar ek derse girememiş oluyorlar. Buna bağlı olarak o programın öğretim elemanları başka yerlere görevlendiriliyor ve bazen bazı özlük haklarından mahrum kalıyor. Tüm bu durumlarda programları kapatmak zorunda kalıyoruz." [36]

"Bizde bu programlar (ön lisans programları) merkezin kurulmasıyla lisans tamamlama programlarından sonra açılmıştır. Ön lisans programlarının açılmak istenmesi maddi anlamda öğretim görevlilerine doygunluk verebilmesi için düşünülmüş olabilir." [37]

"Üniversitenin bu programlarla gelir elde ettiğini söyleyebiliriz. ...Biraz o sıralarda (ön lisans programları açıldığı zaman) uzaktan eğitimde bu programların finansal boyutu günümüzle kıyaslandığında daha çekiciymiş açık söylemek gerekirse." [38]

"...Bir taraftan bu programların üniversiteye maddi katkısı da oluyor. Açıkçası program açmanın çeşitli avantajları var. Bunlardan birisi de üniversiteye maddi bir getirisi olması. Program açarken elbette bunları

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da düşünüyoruz. Üniversite senatosu da bu yönde görüş bildiriyor."
[39]

"Şu an çok çeşitli ön lisans programları açtık. Uzaktan eğitim programlarımız (ön lisans programlarımız) üniversiteye ilave bir bütçe kazandırıyor..." [40]

"Daha fazla program açmak için popüler programlara ihtiyaç duyuyoruz. Popüler programların diğer programlara da öğrenci çekmede ve tanınmamızda faydalı olacağına inanıyoruz..." [41]

"Hiç şüphe yok ki programlar sayesinde üniversitemiz prestij kazanıyor, saygınlığı ve itibarı artıyor. Bu yüzden bu programları açıyoruz. Üniversitenin uzaktan eğitim programlarına sahip olması üniversitenin diğer üniversiteler arasında itibarını artırdığını düşünüyorum. Bu bizim için çok önemli bir konu..." [42]

"...Bu çalışmaları (ön lisans programlarının açılması) üniversitemizin reklamının olması için yapıyoruz. Uzaktan eğitim merkezi ve bu programlar (ön lisans programları) üniversiteye önemli derecede saygınlık kazandırıyor..." [43]

"Uzaktan eğitim merkezi programlarımızı açmada öncelikli sebep reklamdır. Tanınırlığa önem veriyoruz." [44]

"Aynı eğitim öğretim programı için öğrencilerin evinden, yurdundan, diledikleri her yerden erişebilecekleri elektriği, suyu, derslikleri için ayrı ayrı para harcamamızı gerektirmeyecek ekonomik bir yapı oluşturmak istedik. Uzaktan eğitim merkezi ve açılan programlar sayesinde her dönem yaşanabilecek yeni derslik ihtiyacının önüne geçtik." [45]

"...Bu programlar sayesinde yer masraflarından kurtuluyoruz." [46]

"Öğrencilerin taleplerine göre ihtiyaç duydukları programları açmaya çalışıyoruz. Öğrencilerin tercih etmeyeceği programları açıp altyapı sunmanın bir anlamı olmuyor. Geçenlerde bir bölümümüzün önerdiği programı talep olmaz endişesiyle açmamaya karar verdik." [47]

"Programları açmak istememiz arz ve talep meselesiyle bağlantılıdır. Web sitemizde talep formu var. Bizim hayal edemediğimiz (aklımıza gelmeyen), görmediğimiz bir programa ihtiyaç var olmuş olabiliyor. Mesela bazen gruplar halinde bize açılmasını istedikleri programı dilekçeyle ya da email ile yazanlar oluyor. Bu şekilde bize ulaşan ciddi derecede istek var. Öncelik öğrenci talebidir." [48]

"...Öğrencilerin talepleri bu programların açılmasında önemli rol oynadı... İşletme programı açmak istiyoruz, çünkü bu programlara son zamanlarda öğrenci taleplerinin arttığını biliyoruz." [49]

"... Bize öğrencilerden ve öğretim elemanlarımızdan gelen program açma taleplerini yerine getirebilmek için uzaktan eğitim merkezi bünyesinde yüksek lisans programı açtık." [50]

"Yüksek lisans programlarını ilgili alanlardaki belli eğitim ihtiyaçlarını ve taleplerini gidermek için açtık." [51]

"Bize istekler geliyor. Programların açılmasında yaptığımız anketlerin ciddi faydası oluyor. Öğrencilerin uzaktan eğitimle verilecek programlara olan ilgisi yeni programlar açmaya sevk ediyor." [52]

"Yüksek lisans programlarımız yapılan değerlendirmeler sonucunda talep doğrultusunda açılan programlardır... Uzaktan eğitim merkezimizin web sitesine giren kişiler ya da arkadaşlarından tavsiye alanlar bizleri arıyorlar. Programlar hakkında bilgi alıyorlar veya açılmasını istedikleri programları bize iletiyorlar. Kendi içimizde yaptığımız programlarda bu isteklerin değerlendirilmesini yapıyoruz." [53]

"...Tabii ki tüm bunlar öğrenci talepleriyle de ilintili. Yani bir tane sebebe bağlıyarak programlar açılmıyor. Bize gelen talepler bunu etkiliyor." [54]

"...Şimdi artık insanlar evlerinden ve ofislerinden bu programları tamamlayabiliyorlar. Dünyadaki trendin bir sonucu olarak artan öğrenci talebiyle bu programların açıldığını görüyoruz." [55]

"Öğrencilerin özellikle işletme tezsiz yüksek lisansa ilgileri çok fazla. Hatta biz ikinci şube açsak mı diye düşünüyoruz. Şimdi gelecek başvuruya göre buna karar verilecek." [56]

"Programları açmamızda en önemli belirleyici faktörlerden birisi de öğretim elemanlarının programlarda görev almaya yönelik ilgisinin olmasıdır. Bu programlar sayesinde üniversitemizin öğretim elemanları da kendilerini geliştirmekte ve güncellemektedir... Öğretim elemanları bu programları kendilerini geliştirmekte faydalı buluyorlar. Burada öğrendikleri teknikleri örgün eğitimde de kullandıklarını görüyoruz. Bu sayede öğretim elemanları mesleklerini teknolojik gelişmelere duyarlı şekilde icra edebilecekleri ortamı elde etmektedir. Üniversiteye bu yönde tatmine bağlı bir motivasyon ve hareketlilik kazandırılmış oluyor. Onların derslere gösterdiği ilgi de daha fazla öğrencinin bizi tercih etmesine sebep olmuş olabilir. Öğrencilerden aldığımız dönütler bu çıkarımı destekliyor. Öğrencilerden öğretim elemanlarının ilgilerini öven e-postalar da alıyoruz... " [57]

"Öncelikle yüksek lisans programları bütün akademisyenlerin istekli olduğu bir konudur. Çünkü lisansüstü çalışma demek akademik çalışma demektir. Bu öğretim elemanlarını motive ediyor. Biz de zaten bu yolla üniversitemizin akademik kadrosunun güçlenmesini istiyoruz." [58]

"Bölümlerden, hocalarımızdan böyle bir (program açılması için) talep gelebiliyor. Yüksek lisans programlarını genellikle hocaların ilgisine bağlı açıyoruz." [59]

"Öğretim elemanlarımızın ilgisi çok önemli. Onların ilgisi yeni programların açılmasıyla kendini gösteriyor. Özellikle yüksek lisans seviyesinde çalışmak isteyen hocalarımız oldu. Bu duruma bağlı olarak açılan programlarımız var. İşletme tezsiz yüksek lisans bunlardan biridir." [60]

"Biz uzaktan eğitimi bölümlere tanıttığımızda onların (hocaların) bu konuya ilgileri oluştu. Sonra hocalardan uzaktan eğitimi 'biz de açalım' diyerek özenenler oluşmaya başladı. Bu yüksek lisans programları biraz o şekilde oluştu. Dolayısıyla bu programları açmaya başladık." [61]

"Üniversitedeki birimler, öğretim elemanları uzaktan eğitim programları açmak istiyorlar. Bu isteklere cevap vermeye çalışıyoruz." [62]

"...Yakın zamanda hocalarımızdan gelen fikirleri beraber olgunlaştırarak açtığımız yeni bir yüksek lisans programı oldu. Zaten hocalardan ilgi olmazsa bu uzaktan eğitim sistemi çalışmaz, yani tepeden inme bir model çalışmaz." [63]

"Üniversitemizde yüksek lisans uzaktan eğitim programını açmamızda ana neden açıkçası BÖTE bölümü öğretim elemanlarının isteğiydi. Doğrudan onların yönetime böyle bir teklifi oldu." [64]

"Bize bazı kurumlardan doğrudan uzaktan eğitim programı açmamız için talepler geliyor. Biz de onları beklentilerine uygun bir içerik ve ders programı hazırlıyoruz. Örneğin, sağlık ve bilişim alanında bu yönde çalışmalarımız oldu." [65]

"Yüksek lisans programımız sektörden gelen yoğun talep üzerine açılmış, program memnuniyetle karşılanmış ve çalıştıkları için yüksek lisans yapamayan bir çok kişi için faydalı olmuştur." [66]

"Açıkçası lisans tamamlama programlarının açılmasına üniversite yönetimi karar verdi. Biz de bu programları açtık. İlk programlarımızın açılması bu şekilde açıldı." [67]

"Yeni üniversitelerin açılmasıyla üniversite başına düşen öğrenci sayılarında ve buna bağlı olarak gelirde bir azalış var. Bugün birçok üniversite uzaktan eğitim merkezi açtı ve her yıl yeni programlar açılıyor. Şüphesiz benzer programları açan diğer üniversiteler de var ve biz onlarla bir rekabet içindeyiz. Aslında bir çok üniversitenin ayakta kalmak, ekonomik dengeyi korumak ve para kazanmak için izlediği yol budur; daha fazla öğrenciye ulaşmak. Şu an merkezimize bağlı uzaktan eğitimle öğrenimini sürdüren mütevazi bir öğrenci sayımız bulunmakta ama program sayımızı artırmaya çalışıyoruz." [68]

"Bu merkezlerin çalışabilmesi, bu sistemin dönebilmesi için öğrenci bulması ve kendini idame ettirebilmesi lazım. Birinci realite budur. ...Bunların (programların) hepsi nihayetinde bir güçle (kaynak ile) oluyor. Ondan sonra (açtığımız programlarla bu gücü kazandıktan sonra) ideallerimizi realize etme yoluna doğru yönelmek istiyoruz." [70]

"Diğer programlarla karşılaştırıldığında özellikle yüksek lisans programlarında üniversiteye daha fazla gelir elde ediyoruz. Örneğin İşletme programını açmamız iyi oldu çünkü İşletme programı herkesin tercih ettiği bir program. Daha çok çalışanlar ve devlet memurları tercih ediyor (kadro ve promosyon için). Dolayısıyla o her zaman tabiri caizse pazarlanabilir bir program... Müşterisi çok." [71]

"Açılan ve açılacak programlar şüphesiz üniversitenin bütçesine katkı sağlıyor. Bu katkı ancak yeterli öğrenci sayısına ulaşıldığında var olan programların sürdürülmesine ve yenilerinin planlanabilmesine olanak doğuyor. Hatta bazı uzaktan eğitim merkezleri tüm altyapı ihtiyaçlarını bu yolla sağladıklarını gelirlerle idame ettirdiklerini biliyoruz." [72]

"Uzaktan eğitim programlarının üniversiteye ciddi bir geliri oluyor. Bu gelir bizlere uzaktan eğitim merkezinin altyapısını geliştirmek açısından ciddi bir fırsat sunuyor, çünkü yüksek lisans programlarının ücretlerini bizler belirleyebiliyoruz. Bu nedenle daha çok öğrenciye ulaşmak istiyoruz. Bu şekilde programların hem öğretim görevlisine, hem öğrenciye, hem de üniversiteye maddi olarak bir kazancı var." [73]

"...Bu programlar (yüksek lisans programları) hem de para kazanmak açısından faydalı olacağı düşünülerek açıldı. Üniversitemizde programlar açılırken düşünülen en önemli konu programın getireceği karlılıktır. Sonuçta iş yapabileceğimiz bölümleri açmak isteriz." [74]

"Öğretim elemanları programlara belirlenen öğrenci kontenjanına ve gelen öğrenci sayısına göre ek ders ücreti almaktadır. Bu faktör de öğretim elemanlarının ilgisini artırmaktadır. Sonuçta öğretim elemanlarının ilgi göstermeyeceği bir programı açmamız da mümkün değil." [75]

"Uzaktan eğitimle verilen dersin iş yükünün az olmadığını düşünüyorum ama bu derslerin öğretim elemanının zorunlu ders saatinden sayılıyor olması ve ek dersler de ücret veriliyor olması öğretim elemanı açısından bir artıdır." [76]

"Öğretim kadrosunun ikna olmaları yeni program açmada önemli oluyor... Onları programlar hakkında bilgilendiriyoruz. ...Bazı durumlarda motivasyon sağlamak için süreçleri, elde edilecek geliri

anlatıyoruz. Bu işte yer almalarında öğretim elemanlarının ana nedeni elde ettikleri kazançtır. Normalde alabilecekleri ücretler belli ölçüdedir ama bu programlar sayesinde ekstra kazanç sağlamaktadırlar. Bu durumu (mesleki tatmine göre) daha çok önemsiyorlar. Uzaktan eğitim programı sayesinde öğretim elemanları ekstra bir gelir kaynağı elde ediyorlar... " [77]

"Biz kişilerin yaşam boyu öğrenmelerini desteklemek istiyoruz. Açtığımız programlar kayıt olan öğrencilerin çoğunluğu çalıştığı için onların yaşam boyu öğrenmelerini desteklenmiş oluyor. Özellikle öğretmenlerin üniversite eğitimlerini tamamladıktan sonra kendilerini geliştirebilmelerini ve yaşam boyu öğrenmeyi sürdürebilmelerini desteklemek amacıyla yüksek lisans programı açıyoruz." [78]

"...Eğitimlerini devam ettiremeyenlere ulaşmak istiyoruz. Onlara eğitimlerini devam ettirme imkanı sağlıyoruz. Bu kişiler için uzaktan eğitim çok cazip oluyor. Çünkü güdüzleri çalışıyorlar ve eğitime olanakları olmuyor." [79]

"İnsanların çalışma hayatlarını engellemeden eğitimlerine devam etmeleri sağlamak istiyoruz. Onlara yılda iki dönem finallere gelerek programı tamamlama imkanı veriyoruz. Bu şekilde tüm öğrencilere ulaşmış oluyoruz." [80]

"...Bu programlarla eğitim ihtiyaçlarını karşılarken toplumda eğitimi desteklemeyi hedefledik." [81]

"Baktığınızda biz ön lisansla sınırlı kalırsak hayat boyu öğrenmeyi destekleme misyonumuzu yerine getiremiyoruz. Biz daha çok ileri yaşlarda hem çalışıp hem okumak isteyen insanlar için programlar açmamız gerektiğini düşündük..." [82]

"İdealimizi sorarsanız, aslında biz merkez olarak tamamen hayat boyu öğrenme kapsamında insanlara bir şey kazandırabileceğimiz

programlar açmak istiyoruz. Bu yönde bir misyonumuz bulunmaktadır." [83]

"Uzaktan eğitimi geleceğin eğitimi olarak kabul ediyoruz. Uzaktan eğitim programları açmak ve yürütmek üniversitemizin misyonuna hizmet ediyor..." [84]

"Öncelikle bir trend var ve biz bu trendin gerisinde kalmayalım istedik. Eğitimde bu teknoloji yaygınlaşıyor. Bu alana yönelmek ve kaliteyi artırmak istiyoruz... Biz uzaktan eğitim merkezini üniversitenin şeffaflaşma aracı olarak da görüyoruz. Örneğin bir hocanın dersini nasıl ve ne kadar anlattığını örgün eğitimde bilemiyoruz. Ama şimdi uzaktan eğitim yoluyla verdiğimiz programlarda hocalarımız bu duruma bizzat kendileri dikkat ediyor, ders kayıt altına alınacağı için öğrencinin karşısına daha hazırlıklı ve planlı çıkıyor. Bu sayede ne yapıldığını herkes görebilsin istiyoruz. Eğitimlerimizde kalitenin arttığını bizzat yöneticiler de görebiliyor." [85]

"Üniversitemizin personelinin, öğrencilerinin hayat boyu öğrenme felsefesini kazanmasını sağlıyor. Kişilerin uzaktan öğrenme teknolojilerini öğrenmesini, kendini geliştirmesini öğretiyor. Bu katkının maddi bir karşılığı yok. İnanılmaz bir katkı olarak görüyorum. Üniversite tüm bunları önemsiyor ve bu sayede vizyonunu genişletiyor. Zaten üniversitenin misyonu ulaşması için belirlenen faaliyetlerin bir çoğunu bu yolla karşılamış oluyoruz..." [86]

"Her bölümü uzaktan eğitimle açılamıyor. Bu hem mevzuat gereği imkansız hem de bir takım alanlarda bir takım becerileri uzaktan eğitimle veremiyoruz. Örneğin, YÖK yeni mevzuatla öğretmenlik programlarını lisans düzeyinde açılmasına izin vermiyor. " [87]

"...Uzaktan eğitime İşletme Yüksek Lisans gibi programlar içerik olarak rahat uygulanabilir olduğu için bütün üniversiteler bu programları açmak istiyor." [88]

"...Biz yüksek lisans programı açarken şuna bakıyoruz. İçerik uzaktan eğitimle verilebilecek bir içerik midir? Örneğin Tarih dersini verebiliriz. Sözelde sosyal alanda böyle." [89]

"Bize şu an telefonla ve yazılı yolla yeni bir programın açılması yönünde çok sayıda istek geliyor. Bu programı açmak istiyoruz ama şu an hazırda yeterli sayıda ilgili alandan öğretim elemanı bulamıyoruz. Bu nedenle bu programı henüz açma girişimini gerçekleştiremedik." [90]

"...Biz halihazırda çalışma yaptığımız alanda elimizde halihazırda bulunan bu alanda uzman, deneyimli kadro ve içerik ile aynı programın uzaktan eğitimle de verilmesini düşündük." [91]

"Özelikle güçlü olduğumuz taraflarda programlar açıyoruz. Özgün eğitim olarak, öğretim görevlisi potansiyelinin yüksek olduğu, ya da o alanda paylaşmak istediğimiz ciddi deneyimlere sahip olduğumuz durumlarda programlar açıyoruz... Halihazırda yetkin kadromuzun var olmasının programların açılmasında etkisi var. Köklü bir üniversiteyiz ve deneyimli olduğumuz alanlar var..." [92]

"Elimizde halihazırda bulunan yazılım, donanım ve içerik altyapısı yeni programlar açmamızda belirleyici oluyor." [93]

"İçerikleri önceden hazır olan programları açmak daha kolay oluyor. İçeriği hazır olmayan programlar öğretim elemanlarını bu programda görev almaktan soğutuyor. Diğer ifadeyle içeriği hazır olan programlar öğretim elemanlarını yeni program açmada ve bu programlarda görev almada ısıtan bir etken olmaktadır. Bizde yıllardır kullandığımız bir uzaktan eğitim altyapısı zaten bulunmaktaydı. Bu

altyapıyla birçok örgün eğitim programını da destekledik. Zamanla olgunlaşan bu yazılım ve donanım altyapısını değerlendirmeye karar verdik." [94]

"...Biz halihazırda çalışma yaptığımız alanda elimizde halihazırda bulunan bu alanda uzman, deneyimli kadro, içerik ve altyapı ile aynı programın uzaktan eğitimle de verilmesini düşündük." [95]

"Biz örgün eğitimle sahip olduğumuz kaliteyi gölgelemeyecek özelliklerde olduğu sürece uzaktan eğitim programları açmak ve öğrencilerin bu ihtiyacını gidermek istiyoruz. Programlar açılırken Üniversite konuyu detaylı değerlendiriyor. Bazı durumlarda bir programı açmak var olan yüz yüze programın itibarına gölge düşürebileceği varsayılırken bazı durumlarda da uzaktan eğitim programının prestij ve kalite getireceği görüşü sağlanıyor. Sadece ikinci durumların sağlanmasıyla program açılması uygun görülüyor." [96]

"Bugün uzaktan eğitim merkezi üniversitenin en popüler kurumudur. Sadece popüler değil iş üreten de bir kurumdur. Oluşturduğumuz ekip sinerjisi ile kendi içeriklerimizi ve hizmetlerimizi üretiyoruz, hatta diğer üniversitelere de bu içerikleri isterlerse altyapıyla beraber sağlıyoruz. Artık bugün ulusal bazda uzaktan eğitim ile ilgili bir konu görüşülecekse, üniversitemiz o masada bulunuyor mutlaka." [97]

"Uzaktan eğitim programları açmak üniversiteye bir prestij kazandırıyor." [98]

"...Mevcut programlarımızı devam ettirerek ve yenilerini açarak artan rekabet ortamında ulusal arenada yerimizi almak ve daha fazla tanınmak istiyoruz." [99]

"Popüler olmak istiyoruz. Diğer üniversitelerle bu anlamda rekabet içindeyiz. Bunu sağlamak için piyasanın en çok talep ettiği programları açmaya yöneliyoruz." [100]

"...Örgün eğitimle verdiğimiz dersleri uzaktan eğitime kaydırıyoruz. Diğer türlü buradaki (üniversitedeki) sınıflar yetmezdi. Bu ekonomik yapı ile üniversiteye maddi bir katkı da sağlıyoruz. " [101]

"...Bu derslikleri (üniversitenin kampüsündeki sınıflar) açmanın ve bu ortamlara altyapı sağlamanın Üniversiteye bir yükü var. Biz bu yükten açılan uzaktan eğitim programları ile kurtulduğumuzu düşünüyoruz. Eğer şu an bazı programlarımız uzaktan eğitimle verilmiyor olsaydı fakültelerde öğrencilere derslik sağlanamazdı." [102]

"Üniversitemizde çok ciddi bir derslik problemi vardı. Ama biz birçok dersliğin bu programlar sayesinde boşa çıkmasını sağladık. Bu durum fakülteleri çok rahatlattı..." [103]

"Ön lisans diploması olup özlük haklarında da bir iyileşme beklentisiyle lisans tamamlama programlarına başvuran çok sayıda kişi var. Özellikle devlet kurumlarında çalışanlarda böyle bir beklenti ve talep var. Bu talebi karşılıyoruz... Ön lisans diplomasına sahipken zaten görevini sürdüren kişilerin lisans diploması alarak özlük haklarında iyileşme olmasını beklediğini söyleyebiliriz. Örneğin İlahiyat programı için, şu an ilgi gösteren çok fazla din görevlisi var. Din görevlilerinin birçoğu da açıköğretimden ön lisans yaptıklarını düşünüyorum. Bunlar zamanında açıköğretimin ilahiyat programını bitirmişler. Dolayısıyla 2 yıllık eğitimle kalmışlar. İLİTAM'la da eğitimlerini tamamlamak istiyorlar. Bu kişiler çalışıyorlar ve sayıları da çok fazla." [104]

"Bu programlar üniversitenin yaptığı değerlendirmeler sonucunda talebe bağlı olarak açılmaktadır." [105]

"...Hedef kitlesinin epeyce çalışanlardan oluşması lisans tamamlama programlarının açılmasında etkili olduğunu düşünüyorum." [106]

"...Diyelim ki Din Kültürü Öğretmeni alımında bir artış varsa, bu da eğer bir yönetsel politikasıysa, böyle bir alan doğmuşsa bu programlara rağbet alacaktır. Rağbetin sonucunda da program açılmıştır. Bizler sonuçta rağbet olan programları açıyoruz." [107]

"Çalışan kişiler daha üst kademeye geçebilmek için eğitim almak istiyorlar. Fakat örgün eğitimde hem çalışıp hem okumak mümkün gözükmüyor. Bu taleplere cevap vermek için uzaktan eğitimle lisans tamamlama açılıyor." [108]

"...Lisans tamamlama programlarında bölümün, üniversitenin doğrudan program açma talebi olabiliyor. Köklü bir üniversiteyiz ve deneyimli olduğumuz alanlar var..." [109]

"Burada ilgili fakülte, bölüm ya da ana bilim dalının görüşü ve istekleri çok önemli oldu. Biz onlara bir davet yazısı yazdık. Ardından tanıtım amaçlı toplantılar oldu. Onlardan gelen program açma talepleri doğrultusunda hareket ettik... İlahiyat lisans tamamlama çok ilginçtir mesela. İkinci yıl biz başvuruda bulunmamıştık. Ondan önceki yıl yaptığımız başvuruyu esas alarak programın açıldığını bize bildirdiler. Yani orada esas olan üniversitenin kararından daha çok sanırım burada (program açılmasında) YÖK'ün planlaması esas alındı. (01)" [110]

"...Üniversitenin doğrudan talebiyle bölgeye hizmet etmek için bu programları açtık ama hitap ettiğimiz kitle daha da genişledi." [111]

"Lisans tamamlama programları buranın (Uzaktan Eğitim Merkezi) açılmasını itekleyen bir güç oldu... İlk bu programlarım açılmasında nedenleri bilemiyorum. Veya bir proje vardı... Buranın açılması ve o

programlar (lisans tamamlama programları) o dönem Üniversitenin yönlendirmesiyle gerçekleşti." [112]

"Lisans tamamlama programları kısa yoldan para kazanmak için açılıyor. Örneğin son 20 yılda ilahiyat yüksek okullarından 40000 civarında öğrenci mezun olmuş durumda. Bu sayı erimeden (tüm öğrenciler bitmeden) ilahiyat programlarıyla üniversiteler her yıl 300-500 kişi eğiterek kendi imkanlarıyla bir miktar ekonomik katkı oluşturuyorlar." [113]

"İşletmede olduğu gibi bu programları da üniversitelerin açmalarında bir diğer sebep kazanç sağlamaktır. Üniversitelerin bu programları gelir elde etmek için açtıklarını düşünüyorum. Örneğin, iki yıllık programları dört yıllığa tamamlatmak için üniversiteler öğrencilerinden oldukça yüksek meblağ talep ediyor." [114]

"...Lisans tamamlama programları da yüksek lisansla aynı mantıkla (pazarlanabilir olması nedeniyle) açtığımız programlardı. Çünkü çok fazla turizm işletmesi var. Bölgeye hizmet ederiz dedik ama daha da genişledi. İstanbul'dan, Ankara'dan Ağrıdan öğrencilerimiz var." [115]

"... Açıkçası ekonomik olarak da bu işin hocalara ufak da olsa katkısı oluyor. Bunu bir ek gelir olarak düşünebiliriz. Bu da yadsınamayacak bir gerçek." [116]

"İlk zamanlar uzaktan eğitim programlarında harçları üniversiteler belirliyordu. Bu programlar o dönem çok kazandırıyordu. Şimdi Bakanlar Kurulunun belirlediği değerler var... Her şeye rağmen Üniversiteler bu programlarla kazançlı çıkmakta ve gelir elde etmektedir. (01)" [117]

"Lisans tamamlama programları eğitim yaygınlaştırılması ve kampüse gelemeyen öğrencilerin eğitimlerini tamamlaması için açılıyor." [118]

"...Gerçekten üniversiteye gelemeyenler için uzaktan eğitimle lisans tamamlama programı sayesinde bir fırsat eşitliği yaratılmıştır. Zaten merkezin kurulma amacı İlahiyat Lisans Tamamlama Programı açılmasıydı. Bu programla üniversitemizde örgün eğitimi politik ya da coğrafi nedenlerle sürdüremeyenler için eğitimde fırsat eşitliği yaratılmak istenmiştir." [119]

"Turizm bölgesindeyiz ve özellikle bu bölgenin ihtiyaçlarına yönelik açmak istedik. Burada otellerde çalışan kişilerin kışında eğitime devam etmesini istedik. Çok fazla özellikle turizm işletmesi var." [120]

"Özellikle lisans programlarımızın uzaktan eğitimle verilmesi için senatonun geçirilmesinin sebebi derslerin üniversiteye olan yüküdür. Yani var olan derslik problemleri. Eğer şu an bazı programlarımız uzaktan eğitimle verilmiyor olsaydı fakültelerde öğrencilere derslik sağlanamazdı ve öğrencilerin tamamının bu dersleri alması sağlanamazdı. Üniversite bazı programları yüz yüze vermesi halinde kendi açısından ekonomik zarara uğradığını düşünüyor." [121]

"...Özellikle öğretim elemanın ve öğrenme ortamının eksik olduğu da düşünüldüğünde bu tip programlarda (lisans programları) dersin belli kısımlarını uzaktan eğitimle çözülmesi uygun olmaktadır." [122]

"Bu programlar yüz yüze verilseydi uzun süre derslik sağlanması gerekirdi. Oysa bu programlarla sınıflar değişmeli kullanılabiliyor. Bu programları açmak isteyen üniversitelerin bir anlamda ekonomik bir yapı oluşturmayı hedeflediğini düşünüyorum." [123]

"Bu programlara rağbet yüksek. Bu nedenle açıldıklarını düşünüyorum." [124]

"Talebe bağlı olarak bu programları açtık." [125]

"Lisans programlarının açılmasının rağbete bağlı olabileceğini düşünüyorum... Bilgisayar mühendisliği olarak henüz düşünmedik ama özellikle ilahiyata benzer şekilde mühendislikte (mühendislik lisans programlarında) de bu tür programlarda potansiyel olabileceğini görüyoruz." [126]

"Ders içerikleri uzaktan eğitime uygun olması bu programları açmamızda etkili oluyor." [127]

"Bizim için dersin içeriğinin uzaktan eğitime uygun olması lazım. Mesela 'Kimya lisans programı', burda öğrenci deney yapacak, bir şeyler yapacak... Buna cevap veremezsek o programa girmiyoruz. Program açarken bu belirleyici oluyor." [128]

"Üniversiteler bu programları açmak istiyor çünkü bu programların prestij kazanmada çok önemli bir rolü var. Hepsi istiyor ama YÖK belli üniversitelere bu izni vermiş durumda. Zaten sayılarının az olmasını da buna bağlıyorum. Açıkçası dört yıl süren ciddi bir emek de gerektiriyor. Yürütülmesi zor... Nihayetinde prestij kazandırdığı kesin." [129]

"Bana göre bu programların açılmasında ana sebep öğrenim süresinin 4 yıl olmasıdır. Bu sayede uzun süre hocalar açısından, ücretli derse girme şansı oluşuyor. Hocaların maddi tatminine bağlı olarak açılmaktadır." [130]

"...İlgi önemli. Öğrencilerin istekleri ve ilgilerine bağlı olarak o doğrultuda yeni programlar açmamız mümkün oluyor... YÖK ün uygulamasına göre 50'nin altında öğrenci yerleşen programlara kontenjan bu yıl verilmemiştir. Buna bağlı olarak beş programımız öğrenci almayıp eski öğrencilerle eğitim öğretime devam etmektedir." [131]

"Şu an bir talep doğrultusunda biz bu programı açtık. Fakat YÖK'ün getirdiği %30 yüz yüze eğitim gerekliliğinin bu programları öldüreceğine inanıyorum... Hiçbir öğrencinin memleketinden gelip de %30 yüz yüze eğitim alabilmesini mümkün görmüyorum. Bu durumda ilgili ön lisans programlarının kapanacağı anlamına gelir." [132]

"Onay süreçleri program açma sürecinde UZEM'lerin zorluk yaşadağını düşünüyorum. Halbuki UZEM'lerin kendi aralarında işbirliği yapmak için de mevzuat esnetilmelidir. Açılacak her programın ve programlar için istenen harç bedellerinin var olan denetleme mekanizmasında daha esnek koşullarda değerlendirilmesi faydalı olacaktır." [133]

"Bizi zorlayan süreçlerin en başında programları YÖK nezdinde kabul ettirmek geliyor diyebiliriz." [134]

"Birkaç program için YÖK'e başvuruda bulunduk. Ancak özellikle bir program için bir yıldan fazla bekledik. Hatta o dönem kadromuzda değişiklikler oldu. İlk başvurumuzu gerçekleştirdiğimizde mevzuatı net anlayamadık, ama daha sonra mevzuatın daha net hale getirilmesi başvuru sürecini hızlandırdı." [135]

APPENDIX C

UNIVERSITIES' DISTANCE EDUCATION CENTERS IN TURKEY

1. Akdeniz Üniversitesi Uzaktan Eğitim ve Araştırma Merkezi
2. Amasya Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
3. Ankara Üniversitesi Uzaktan Eğitim Merkezi
4. Atatürk Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
5. Balıkesir Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi
6. Bartın Üniversitesi Uzaktan Eğitim ve Araştırma Merkezi
7. Başkent Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
8. Beykent Üniversitesi Uzaktan Eğitim ve Araştırma Merkezi
9. Bingöl Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
10. Bitlis Eren Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
11. Bülent Ecevit Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
12. Celal Bayar Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
13. Cumhuriyet Üniversitesi Uzaktan Eğitim Merkezi
14. Dicle Ünivertsitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi
15. Dokuz Eylül Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

16. Erzincan Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

17. Eskişehir Osmangazi Üniversitesi Uzaktan Eğitim Merkezi

18. Fatih Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

19. Fırat Üniversitesi Uzaktan Eğitim Merkezi

20. Gazi Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

21. Gediz Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

22. Hacettepe Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

23. Kahramanmaraş Sütçü İmam Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

24. Karabük Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

25. Karadeniz Teknik Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

26. Kocaeli Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

27. Kırıkkale Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

28. Marmara Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

29. Mehmet Akif Ersoy Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

30. Mersin Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

31. Mevlana Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

32. Muğla Sıtkı Koçman Üniversitesi Uzaktan Eğitim Merkezi

33. Nevşehir Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

34. Okan Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

35. Ondokuz Mayıs Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

36. Sakarya Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

37. Trakya Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

38. Yeni Yüzyıl Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

39. Yıldırım Beyazıt Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

40. Çanakkale Onsekiz Mart Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

41. Çukurova Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

42. İnönü Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi

43. İstanbul Arel Üniversitesi Uzaktan Eğitim Merkezi

44. İstanbul Aydın Üniversitesi Uzaktan Eğitim Merkezi

45. İstanbul Bilgi Üniversitesi Uzaktan Eğitim Uygulama ve Araştirma Merkezi

46. İstanbul Kültür Üniversitesi Uzaktan Eğitim Merkezi

47. İstanbul Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

APPENDIX D

THE INTERVIEW INVITATION LETTER

Sayın [Akademik Titri, Ad, Soyad],

Size tez danışmanım Prof. Dr. Soner Yıldırım'ın yönlendirmesiyle yazıyorum.

ODTÜ BÖTE'de sürdürdüğüm bilimsel bir araştırma kapsamında Üniversitelerde çevrimiçi akademik programların açılmasında yönetici motivasyon algılarına yönelik bir araştırma yapmaktayım.

Üniversitenizin Uzaktan Eğitim Merkezi Müdürü ile 20-25 dakika ekte sunulan araştırma soruları üzerine görüşme yapmaya ihtiyaç duymaktayım.

Görüşmemizin hem Türkiye'de universitelerin uzaktan eğitim uygulamalarının gelişimine hem de bundan sonra ilgili alanda yapılacak akademik çalışmalara katkı sağlayacağını bildirir, değerli katkılarınız için şimdiden teşekkür ederim.

Bu araştırma kapsamında sizle görüşme yapmam mümkün müdür?

Arzu ederseniz çalışma hakkında daha ayrıntılı bilgi verebilirim.

Ek 1. Araştırma Soruları

Saygılarımla,
Hakan Özcan

Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü
İletişim Bilgilerim: