

CITY OF ANKARA IS GETTING RICH WITH FOREIGN STUDENTS

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FOREWORD

A city's perception, knowledge and evaluation are a decision making and selection process about the city as a consequence of understanding the environment's perception form and identifying the qualifications. Beside the individual decisions, social decisions also take place in the principal axis in this decision making process. Therefore, by means of increasing the social education level along with scientific researches, the universities provide massive value added to the regional and urban development processes of the countries. In the development of most cities and districts, alterations occurred according to the universities in that region. In this connection, the students which are the universities' main aim have economically and socially undeniable place in city life.

The overall aim of this project is to make a contribution for ensuring Ankara being a competitive capital in the world in terms of high quality in education, technology, social and cultural perspectives for the foreign students who select to pursue their university education in Ankara. The sub goals examined within the scope of this aim are; to create wider profiles of the foreign students, to understand the perception about the city of Ankara and its universities, to determine the needs of the foreign, to understand their problems, to specify the place of Ankara as a city and education center in foreign students' future plans, to measure their satisfaction and expectations.

In this project the aim is not only to determine the state foreign student's perception, but introducing the outcomes of this project as a valuable information for decision makers who will put new implementations into practice intended to youngsters, increasing the effect of Ankara in the scientific, technological, socio-cultural development process.

Urban perception is a temporary circumstance which becomes apparent through time and develops depending on location. Therefore, to assure the continuity of this project in terms of development based on the differences in the perception, satisfaction and expectations on Ankara, historical development will be analyzed and its results will be carried out for evaluation of the existing situation.

This report, which is prepared in the scope of identifying "the perception of Ankara for foreign students having their educations at a university in Ankara" which was proposed by Ankara Development Agency in its 2012 agenda, puts forward the results of the information collected via questionnaire application which is performed face to face and focused interviews and performed by a sampling group according to statistical criteria based on the foreign students' population who are studying in different departments at state and private universities in Ankara.

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“City of Ankara is Getting Rich with Foreign Students” is a research project that has been coordinated and conducted by Turkish Statistics Association (TSA) jointly with Ankara University European Union Research Center (ATAUM) with the participation of Eurasian Enderun Education and Research Foundation. Granted by Turkish Republic Ankara Development Agency, the project aims to examine the perception of the foreign students who study at the universities in Ankara. On the city and its universities to begin as in the first place, we would like to thank ANKARA DEVELOPMENT AGENCY for their support in the process of the project **“City of Ankara is Getting Rich with Foreign Students”** , Ankara University Rector Dear Prof. Dr. Cemal TALUĞ. We would also like to thank the academic and administrative units of the universities for their contribution for opening their sources to reach to the foreign students. Special thanks go to FOREIGN STUDENTS who agreed to take part in the survey and take time to answer the questions. Finally, we would like to thank Ankara University TÖMER Language Center and its leading personnel for their participation and contributions to determine the main headlines of this research, foreign and Turkish students who took place in data editing process, crew of **Statistics World** for their special work both in processing, analyzing and editing the data. Special thanks go also to **Dr. Rukiye DAĞALP, Dr. Banu YAĞCI ALTINSOY, Dr. Özlem TÜRKŞEN** and **Mr. Erhan ÜNAL** for sharing their opinions about the literature, data editing and interpretation of the statistical results in the scope of the project.

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ABSTRACT

In globalized world, the expeditious alteration in the area of technology, communication, transportation and economy have provided the contact between different communities and cultures to be closer. People from other countries move from their own countries with the purpose of education or generally economical reasons. In addition, the implementations in the frame of “student exchange programs”, have given acceleration to students moving between the countries for education purposes.

In this connection, as a result of increasing effects of globalization, congruity and renewal process in the universities are accelerated. In accordance with increasing the international qualifications to optimal level, the universities’ role is considerably activated in supporting the regional development, which is one of the main points in the European Union legal framework.

For a university having a higher level of human resources, information, education, job and social services constitute important reference to the city. However, as the contributions of these universities to be active for the cities and being able to compete with the world standards require competence in terms of life quality, technology, social and cultural perspectives.

One of the aims of this study is to build up the profiles of the foreign students coming from other countries in order to study in different departments at the universities in Ankara. Another aim is to determine their perception on the city of Ankara, and to examine their satisfaction and expectations from Ankara in terms of its physical and infrastructural features.

Moreover, besides the factors such as accommodations and, environmental congruity, another aim is to determine the adequateness and students’ expectations on the opportunities which the institutions such as, local government, police department etc. provide.

The role of the big universities is not only framed by their capacity in education, but also in the sense of raising funds to the city and the region and implicitly to the country. In order to increase this contribution, in finding the economic and socio-cultural contributions of the university to the city and how to put the evaluation of these contributions into practice; the university should evaluate the goals directed to city development, the activities directed to them and their results. At the same time, besides identifying the things that have been done for the city interaction, what else can be done and what should be done, prospectively the university should form a basis in the strategic decisions and implementations for enabling the university to get integrated with the city and region and to provide an effective university-city and university-trade interaction.

In the second part of this project which has been developed by this perspective, scaling is done about the bureaucratic structure of the foreign students' universities studying in Ankara, socio-cultural environment, education quality, course content adequateness, academic staff, communication with friends and environment, language problems, the foreign students' way of transferring their ideas about the city and university they study to their relatives and friends.

Key Words: City Perspective, University-City Interaction, City of Ankara, Foreign Students Mobility, Descriptive Statistics and Statistical Analyses.

CHAPTER ONE

1.1 Introduction

Besides being depended on people's perception, configuration and sense-making of environmental information, the understanding of environment and location's geography also depend on the usage of this information. Behavioral approach is being interpreted as environmental nominative or egoistic. According to this, every individual is accepted as they have their own geography. This special geography is being shaped with individual's needs, desires, experiences, age, gender and some other factors are mentioned here (Karpuz, 2007).

A significant illustration of the fact is possible to be perceived in many different ways by different observers. Despite of all these individual differences, there are also common image elements.

In behavioral geography studies, one of the prominent subjects is the perception of geographical appearance. The cities, which are all human race's final environmental product and which are identified as a bigger dimension of town or village and identified as a living place according to size of the population and importanc, create a different type of geographical appearance with their distinctive features (<http://saltonline.org/img/344.pdf>).

The perceptions of most elements in cities depend on and vary with respect to their usages. While using the city or performing various duties, an individual chooses various parts of urban environment. Since therefore, bus stops, traffic crossroads and important buildings or different physical features of the city is being realized, then remembered and later arranged in order according to their importance. Consequently, in this resultant process, the city's nominative intellectual structure occurs. According to Lynch, besides being depended on the positive perception, an environments' success or legibility (establishment or perception simplicity) is also depended on finding meaningful by its habitants (Karpuz, 2007).

For most people, cities are activity places. From education to cultural facilities, vacation and fun places and all kind of such activities are being carried out in such places within the scope of the cities. These places' extents according to the living place braces up the satisfaction and perception (<http://www.kentli.org/makale/algivetatmin.htm>).

In the generated perception after globalization developed by this way, the identification concept's coming into prominence from the way of cities in the way of searching to be the center of attraction, brought up the cities' individuality (Karpuz, 2007).

In perceiving the cities easily, their physical features are more or less important. In this connection, the concept of "place designation" which is identified as a model and implementation area in order to measure the "Urban Planning" and country or cities' reputation, to construct and conduct, has an important prominence for the country and its cities. The countries, which have got designed logotypes, internet web sites and slogans (as "Sri Lanka: A land like no other", "Israel Wonders" and "Latvia: The land sings") working with the marketing companies just like the holdings, allocate quite large amounts of resources for the image works. By taking a comprehensive marketing research typically as a basis, this image is being designed strategically aiming specific targets. In today's world which is becoming more and more engaged, urban branding that takes directly a role in the number of the tourists that a country's image will host, the foreign business that it will affect and the advantage that it will face in the global stage, should have both a standard and an expected qualification (<http://saltonline.org/img/344.pdf>).

As a result of increasing effect of globalization along with region and city interaction brought a special importance for universities. At the present time, universities found themselves in a renewal and competitive environment and with the universal values the universities featured their regional values.

The twitchy global competition has become the propellant power of a more insistent public opinion demand about accountability, pressures towards the access to be more common, public finance which is decreasing gradually and the alteration of global tendency in order to specialize higher education's incomes and this propellant power has created new conditions in the way of higher education.

In order to examine closely the institutive leaders and governments, their own higher education's systems and the institutions that create these systems and considering the national needs, these alterations, direct to present the reforms which will be helpful for the higher education sector to contribute effectively to national development (Tanyeli, 2008).

In order to fulfill the young population's needs, development in higher education is supported and in national strategy it has been taken as an important factor. Turkey's both present difficulty and advantage is being in the possession of its improvement within the context of Europe. As for its responsibility, providing a collaborate improvement and quality development in all aspects (Tanyeli, 2008) are required.

In the study that analyzes the city – university interaction, priority is given to universities’ regional development policies and to its effects on sustainable humanistic development. This conception, which is developed by The United Nations, discusses the human fact as the primary factor of a country and region’s development. As distinct from the traditional tendencies, which indentify the development just as a process, the sustainable humanistic development conception along with enhancing people’s economical conditions, involves the provision of the general conditions for the people in order to benefit from the social, political, cultural, health and educational rights. Along with this approach, people’s gain on the signified opportunities sufficiently and equally is being accepted as a humanistic right. (http://www.unesco.org/iau/sd/sd_definitions.html).

The criteria, which have been put forth in the study as a European Union project conducted by the Center for Urban and Regional Development Studies – CURDS of Newcastle University, are in the quality of a road map evaluating the universities’ roles in city development. The starting point of these kinds of studies is that the human resources in the region and the institutive contraptions should be in interaction with the region to develop economically.

Besides from regional, political and social environments, the universities’ powerful part is being interacted with networks, ideas and agents. Therefore, the universities guide the region/city’s development process that they are located by being as a bridge between regional and international dynamics of globalization (http://www.unesco.org/iau/sd/sd_definitions.html).

1.2 Importance of the Research

Every year, hundreds of thousands people travel to developed and ever – developing countries in order to benefit from their education system, to learn languages and to know different cultures.

When we look at the best 100 universities in the world, the majority are USA and British universities. Their common features are, as observed, having high qualified professors, perfection in research, qualified education, gaining high financial budget from institutes and other resources, high rank students, academic freedom, well equipped facilities for the student life and universities social contribution

(http://www.samsunsempozyumu.org/Makaleler/1754104587_22_%c4%b0smaill%20Hodzi%c3%a7.pdf).

USA, UK, Australia, Canada, France and Germany take first place in the world in terms of education. In recent years, however, as a result of the alterations and renewals in education made by the contiguous

countries which entered new to European Union (EU), some of these countries became appealing to foreign students. Even Balkan countries which newly became members of EU, also attract foreign students by means of making frivolous reforms and facilities in education (http://www.samsunsempozyumu.org/Makaleler/1754104587_22_%c4%b0smail%20Hodzi%c3%a7.pdf).

The Capital city of Turkey, Ankara, takes the first place in the developmental collocation in education. The universities in Ankara have an important contribution to development. However, Ankara's success in education sector is not found to be sufficient across Turkey. Within this scope, in 2011-2013 Ankara Regional Plan, it's been aimed that Ankara to be an internationally ranked center of attraction in education sector by getting it beyond the national limits.

Ankara to become an international education center depends on first increase in the satisfaction of the existing foreign students who choose to live in Ankara for university education, second, attracting the foreign students to study in Ankara. However, there are fewer studies about the Ankara perception of foreign students studying at universities in Ankara. The problems they face and their needs in city life have not been investigated explicitly. For this reason the contribution of this project is tremendous.

1.3 Scope of the Research

As it is known a city's perception, publicity and evaluation lastingness, is a process of choosing and making decision about that city as a result of understanding the way of the perception of the environment and knowing the environment's features.

In the generated perception of the globalization process, in the pursuit of being the attraction center, in the way of cities the prominence of the identification conception in the way of cities brought up the individuality of the cities. However, an individuals' identity develops in the way of his/her living environment. The individual's all conscious/unconscious perceptions, information, backlogs and experience, thoughts, behaviors, expectations and predictions from future, needs and demands give shape to his/her identification. The university period in ones life has an important role in the process of identification. The students during their study at the university spend also time in the city, develop new relations and friendships and are able to shape their life styles. Therefore, university years in the age of youthfulness are in the main axis in the process of a city's becoming known, perception of the environment, individuality and the development of identity concepts. Thus, the research topic gains more importance to be studied from a wider perspective.

Besides being the capital of Turkey, Ankara is the city that hosts the most important and successful universities of Turkey. Besides the academic capacity and success of the universities in Ankara, concerning the age group universities host, the opportunities and facilities that this city presents play an important role to in the preference of the universities. In the scope of the project, the analyses and quantification of the perception of foreign students on their universities and the city, who comes from different countries and cultures to Ankara for the purpose of education and live in Ankara for a period of time, will be an important information indicator for the decision makers.

1.4 Purpose of the Research

The main aim is to make a contribution on the improvement of Ankara as attraction, appealing, education and cultural center for foreign students. In the scope of this purpose, the goals analyzed are to determine the foreign students' point of views about Ankara and its universities, to indentify these students' needs, problems and to determine Ankara's place in their future plans and to measure their satisfaction and expectations.

The main purpose of the research study;

- To contribute making Ankara to be the center of attraction in the area of higher education in terms of international scale,
- To contribute making Ankara a capital city which will be able to compete with the world in terms of environmental and life quality in education, technology, social and cultural perspectives.

In this connection, the specific aims intended to the project's main purpose are;

- **Determining the Profiles;** building up a detailed profile of the foreign university students, searching the foreign students' need and problems, identifying Ankara perceptions, measuring the satisfaction and expectations from the city of Ankara and the universities in Ankara,
- **Identifying Background for Strategy;** identifying the foreign students' preferences of staying and planning further careers in the city that they had education after their graduation and identifying a background for developing education, job and socio – cultural opportunities and strategies for such students willing to stay after the graduation,

- **To Publicize the Results of Project: informing the authorities and decision makers on the results of the project** on the perception, needs and problems of foreign students living and having education in Ankara, opening an information array for the use of political determiners, governorships, local authorities, media and universities.

After the thoroughly research of the literature about the topic, exemplification frame and exemplification design to be done, identifying the data collection, survey administration and research methodology, preparing the questionnaire forms to be used in data collection, training the pollsters and supervisors, data editing design and internal consistency analyses, data coding and statistical analysis works are the steps and activities of the study through its aims. Based on these analyses, the foreign students' perception of the city of Ankara and their universities are analyzed and suggestions for developing strategies are given.

1.5 Literature Survey

The studies about the foreign students' perceptions on Turkey, Ankara and Turkish universities are limited in the literature. The resources from abroad mostly concentrate on the foreign students' perception on their universities and the problems that they face.

Aktaş (1997), made a study on the congruity disposition of foreign students. Along with a questionnaire applied to first year and fourth year foreign students registered to Ankara University, Agricultural Faculty, personal congruity, social congruity and general congruity evaluation were made.

A study conducted by Kiroğlu (2010), presents evaluations and results about the congruity of the foreign students to the university. In this study analyses are done based on the interviews performed with 15 students from 7 different countries at an anonymus university in Turkey about the topics of socio – cultural and economic problems, human relations, accommodations and homesickness, food, clothing and traditions congruity. According to the evaluations done with descriptive analysis techniques, it's been identified that the students from Azerbaijan, Turkmenistan, Kazakhstan, Mongolia, Greece, Uzbekistan, and Georgia did not have cultural differences, but had economical problems and felt homesick and missed their families. On the other side, Karaoglu (2007) states that when the cultural differences increases, the congruity behaviors are being affected and when cultural similarities increases the students' acceptance level of the culture that they live also increases.

While Soytürk (2000) analyzed the students' congruity to the social structure for Balkanian students studying in Turkey; Garabayev (2000) analyzed the congruity problems of the students from Turkic Republics and their reception related to Turkey and Turks. Otrar and his friends (2002), on the other side, discussed the relation between stress sources, coping style and mental health of the students from Turkish and cognate community. Ercan (2001), in his study with the foreign students; put forward the students' problems with respect to individuality, family, future, health and friendships.

In terms of identifying the methodology and techniques and enabling base for comparative evaluations, literature on other countries shows that there exists a wide range of publications on this topic. In one of these studies (Lewthwaite, 1996), in order to analyze and evaluate the foreign students' experiences, adaptation to academic, social, cultural and language environments, questionnaires were applied to postdoctoral students from 12 different countries studying at the universities in New Zealand. The results showed that students had high level boredom, stress and at some points depression.

In terms of the evaluation of the stress state of university students in the process of cultural congruity longitudinal analyses is used and for the identification of the relation among the effects of variances, which are sources of stress, on congruity and health, Ryan (2000) employed descriptive comparatives, relational and predictable methods. In a research done with 476 university students in a university in USA, the students' congruity to Europe at least for one or two semesters, was analyzed by using Pearson correlation parameter and experimental design.

Pruitt (2002) analyzed the African students' congruity to American society with a questionnaire applied to 296 African students in 9 universities in USA to determine students' socio – economical features (country, religion, income) and the problems they faced (discrimination, differentiation, longing for family and hometown, depression, tiredness). According to descriptive analyses, it's been identified that predominance feels confident with American culture and life, is satisfied with their education and identified that students coming from higher education level spend time with American students but rather than African students.

In a research study conducted with 150 foreign students who are European, African and Middle Eastern and doing their masters and working on postgraduate works in UK (Brown, 2009) shows that important gains were developed between students such as, learning and being informed about other cultures, alterations on their life perspectives, facing stress and coping, indentifying priorities and changing them, starting for a new life when they go back to their hometowns and etc. This research also states that

international differences and intercultural combination conduce towards the development in personal and professional life, by collating the self- understanding.

The studies done on the foreign students have put forward that these students have faced loneliness, incompatibility, shyness, cultural shock and psychological problems (Biggs, 1999; Furnham, 1997; Lewins, 1990; Tomich and Frnd., 2000). A qualitative research study conducted to 12 Chinese students, (Yang, 2006) identifies that the most important problem the foreign students faced is socio – cultural congruity. As for that, in their research studies, Mori (2000) and Sandhu (1995) determined that cultural differences and being far from their hometown are the main sources of stress for the foreign students. Berry (1997) describes this situation as “acculturation stress” that foreign students experience mostly.

Such problems like, accommodation, food, health, climate, transportation and homesickness also takes place among the problems that the foreign students should overcome (Arubayi, 1980; Güçlü, 1996; Sandhu ve Asrabadi, 1994). Moreover, there are many studies showing the bias that the foreign students



encounter, aggravates the students’ psychological situation and their cultural congruity. (Hayes ve Lin, 1994; Manyika, 2001; Mori, 2000; Nebedum-Ezeh, 1997; Sandhu, 1995; Yoon ve Portman, 2004; Winkelman, 1994). Besides the socio – cultural problems, it’s been observed that income state of the foreign students is also one of the most important problems. In their research study, Deressa ve Beavers (1988) stated that the most important problem of the foreign students is financial.

As for that, in his research study, Annaberdiyev (2006) compared the foreign students’ attitudes on searching psychological help, their needs and their congruity in terms of various factors.

CHAPTER TWO

CAPITAL ANKARA WITH NUMBERS

2.1 History of Ankara

“Being from Ankara; does not only mean breathing in Ankara or to be fed in Ankara. Knowing with whose efforts Ankara came to these days, knowing the scientists and artists of the work of arts in Ankara which makes it Ankara, and living with the awareness and responsibilities of these information; is being from Ankara” (http://www.ankaralilarvakfi.org/?page_id=942).

Ankara, as a historical city lived starting from first ages till today, holds a different place among world’s capitals. Ankara’s first settlement date is unknown. However, the researches in the region, shows that the city is a settlement place since Paleolithic Age. Ankara’s first establishment as a city is from the Phrygia period.



The city, through its development in history, is named differently by the nations dominated the region. From the oldest to the newest the names are; Ankyra, Ancyre, Enguriye, Enguru, Angara, Angora and Ankara.

As a headquarter center of our Liberty War, Ankara whose name also became our independence’s symbol became capital city of Turkey on 13th October 1923 (http://www.aso.org.tr/kurumsal/index.php?sayfa_no=38).

In Ankara environs, lots of hill town and flat locations which belong to old ages can be found. The hill towns are the mesas which generally established on flat areas and which were created by city remains from the old ages. (<http://www.inankara.com.tr/sayfa-3/tarih-gecmisten-bugune-ankara/clemens-holzmeister-tbmm-mimari.php>).

It's been always said that Ankara is the best representative of Turkey modernization. This STATEMENT, however, is not wrong because this city was the indicator of the young Republic for a long time.

Apparently, Ankara is the first modernization project of Turkey and even from all Islam worlds.

It's known that in other cities these kinds of attempts were made. However, most of these attempts stayed on the level of revision on physical environment and are very far from being overarching all urban activities and facts. The one performed in Ankara was done in all scales such as, in the area of the structure from a citizen to another, from public to individual etc.

Even in 1920s this little capital of Turkish Republic, succeeded on overcoming the citizenship system by population compound and succeeded on becoming just Turkish.

Therefore, Ankara is the birth place of Modern Turkish citizen. In terms of urban environment and citizen's organization; Ankara also took the advanced role.

Most of the modern places in Turkey were firstly built up in Ankara, and firstly gained *OPERABILITY* or firstly were created by the people of Ankara. Instead of traditional recreation conceptions, modern recreation arrangements' transmission firstly took place within the *IDENTITY of ANKARA CITIZENS*, and then the required places firstly were shaped there.

Ankara is the first city which the urban *LIFE* style in Turkey modernized. However, when modernization is stated here, in contrast to the believed ones, the alterations such as instead of traditional clothes Western clothes, instead of fez and turban hat changes are not being stated. The essential modernization happens putting another life rhythm instead of traditional urban life rhythm (Tanyeli, 2008).

2.2 Statistics on the City of Ankara

In today's world, Ankara is the 38th most crowded city in the world. Today the city population is being four million as well as it increases every day. Ankara is one of the cities receiving high migrations. Ankara's population in 2011 was 4.890.893 and city and district center's population was 4.762.116. 88% of the population lives in the city and the rest 12% lives in towns and villages.

According to PriceWaterHouse Cooper's "Which are the Biggest City Economies in the World and How it will Change in 2010" report, the city which took on 94th place in the first 100 biggest cities in 2005, took 80th place in 2008. It's been predicted that the same city will take the 74th place in the world's cities list by 115 billion \$ income.

- **Climate**

Climate changes can be seen in the wide areas of the city. In south, Central Anatolia's obvious featured climate, steppe climate can be seen, while in North, Black sea climate's soft and rainy circumstances can be seen. In this region, where the continental climate is dominant, the winters are cold and summers are hot. The hottest months are July – August and the coldest month is January.

The rainfalls differentiate from north and south parts. For its structure, especially in winter month's foggy weather can be seen a lot in most times and it affects life in the city.

On the basis of the city the average temperature is in between 10-13°C and the monthly rainfall is in between 11 – 55 mm (www.kulturbakanligi.gov.tr).

- **Culture and Tourism**

There are lots of festivals which became traditional in the city. One of the most important cultural organizations is the Ankara International Film Festival. This festival, which has been organized since 1998, hosts documentary, feature film and short film competitions. In this festival approximately in 17 awards in different features are given.



In the area of theatre, a festival organized by Social Researches for Culture and Arts Foundation since 1996, is the International Ankara Theatre Festival. On the other hand, since 1983 Ankara International Music Festival and since 1996 Ankara Jazz Festival are regularly organized.

There are 42 museums in the Ankara city center boundaries, which are managed by various institutions. The foreign students in the scope of the Erasmus Program in the universities in Ankara can also benefit from the museums by taking a museum card (www.anadolumedeniyetlerimuzesi.gov.tr).

In order to increase the tourist number, a convention and entertainment focused policy is adopted in the city. Moreover, the fairs that the universities in Ankara organize also support the advertisement of Ankara oriented to foreign students. However, by popularizing more and more these fairs will contribute a lot to tourism in Ankara.

- **Transportation**

Recently subway is the most useful and extensively used transport vehicle. In daily transportation the buses managed by the municipality and dolmush managed privately are commonly used.

Esenboğa International Airport, which is located in the north part of Ankara, is the most important area in terms of providing arrivals and departures by airway.

In terms of arrival to and departure from the city, another important facility is the Ankara Intercity Terminal Station Buslines, in short ASTI.

Railway transportation is run by Republic of Turkish State Railway (TCDD) Ankara station. This place is also the point that separates the country's east and west sides.

Ankara subway's three new branches' construction is approved by Transportation Marine and Communication Ministry in 2011. The new subway system is still under construction.

- **Health**

There are 33 state hospitals, 8 university hospitals, 2 military, 3 officials, 20 private and 1 municipality hospitals, in total, there are 67 hospitals and 1 dental health center in Ankara.

- **Education**

There are more than 150 primary and secondary school and public education centers in Ankara which is one of the most important centers of Turkey in terms of education. In addition, there are 14 universities

and 1 military academy. Besides giving education to provincial- wide comers, these universities also offer education to and the people overall Turkey and foreigners with exchange programs.

- **Universities**

Some of the universities in Ankara take an important place within the education system in Turkey, Europe and the World. In addition to this, according to Turkish Statistics Association (TSA) 2011 results, among Ankara's aged 6 and older population's, 636.030 are university graduates, 66.391 hold masters degree and 21.333 hold doctorate degree.

The universities in Ankara are:

State universities: Ankara University, Gazi University, Hacettepe University, Middle East Technical University (METU), Yıldırım Beyazıt University,

Private Universities: Atılım University, Başkent University, Bilkent University, Çankaya University, TED University, TOBB Economy and Technology University, Turgut Özal University, Turkish Air Association University, Ufuk University.

The Military Academy, which was established in 1834 with the name of Mekteb – i Harbiye in Istanbul and which fulfills the need of Turkish Armed Forces' active duty officer, was carried to Ankara in 1936. Since 1991, besides the military education, it gives the education on system engineering in the undergraduate level (<http://tr.wikipedia.org/wiki/Ankara>).

CHAPTER THREE

MOBILITY OF FOREIGNERS

It's been in sight that the education system, zone – population, relationship, cultural bonds, timeliness and historical factors are the main factors affecting the creation of mental maps. The previous experiences of the foreign students before their higher education and the excitors in their educational environment are another factors that affects the creation of mental maps (Gülнар ve Balcı).

The expeditious change in the field of communication, transportation and economy, have supplied to increase the communication between different societies and cultures. People emigrate from their own countries to other countries generally for economical reasons or for the purpose of education. For example, the practices, which the European Union has applied in the frame of “students exchange programs”, have gained an important acceleration to the exchange of students among the countries.

The studies on acculturation are generally gathered massively in two areas. The first study area, in general, analyzes the acculturation and applies this analysis among all immigrant groups. Some of the scientists, on the other hand, focus on the acculturation that especially occurs between the international students. For example, while the researchers are analyzing the congruential difficulty of the foreign students, some other researches discuss the academic, linguistic and socio – cultural problems of these groups. Some other researchers, on the other hand, discuss “the culture shock” or the immigrants’ adaptation experiences to the host countries.

As for that, in the second research area, some researchers studied on the effects of mass communication on acculturation. Walker (1993) and Yang (1988), for example, identified that the mass communication have eased the immigrants’ adaptation to host culture.

Most of the people, who visit a foreign country, are having limited interaction with the host country’s individuals in the adaptation process’s first periods and find it stressful to communicate with those individuals. Under these circumstances, the mass communication fulfills its duty as a substitution device and services to the new comers’ various needs such as, cultural learning, ethnic lastingness, friendship and entertainment as a device far from pressure. Starting from the mid of last century till today,

communication, transportation systems and devices, economical, social and cultural developments have created the result of making more short or periodical contact with the people from different societies to each other.

3.1 Short Information on the Foreigners visited Turkey

In 3 – month periods the foreigners, who visit Turkey, a comprehensive data based on their date of departure is collected by Turkish Statistics Institution (TSI).

Based on the summary related to such data in respect of this conception in 2010 and 2011; according to their accommodation places, when the total number of overnight stays of the visitors in 2010, is analyzed, while overnight stay number of the ones' who accommodated in hotels from all the visitors creates 47%, 5 of the total overnight stay number, this proportion shows variability according to the periods and takes its maximum value by 56%, 0 proportion in the 2nd period.

When the proportions are analyzed according to the nationalities, Georgia having the minimum of 7,0% proportion, Japan having the maximum of 94, 6% proportion yield the longest overnight stay. According to The Visited Cities and Accommodations, the distribution of the total overnight stay, the number of the foreigners departing from Turkey in four big cities is shown in Table 3.1.

Table 3.1 According to the Visited Cities and Accommodations, the Distribution Table of the Total Overnight Stay Number of the Foreigners Departing From Turkey

| The Visited Cities | Own House % | Rented House % | Friend's, Relative's House % |
|--------------------|-------------|----------------|------------------------------|
| İstanbul | 6,4 | 7,0 | 26,2 |
| İzmir | 14,6 | 3,3 | 32,1 |
| ANKARA | 16,1 | 10,6 | 38,0 |
| Antalya | 3,6 | 1,6 | 4,8 |

According to The Purpose of Visit, The Visitors Departing from Turkey in 2010, As an Accommodation, The Overnight Stay Proportion (%) in "Their Own House", "Rented House" and "Friend's, Relative's house" is given in Table 3.2.

Table 3.2 According to the Purpose of Visit and Accommodations, the Distribution Table of the Overnight Stay Number % of the Foreigners Departing From Turkey

| | Own House % | Rented House% | Friend's, Relative's House % |
|--|-------------|---------------|------------------------------|
| Travel, fun, sports and cultural activities | 6,1 | 2,1 | 8,5 |
| Visiting Relatives | 30,5 | 2,3 | 57,6 |
| Health | 17,3 | 4,7 | 33,6 |
| Religion | 7,9 | 1,8 | 16,3 |
| Shopping | 3,5 | 7,8 | 18,0 |
| Transit | 0,0 | 0,0 | 1,1 |
| Education | 6,1 | 22,3 | 19,2 |
| Business Purpose (conference, meeting, mission and etc.) | 7,5 | 5,4 | 10,0 |
| Other | 3,2 | 15,4 | 13,7 |
| Total | 10,8 | 4,7 | 20,2 |

3.2 Foreign Students Mobility

Besides the countries like USA, in recent years it's been seen that there is a massive increase on the number of the countries which apply such programs targeted to foreign students.

The European Union attached importance to the student and professor exchange programs such as, Life – Long Learning / Erasmus programs, also presents the importance on the communication between cultures and triggers this motility.



Turkey is also using such exchange programs actively. This kind of mobility brings up new concepts such as the acculturation, adaptation, integration to societies' agenda.

These conceptions, which involve the adjustment of the peoples coming to a foreign place, also bring to mind the communication fact with it.

Besides the extraordinary developments in mass communication and transportation technology; especially in last quarter of the century, the developments and alterations in world's economical, social and political areas cause international relations to be intensified and as a result of this, cause an increase in population movements (Selçuk, 2005).

The human societies in motion with this come up with the problem of adjustment to the country they newly arrive. Such that; these people not only meet with different viewed, different language speaking, different religious and different people who eat different foods, but they also have the chance to observe these people's differences on their behaviors, use of time and place, perception of world and life (<http://anasam.anadolu.edu.tr/yayin/1242636540.pdf>).

By having a share from globalization, the universities find themselves in a renewal and competition environment. At the present time, that the universal values together with regional values come into prominence, the interaction with the region of the universities and the city gains importance for the universities.

The Bologna process, which was started by universities' partnership in 1999 in order to create European Higher Education Area and aim life – long learning, aimed to establish a mutual relation between different national systems by protecting the structure of different structured national education systems. The European University Association (EUA), which is one of the main agents of this process, summarizes its researches about the topic of European universities' development in accordance with Bologna targets in Trends Reports (Crosier, 2007; <http://bologna.yok.gov.tr/?page=yazi&i=3>).

Turkish Universities also have an effective role in this association, which makes important contributions for supplying constant quality remediation in the quality culture, quality management development and education, schooling, examination and social services in European Universities.

In 2005, 47,500 students from OECD countries, 52,000 Turkish students in total went abroad within the scope of program. Nevertheless, in terms of participating to mobility and international activities, the massive differences among the universities are a concern. Besides limited students and personnel mobility, foreign language inefficiency shows that foreign language teaching is also a lacking strategic concern for Turkey (<http://bologna.yok.gov.tr/?page=yazi&i=3>).

The distribution of the number of the special and official students studying abroad is given on the Table 3.3 and 3.4. When the Table 3.3 and Table 3.4 are analyzed, it's seen that there is a massive decrease in the number of students in the process between 2007 and 2011.

Table 3.3 The Number of the Special Scholarship Students Studying Abroad

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|-------------|-------------|-------------|-------------|-------------|
| Male | 19.385 | 21.692 | 19.742 | 18.518 | 16.047 |
| Undergraduate | 14.330 | 16.646 | 15.562 | 14.576 | 12.775 |
| Graduate | 3.541 | 3.501 | 2.959 | 2.729 | 2.285 |
| Doctorate | 1.514 | 1.545 | 1.221 | 1.213 | 987 |
| Female | 1.857 | 2.199 | 2.129 | 1.918 | 1.738 |
| Undergraduate | 1.569 | 1.904 | 1.854 | 1.665 | 1.487 |
| Graduate | 224 | 222 | 213 | 205 | 197 |
| Doctorate | 64 | 73 | 62 | 48 | 54 |
| Total | 21.242 | 23.891 | 21.871 | 20.436 | 17.785 |
| Resource: General Directorate of Secondary Education (MEB) | | | | | |

Table 3.4 The Number of the Official Scholarship Students Studying Abroad

| | 2010 | | | | | 2011 | | | | | Total | | |
|--------------------|----------|---------------|----------|-----------|----------|-------|----------|---------------|----------|-----------|----------|-------|---------------|
| | Language | Undergraduate | Graduate | Doctorate | Training | | Language | Undergraduate | Graduate | Doctorate | Training | | GENERAL TOTAL |
| Total | 419 | - | 875 | 510 | 1 | 1,805 | 420 | - | 1,054 | 751 | 1 | 2,226 | 4,031 |
| USA | 302 | - | 627 | 302 | 1 | 1,232 | 248 | - | 696 | 462 | 1 | 1,407 | 2,639 |
| Germany | 12 | - | 36 | 20 | - | 68 | 16 | - | 36 | 26 | - | 78 | 146 |
| Australia | - | - | 9 | 21 | - | 30 | 2 | - | 8 | 22 | - | 32 | 62 |
| France | 1 | - | 8 | 18 | - | 27 | 4 | - | 7 | 16 | - | 27 | 54 |
| UK | 92 | - | 181 | 147 | - | 420 | 136 | - | 283 | 207 | - | 626 | 1,046 |
| Holland | 1 | - | 1 | - | - | 2 | - | - | 1 | 3 | - | 4 | 6 |
| Japan | 2 | - | 1 | - | - | 3 | - | - | 3 | 2 | - | 5 | 8 |
| Canada | 9 | - | 8 | 2 | - | 19 | 14 | - | 17 | 7 | - | 38 | 57 |
| China | - | - | 1 | - | - | 1 | - | - | - | - | - | 0 | 1 |
| Sweden | - | - | - | - | - | 0 | - | - | - | 1 | - | 1 | 1 |
| Switzerland | - | - | 2 | - | - | 2 | - | - | - | 4 | - | 4 | 6 |
| Finland | - | - | 1 | - | - | 1 | - | - | - | - | - | 0 | 1 |
| Italy | - | - | - | - | - | 0 | - | - | - | 1 | - | 1 | 1 |
| Spain | - | - | - | - | - | 0 | - | - | 1 | - | - | 1 | 1 |
| Russia | - | - | - | - | - | 0 | - | - | 2 | - | - | 2 | 2 |
| | | | | | | | | | | | | | |

3.3 Statistics on Foreign Students in the World and Turkey

It is predicted with the researches that the student number studying abroad, which was 1 million in 2010, will be 7 million in 2020.

According to the Ministry of National Education's data, every passing year the number of the students who go abroad from Turkey is decreased. Azerbaijan being in the first place, Hungary, Bulgaria and Romania are the countries in which Turkish students prefer to study (www.meb.gov.tr).

According to the 2010 – 2011 academic year calendars, there are 16 thousand 469 male, 9 thousand 76 female, in total 25 thousand 545 foreign students who continue their educations in Turkish universities.

With the foreign students studying at military schools and police academy, this number increases to 26 thousand 228 number of students (Table 3.5). As for that this number only constitutes 1% of the total number of university students in Turkey. In recent 5 years, the number of foreign students in Turkey increased to 59 percent. Anadolu University, Istanbul University and Middle East Technical University (METU) take the first place with having the maximum number of foreign students. An important part of the foreign students in Turkey came from Turkic Republics and the near countries. In this connection, the countries are; Azerbaijan, which takes the first place with 3.540 students, Turkmenistan, Greece, Bulgaria, Kazakhstan, Kirgizstan and Russia.

The foreign students who preferred least to study in Turkey are the students from Far East countries and from far countries in terms of distance. Students from the less known or unknown countries in the Africa continent also come to Turkey to study. Additionally, there are 6 students in the universities, whose nations are unidentified (www.OSYM.gov.tr), (<http://www.sosyalokulu.com/h-617-Turk-universitelerine-yabanci-ilgisi.html>).

Table 3.5 According To Their Years, the Distribution of the Foreign Students Studying in Ankara and Turkey

| | TURKEY | ANKARA | ANKARA % |
|----------------|--------|--------|-------------|
| 2006-2007 year | 16455 | 4069 | 24,7 |
| 2007-2008 year | 17389 | 4113 | 23,65 |
| 2008-2009 year | 18720 | 4229 | 22,6 |
| 2009-2010 year | 21948 | 4508 | 20,5 |
| 2010-2011 year | 26228 | 4866 | 18,6 |

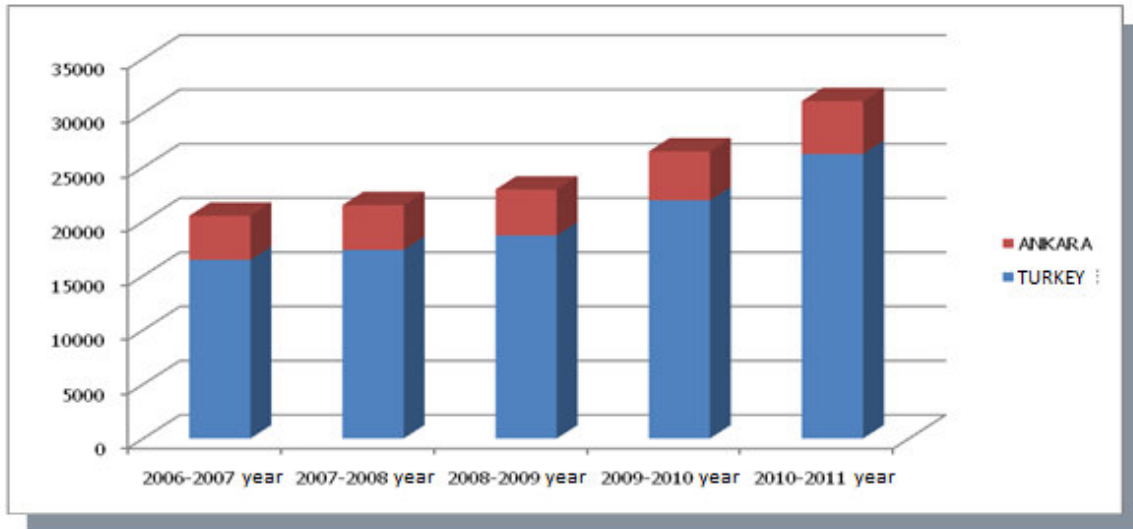


Figure 3.1 The Distribution of the Foreign Students Studying in Turkey and Ankara According to Years

The distribution of the foreign students studying at the universities in Ankara between the years of 2006 and 2011 is given on the Table 3.6.

Table 3.6 The Total Number of the Foreign Students Studying Undergraduate Program at Ankara University

| THE UNIVERSITIES IN ANKARA | 2006-2007 YEAR | 2007-2008 YEAR | 2008-2009 YEAR | 2009-2010 YEAR | 2010-2011 YEAR |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| ANKARA UNIVERSITY | 1122 | 1139 | 1165 | 1233 | 1350 |
| BAŞKENT UNIVERSITY | 47 | 34 | 24 | 29 | 33 |
| ATILIM ÇANKAYA | 2 | 2 | 5 | 3 | 6 |
| GAZİ HACETTEPE | 921 | 859 | 849 | 842 | 838 |
| BİLKENT METU | 76 | 81 | 90 | 107 | 145 |
| TOBB-ETU | 1073 | 1177 | 1240 | 1373 | 1487 |
| TOTAL | 25 | 26 | 29 | 31 | 138 |
| | 4069 | 4113 | 4229 | 4508 | 4866 |

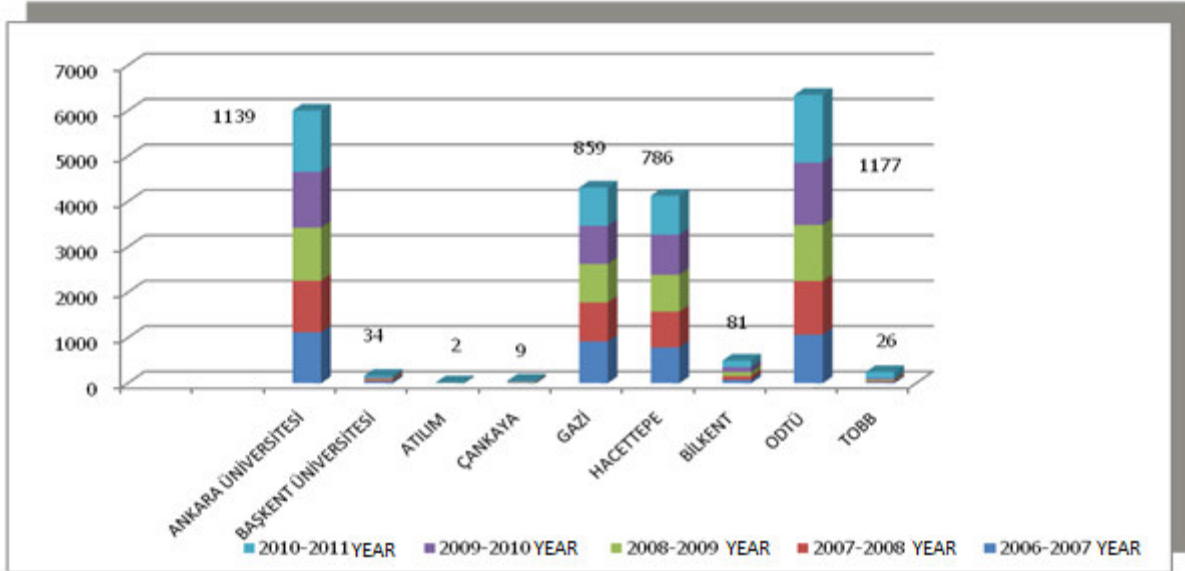


Figure 3.2 The Yearly Distribution of Foreign Students Studying at Ankara According to Universities

CHAPTER FOUR

APPLICATION PROCESS OF THE RESEARCH

4.1 Introduction

In globalizing world, as it is observed in the other areas, expeditious alterations are being observed in the area of education. As a result of this change, the marketing consideration which comes up in every area shows itself in education area as well. Foreign students' circulation is one of the important branches of this education market. For example, a Japanese student in USA and a Mongolian student in Turkey can study in these countries. This student circulation's dimensions got through such a point that this situation even became an economical sector for some countries. According to the data of US Ministry of Commerce in the year of 2000, the contribution of the higher education foreign students pursued to US Economy has rose up to the 5th place in the service sector (Stephenson, 2004).

As for according to the report that OECD published in 2008, the number of foreign student, which were approximately 600.000 worldwide in 1975, has reached 3 million by increasing approximately fivefold in 2006. In 1981, as for that this process in Turkey has started by Foreign Student Examination (YÖS) for the ones who came to Turkey by their own opportunities in order to have higher education.

In 1989, along with the resolution of Soviet Union, Turkish and Cognate Societies Exam (TCS) was started to be done in 1992 by collaborating with the Turkic Republics in order to make the students from the Turkic Republics, who declared their independences, have education in Turkey. In this sense, the "Big Student Project", which Turkey has started, can be evaluated as an important step in terms of the policies oriented to Turkish World and reinforcing the place of the education sector in the frame of these policies (Kavak ve Başkan, 2001). In order to select the foreign students to study in Turkish universities, every year TCS exam is being applied in Azerbaijan, Kazakhstan, Kirgizstan, Turkmenistan, Tajikistan and Tatarstan.

Besides the problems related to language and education, this mobility of the foreign students both in Turkey and in the World, have brought many socio – cultural and economical problems.

The foreign students are not only evaluated in terms of the education quality provided by the universities, but also evaluated by topics according to the natural, cultural and social opportunities provided by the city. Therefore, the foreign students can choose other cities instead of Ankara according to, for example, being near the coast or to the opportunities that it provides.

This situation has got more and more importance in accordance with the removal of the centrally applied YÖS exam in 2011-2012 academic years and therefore with the foreign student applications directly to the universities. The foreign students' Ankara perceptions will shape their choices to a large extent.

The problems and needs of the foreign students, who will prefer to study in Ankara, will be an important factor in their city choices. The students having important difficulties can be later a bad reference to their friends. That is why, before developing solutions to the problems, the problems and the students' needs should be identified. Here the point that should not be ignored, howsoever good city of Ankara may advertised, the real reference is the foreign students themselves. Coordinately with the increase of the rate of present foreign students' satisfaction, the number of foreign students who came to study will increase. In the long term this situation will service to Ankara to be the center of attraction in the area of higher education.

This research study will give service to a wide array of beneficiary population. As for that the conclusive beneficiaries will be the local administrations of the city Ankara, universities, political determiners, nongovernmental organizations and etc.

4.2 Method

Besides profiling the foreign university students, "**CITY OF ANKARA IS GETTING RICH WITH FOREIGN STUDENTS**" project, which is performed with the foreign students who study at different departments of various Faculties in different universities located in the city of Ankara intended to identify "The Ankara Perception of The Foreign University Students" and which aims to measure the foreign students' satisfaction degrees about the city of Ankara and to determine their problems and expectations, has started on 29th February 2012 with Turkish Statistics Association's (TSA) conductivity, Ankara University European Union Research Center (ATAUM) and Eurasian Enderun Education and Research Association's togetherness, and in the frame of Ankara Development Agency's 2012 program.

After the preparation of the questionnaire forms, which is prepared by the research team and developed in order to collect information, the pilot application of the questionnaires were performed in the

universities in the frame of the sample, the operability of the questions was analyzed by making essential evaluations and analyses, and the final shape was given to the questionnaire form that will be applied in the field. After the training of the pollsters and supervisors, who will carry out duties in the field, and after the preparation of the Pollster Handbook, which will be used in the field; for the questionnaire application the field was taken as a result of the questionnaire number's determination, which will be used in the field.

4.2.1 Target Group

According to 2011 figures, in order to study at the Universities in Ankara, there are 4866 full - time foreign students and 400 (for an academic year) part – time students came with EU Exchange Programs (Lifelong learning/Erasmus Programme).

The undergraduate, graduate and doctorate foreign students studying at Ankara Universities are the target group of this research study. At the same time, the target group is constituted by the male and female foreign students in Ankara.

4.2.2 Sample

The perceptions, needs and problems of the foreign students, who are the target group, were identified by applying questionnaire study to 600 foreign students within the scope of this project. As for hereafter, it's been aimed to provide the target group to be affected positively by the project, by popularizing the results of the research study about the target group.

4.2.3 Frame and Design of the Sample

Horizontal (Geographical) Extent; The city of Ankara's city boundaries constitute the research study's geographical extent. In other words, they are the city centers which take place in the definition of urban area of the universities. The geographical areas are limited with the universities' locations because the questionnaire study will be applied in the universities.

Vertical Extent constitutes the foreign students in the research study, who dwell in the border of Ankara in the year of 2011 and who are registered in any of the universities in Ankara. According to the registers of YÖK, the 2011 – 2012 year's student numbers of the universities constitute the frame of the research study's sample.

Sample Design; on the point of being mixed, 2 progressive stratified random sample method is used in the research study. The foreign students, who are registered in any university in Ankara, are defined as

conclusive sample unit and deliberation unit. The direct information in the research study is taken from the foreign students' themselves who are taken to the sample. On the occasion of the Ankara Development Agency's delimitation the geographical boundary of the research study with the city of Ankara, the research study's first exemplification stage unit is selected by the city of Ankara exemplification way. The universities as for as the second exemplification stage unit of the research study, being on the point of state and private universities, is determined according to the multi – staged random exemplification method based on the contingent exemplification principle.

In the sample capacity computation, according to the variables based on as the inherent bedding criterion in exemplification design under the minimum variance and expenditure restrictors, unanswered situations are also considered. Just because the foreign students' nationality population involves too many variations, the foreign student numbers also differs according to the nationalities. Despite one student's number, there are nationalities which involved lots of students. Reflecting all the perceptions and satisfactions of each nationality is not meaningful and true in the process of achieving statistical information. Therefore, regional groups are constituted in the sample design by making condensation in terms of spatial features. These groups are shown in Table 4.1.

Table 4.1 Regional Constituted Groups

| |
|---|
| 1-Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan |
| 2-Azerbaijan |
| 3-Afghanistan, Bangladesh, India |
| 4-Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia |
| 5-Germany, Holland, Poland, Spain, Italy, England |
| 6-Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan |
| 7-Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique, Nepal |
| 8-Mongolia, China, South Korea, Japan, Indonesia, Vietnam |
| 9-Russi, Ukraine, Latvia, Moldova |
| 10-Iraq, Iran, Syria |
| 11- TRNC -Turkish Republic of Northern Cyprus |

Table 4.2 The Distribution of the Foreign Students to the Universities (Total Sample Volume)

| GROUPS | ANKARA UNIVERSITY | BAŞKENT UNIVERSITY | BİLKENT UNIVERSITY | GAZİ UNIVERSITY | HACETTEPE UNIVERSITY | METU | TOBB-ETU | TOTAL |
|------------------------------|--------------------------|---------------------------|---------------------------|------------------------|-----------------------------|-------------|-----------------|--------------|
| 1ST Group | 29 | | | 28 | 18 | 41 | 1 | 117 |
| 2ND Group | 18 | 1 | 4 | 20 | 11 | 47 | | 101 |
| 3RD Group | 6 | | | 18 | 7 | 1 | | 32 |
| 4TH Group | 17 | | 1 | 12 | 6 | 45 | 2 | 83 |
| 5TH Group | 13 | 2 | 3 | 1 | | 7 | 1 | 27 |
| 6TH Group | 3 | 1 | | 5 | 19 | 1 | | 29 |
| 7TH Group | 9 | | | | 4 | 2 | | 15 |
| 8TH Group | 19 | | 5 | 11 | 4 | 1 | 1 | 41 |
| 9TH Group | 20 | 1 | | 2 | 1 | 18 | | 42 |
| 10TH Group | 4 | 3 | 5 | 31 | 19 | 16 | | 78 |
| 11TH Group | 10 | | | 7 | 5 | 13 | | 35 |
| TOTAL | 148 | 8 | 18 | 135 | 94 | 192 | 5 | 600 |

Sample Volume is selected to be 600 foreign students, aimed to represent of the foreign students. The sample size of the target group is drawn with respect to a sample error of 4% and 95% confidence interval standards.

CHAPTER FIVE

PROCESS OF THE FIELD STUDY

A comprehensive literature review has been made about the research study topic and what kind of indicator and parameter can be used is clarified.

The works related to the data collection and methods which will be used in the research study are:

1. In order to constitute the survey questions, 4 group interviews were made thoroughly with the foreign students in which open – ended questions were asked.
2. Researches were also made on the draft form preparation works and on which questions to be asked in the questionnaire form which will be used for data collection.
3. Questionnaire forms are prepared.
4. Pilot study is applied.
5. After pilot study, afresh arrangement works on the questionnaire forms and works on the data entry design and internal consistency analyses are done.
6. Related to the questionnaires and unanswered situation forms and to the principles and rules to be obeyed about the data collection from the field, comprehensive theoretical and applied trainings were given to the pollsters, who were going to be charged in the field application.
7. After giving the final shape to the questionnaire forms, the consistency areas between the question paper's parts and inner parts and simple instructions about this topic were prepared both for the pollsters and the data entry operators.
8. Field application organization works are done.



9. Technical background works are done for the questions which will come open – ended in the questionnaire forms, intended to the preparation of the coding lists and transferring them to magnetic environment.
10. Field application work is done according to the work program.
11. By meeting face to face with the foreign students, who are the final exemplification unit of universities, over the pollsters the questionnaires are applied.
12. Background preparation works are made in data entry design for the field work.
13. By coding the data collected in the paper environment, data entry, and analysis on the basis of questionnaire form and by making validation works, data entries are finished.

The activities, which are defined as the process of the field work, are showed in detail in the subchapters.

5.1 The Questionnaire Forms

In the works performed by the project team, 14 focused question form consist of open – ended questions is prepared and with this question form focused interviews are made at 4 different time with 4 different foreign students group.

After the implementation of the focused group interviews, the findings obtained from the groups were evaluated and on the light of those findings pretesting form is prepared.

Four parts took place in the pretesting form. These are;

1. Group questions of personal – demographical information,
2. Groups questions of the scale of opinion and thoughts,
3. Group questions of students' expectations and satisfactions,
4. Groups questions, as for that, consist of difficulties and developments related to Ankara.

Right after the preparation of the pretesting form, interviews through the question form were made with 35 university students, who take place in the sample for the pilot implementation study.

The data, which is collected as a result of the pretesting, is put to the virtual environment by completing the data clarification and coding stages and with the help of SPSS program the trueness and reliability of the questions were analyzed.

When the statistical implementation stage of the pretesting questions was completed, the questionnaire form, which will provide the needed primer data to be collected by the project team for the research study, was constituted. The questions in the questionnaire form, as the sample in the attachment – 2, are constituted according to the parts in the pretesting form.

5.2 Focused Interviews

One of the methods is the “focused group interviews” which is a qualitative study and applied in the works conducted in the scope of the project.

Focused group interview are carefully planned discussion series in order to obtain the perceptions about a predetermined topic in a mild and non – threatening environment. A focused interview is a qualitative method that aims to get information about the small groups’, who are able to have the chance to know a goods, service and opportunities as expressing an opinion, conscious, semiconscious and unconscious psychological and socio – cultural features and their implementations and aims to learn the behaviors and the reasons between these behaviors.

http://www.ibu.edu.tr/statistic_media/egitim_ogretim_raporu.pdf

The aim of the focused group discussions is to get thoroughly and multidimensional qualitative information in respect of the participants’ view of points of a topic, experiences, livings, tendencies, opinions, feelings, attitudes and habits. The important point in the focused group interviews are not participants’ forming a view on general opinion view, but to constitute an environment that will provide the participants to present their own ideas freely.

http://www.ibu.edu.tr/statistic_media/egitim_ogretim_raporu.pdf

These focused interviews, which are practiced in the scope of this research study, are conducted by Süzülay Hazar on behalf of Turkish Statistics Association (TSA) and by in charge of Dr. Feza Sencer Çörtoğlu on behalf of Ankara University European Union Research Center (ATAUM), and before focused group, a training about the focused group works and focused question form was given by Süzülay Hazar to the moderators, who were selected for each group.

On the date of 21/03/2012 in TÖMER Kızılay ve Gölbaşı branches in Ankara University 2 sessions and on the date of 22/03/2012 and 23/03/2012 in ATAUM in Ankara University 2 sessions, which are totally 4 sessions, were carried out. The first session of the focused interviews were carried out with 15 Erasmus students from Spain, Bulgaria, Hungary, Slovakia, Germany, Holland and Poland.

Almost 100 foreign students, who are studying at the universities in Ankara and mainly from Asian and African countries, participated to the second session, which was carried out in TÖMER Gölbaşı hall. Therefore, the focused interview meeting that carried out in Gölbaşı, developed as an open session format.

In the third session foreign students from Pakistan, Georgia and Azerbaijan and in the fourth session foreign students from Jamaica, Mozambique and Senegal took place in 2 sessions, which was carried out in ATAUM.

The focus group works is carried out through the questions forms, which were prepared considering all the literature data and opinions, which were produced before along with the project. A sound recording device was used in the stage of discussing the questions on the questions forms and the opinions were noted by the reporter.



There are 14 questions in the question form, which is directed to the project's purpose, and these questions were shared with the participants. The focused interview questions forms are given in the attachment – 1. The participants expressed their positive or negative opinions, suggestions and the responsible and related institutions over a time period. As it can be estimated, different opinions that are conflictive with each other can take places in the answers of the foreign students, who came from different countries. If the conceptions of the titles, which are interviewed with the focused work groups, in the question form according to the purpose of the research study is summarized;

Turkey: As from their own countries, the opinions of the foreign students, who are studying at the universities in Ankara and their reasons of preferring to study in Turkey,

Ankara: The reasons of choosing Ankara and the satisfactions, problems and expectations from the life in Ankara, foundations in Ankara and the universities,

University: The reasons of choosing a university in Ankara and their point of views to the universities they study, expectations, friend and environment relations have generally constituted the content of the sessions.



When the latitude of the project field is considered, the number of the questions, which would be used in the focused work, would be more, however, as by the reason of limited time both of the studied work and report, the questions only involved the prominent subject topics.

The outcomes taken from the foreign students after the meetings;

1st Group (are from Spain, Bulgaria, Hungary, Slovakia, Germany, Holland and Poland)

➤ Turkey

The desire of different teachings takes the first place between the reasons of studying in Turkey. The students stated that Turkey is not very well known in Europe and the ones who know Turkey just know the holiday spots like Antalya and they stated that such places do not reflect the real culture of Turkey.

Especially the foreign Erasmus students came from Europe indicated that one of their reasons choosing Turkey is to learn about Islam culture.

The Erasmus students think that Turkey is not an easy reachable country when it is compared with European countries. From this point of view, they stated that Turkey's being in the Erasmus program and in order to study, coming to Turkey with the program is an advantage for them.

The students generally described Turkey as a cheap country. Also they stated that Turkey has got lots of feature to see.

The participants, who came from European countries, expressed that their own country people are with calmer creation than Turkey's people and they also expressed that the life in Turkey is exciting.

These students emphasized that they know the modernity in Turkey is different; this difference does not create a problem for them and know that a different modernity is waiting for them in Turkey.

➤ **Ankara**

The students who came to Ankara stated that their relatives reacted them as “why are you going there?, Turkey is such a poor country! And etc.” However, they expressed that they found Ankara as an elegant city which does not have big problems. Erasmus group students think that Ankara weather conditions are really severe.

The Erasmus students, who visited the other cities of Turkey, stated that the transportation is cheaper in Istanbul and Izmir than Ankara, they cannot get a good return for the price paid for local transportation, the ticket money is expensive than the services they got in the local transportation, and additionally they think that traffic is the main problem in Ankara and in fact riding a bicycle is almost a commitment of suicide. The problems in the



transportation attract the attention as an important disadvantage, due to the fact that the Erasmus students, who especially have fewer courses, want to stroll around with economic transportation ways. Generally students qualify Ankara in a position that transporting is close to the places to see, and finds it as an advantage due to the fact that Ankara is in the center of Anatolia. However, they expressed that aliveness in Ankara is very less than the other cities in Turkey. Izmir, for example, is a 24 hour active city and the shops and lots of other places are more active in Izmir. Moreover, these students emphasized that parks and natural areas should be increased in Ankara.

As both being a foreign country citizen and a student, they stated that they feel anxious from weapons safety forces strolling around almost everywhere.

The foreign students stated that the red tapes, which are very important for them, take their too much time, no one speaks English and it’s been always said “go today come tomorrow” to themselves.

They also stated that they occasionally have time difficulty on visa and residence permit, encountered problems such as cancellation of their ticket due to getting some official documents very late, moreover, the temporary ID card number request is a problem and difficulty for them in the transactions they make in the banks.

➤ **The Universities That The Foreign Students Study**

The Erasmus students stated that the course hours in TÖMER language center, which they go to learn Turkish, and the course hours in their universities does not match, when they go to TÖMER they miss

their university courses, however, they should learn Turkish in TÖMER in order to be successful in the courses of their universities, which the education language is Turkish.

These students stated that the courses being in Turkish creates difficulty for them in the universities, which all the courses are in Turkish and they were not informed about this situation while coming to Turkey from their countries.



They indicated that the professors give them in respect of participating to the lessons in the universities they study, provides convenience to them and that they are happy from this situation.

2nd Group (students from Afghanistan, Sudan, Egypt, Indonesia, Guinea, Morocco, Pakistan, South Africa)

The students, who are from both Asian and African countries, participated in the interviews that a crowded group have participated in TÖMER, Gölbaşı Institutions;

➤ Turkey

These students stated that they have an extensive historical background with Turkey, know Turkey previously, the Turkish TV series that are showed on TV channels in their countries and the political approaches that Turkey has applied are both factors Turkey to be known in their countries.

They expressed that there are various cultures and natural beauties in Turkey, their cultures are close to Turkish culture and they said that they find Turkey as a brother country.

These students stated that they wanted to get education in Turkey because the education quality in Turkey is much better than the education quality in their own countries, and there are no differences in their thoughts between the Turkish people.

They stated that Turkish people behave them good and they do not exhibit negative attitude towards them.

The students came from Asian countries mentioned that Turkey is a developed country in Asia and on the occasion of Turkish to become famous; they want to learn Turkish and mentioned that this is very important for them.

The students stated that they want to go back to their own country and work there after their education in Turkey because they said that their own countries' governments trust them a lot.

➤ **Ankara**

The students in the second group explained the reasons of studying in Ankara as Ankara being the capital of Turkey, and think that they won't feel alienated in Ankara because it looks like their own countries' capitals.

The students, who saw the different cities of Turkey, stated that there are three big cities in Turkey and Ankara those which is less crowded than Istanbul and is more comfortable than the other cities. They exposed that other cities have greens and sea but find Ankara's environment more natural.

As in the first group, the students who took place in the second group's meeting stated that the transportation in Ankara is very expensive and said that it is cheaper in Istanbul and Izmir than in Ankara.

While a part of the students in the group were stating that the life in Ankara is easy, the city is elegant and calm and the people are friendly, the other part stated that they find Ankara as an expensive city, the people are not that much confident and find the people in Ankara as unfriendly.

By indicating that the climate features push them a lot and Ankara's weather is cold, and in a day they see 4 seasons, they also stated that this situation causes them to be ill in various times.

➤ **The Universities That the Foreign Students Study**

These students expressed that they can learn Turkish in TÖMER language center and the TÖMER officers help them in their education and private lives, and so then they stated their satisfactions. However, they also emphasized that Turkish is a hard language to learn.

The students, who stay at dormitories, stated that before they were going to stay in the dormitories they did not think that their rooms would be crowded and find the dormitories very different from what they have thought.

Finally, they stated that they are happy with the universities that they study.

3rd Group (students from Pakistan, Georgia and Azerbaijan)

➤ **Turkey**

In the meeting, which included mainly from Georgia and Azerbaijan, generally almost the same or close views were stated as in the second group students stated for the questions about Turkey.

➤ **Ankara**

In the satisfactions, problems and expectations for Ankara that the students mentioned, who participated to the meeting in the third group, when the opinions about transportation, climate and life conditions are analyzed, it is confirmed that this group is also sharing the same opinions with the previous two groups. In addition to this;

The stated that there are students working illegally, at least fractional work permit should be given to the foreign students, and by this way there are lots of students who would like to work. They also stated that some of the students are planning to stay and work in Ankara after their graduation, but there isn't an exam system for the foreigners to apply a job and the government of Turkey does not support this situation. These students expressed that the Turkish government could provide various facilities for the work permit application. They stated that, in the contrary case, the only way to stay in Ankara is to find a job in private sector.

They also expressed that the airport in Ankara is weak in respect of the international flights.

These students stated that there are terror attacks at times in Ankara, but though they said that the general environment is safe and they feel confident and safe in Ankara.

➤ **The Universities That The Foreign Students Study**

The students in the group, who stated their opinions, expressed that they don't know how to take advantage of the universities, the universities are insufficient in the way of orientation and there should be a good informing for the foreign students (University advertisement brochure and etc.).

They exposed that they had difficulties while registering the universities and about this topic more informing brochures should be prepared.

The students came by special exams stated that they are at a disadvantage compared to other students; their expenditures are more than the other students came by other programs, they cannot benefit from the scholarships and they don't have the work permit.

By expressing such statements as, "there are 8 people in the dormitories' rooms. There should be place for everyone. There should be a separation in both doctorate and undergraduate students in the rooms. How they will study and sleep? Different rooms are needed", the students expressed their opinions about the dormitories that they stay, and additionally, they said that the friendship in the dormitories is very less.

They also stated that the qualities of the universities that they study in Ankara are really good; however, training opportunities should also be provided to the foreign students.

They emphasized that there are no activities and festivals for the foreign students and the Rectorate's related units should be more organized towards the foreign students.

4th Group (students from Jamaica, Mozambique and Senegal)

➤ Turkey

The students, who participated in the focused interviews' fourth group, agrees with the students in the other groups and additionally; by expressing that before coming to Turkey they thought Turkey has got a closed environment and yet when they came to Turkey they found a modern country, they stated that different views predominate in Turkey and the life is very different from what they have thought.

The evaluations about the work permit in Turkey, which the students stated in the third group, are also stated by the students in the 4th Group.

They explained that they want to go back to their own countries, they owe to their countries, however, by forming good relations between their own countries and Turkey, they want to take part in common projects.

➤ Ankara

As in the all groups, the students, who saw the different cities of Turkey, compared Ankara with Istanbul, and stated that people who live in Ankara lack of foreign language, they cannot communicate with foreign language in such places like health centers, airport, however, when they can communicate in Turkish they stated that they can overcome their problems.

They also emphasized that people of Ankara are hospitable, the city is calm for the students and the orientation process takes almost 3 – 5 months.

➤ The Universities That The Foreign Students Study

These students stated that the background of the universities is good, and they have the opportunities to do sports, the foods in the cafeterias' are good and sufficient, and the computer labs can be improved.

By stating that they want to benefit more from the student organisations in the universities, the students stated such views like, “an e-mail group can be set up for the foreign students. Foreign students’ integration should be increased through the International Students Office”.

The results taken from the focused interviews done with four groups are summarized in Table 5.1.

Table 5.1 Focused Interview Brief Findings

| TURKEY | |
|---|---|
| 1- Turkey’s familiarity | <ul style="list-style-type: none"> • Familiarity in Asian, African and neighbor countries is more than the other countries |
| 2- Turkey from other countries’ view | <ul style="list-style-type: none"> • Owns a wide culture, • A country that has an extensive history connection • A country seems like having a closed society, however, has a different modernity understanding • An exciting country |
| 3- Turkish people on regard of the foreign students | <ul style="list-style-type: none"> • Turkish people are onrush, warm hearted and companionable • Have different views |
| 4- Staying in Turkey after graduation | <ul style="list-style-type: none"> • No, because they think that they owe to their own countries, their own countries need them but they want to keep their relations close with Turkey |

Table 5.1 Focused Interview Brief Findings (Cont.)

| ANKARA | |
|--|---|
| 1- Why Ankara? | <ul style="list-style-type: none"> • Capital • An appropriate city for students • One of the big three cities • Calm, people are hospitable • Easy to adapt • Safe |
| 2- Local and upstate transportation | <ul style="list-style-type: none"> • Local transportation is hard and expensive • Traffic problem • Upstate transportation is easy, a city in center |
| 3- Climate | <ul style="list-style-type: none"> • Has got a cold weather, winters are severe |
| 4- Social life | <ul style="list-style-type: none"> • Compared with Istanbul and Izmir, there are less green places, less areas such as parks |
| 5- Communication | <ul style="list-style-type: none"> • People are generally positive but people speaking foreign languages are few |
| 6- Work life | <ul style="list-style-type: none"> • Foreign students do not have work permit and this leads students to work illegally in places |
| UNIVERSITY | |
| 1.The universities they study and university environment | <ul style="list-style-type: none"> • Education quality in universities are high • Academicians tolerate foreign students • Universities' physical opportunities are efficient • More information should be given about the universities' education styles • Training opportunities should be allowed |

| | |
|--------------------------------|--|
| 2- courses and course contents | <ul style="list-style-type: none"> • The course contents in the departments are vocationally satisfactory • Its presumed that the education level in the departments is English • The courses in Turkish is an effective factor for success |
| 3- TÖMER Language Center | <ul style="list-style-type: none"> • Tömer language center gives the essential support • The coincidence between the courses in TÖMER and the courses in the universities comes up as a problem |
| 4- Dormitories | <ul style="list-style-type: none"> • Dormitories are really crowded • There are too many people staying in the dormitory rooms • Students have communication problems in the dormitories |
| 5-Visa and Residency Permit | <ul style="list-style-type: none"> • Problems are faced due to the visa and residency permit duration • because of the delays in receiving official documents they face problems such as cancellation of their ticket |
| 6- Student Clubs | <ul style="list-style-type: none"> • Student clubs' activities are less • Activities and festivals should be increased |

5.3 Pilot Study

Before collecting the final data of the research study, in order to confirm the questions' convenience and to identify the consistency between the inner questions and validity of the questions, a Pilot Study is applied to a group of 35 foreign students from the different featured research units.

The constituted skeleton question form is published both in Turkish and English in order to be answered easily by the foreign students.

Through the question form that will be used in the research study, by the contact persons in Turkish Statistics Association's training is given to group constituted with both the local and foreign students, who will participate to the study. In addition, by the contact person, supervisor training is given to the group, which is constituted with the one in the team and with the experts from the Statistics World whose service support is taken.

The Pilot Study is carried out in the public universities (METU, Hacettepe, Ankara, Gazi Universities) and private universities (Bilkent, Bařkent, TOBB – ETU Universities) which is determined in the sample. After the completion of the Pilot Study collected data processed in computer environment are used for statistical analyses.

The factor analysis of the given answers to the questions in the Pilot Study is done in the SPSS statistics analysis packaged software. The cronbach’s alpha parameter, which is an internal consistency method measuring the confidence coefficient related to the 39 questions, which take place in “IDENTIFICATION SCALE OF THE FOREIGN STUDENTS’ OPINIONS AND THOUGHTS” that constitutes the second part of the question form, and is found to be 0,842.

It is confirmed that the 5 statements in the scale decreased the cronbach’s alpha parameter and as for that, these statements are eliminated from the evaluation due to the fact that this situation put out the safety model. After the elimination of these five statements, cronbach’s alpha parameter is calculated again and 0,859 is found.

Cronbach’s alpha measures related to thirty nine (39) statements are given in Table 5.2, the distribution table of the eliminated statements table is given in Table 5.3, the statements’ correlation parameter table is given in Table 5.4 and the cronbach’s alpha measures after the elimination of the statement are given in the Table 5.5.

Table 5.2 The Cronbach’s Alpha Parameter of the Statements That Took Place in the Profiling Measurement of The Foreign Students’ Opinions and Thoughts

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0,842 | 39 |

Table 5.3 The Frequency Distribution of the Statements That Took Place in the Profiling Measurement of the Foreign Students' Opinions and Thoughts

| | | Number | Percent |
|--|---------------------|---------------|----------------|
| Generally I'm satisfied with my University | Definitely Disagree | 3 | 8,57 |
| | Disagree | 2 | 5,71 |
| | Neutral | 6 | 17,14 |
| | Agree | 15 | 42,86 |
| | Definitely Agree | 9 | 25,71 |
| | Total | 35 | 100 |
| The web page of my university in Ankara is practical and updated | Definitely Disagree | 2 | 5,71 |
| | Disagree | 3 | 8,57 |
| | Neutral | 9 | 25,71 |
| | Agree | 14 | 40,00 |
| | Definitely Agree | 7 | 20,00 |
| | Total | 35 | 100 |
| The education for the foreign students should be in foreign language in my university in Ankara | Definitely Disagree | 1 | 2,86 |
| | Disagree | 1 | 2,86 |
| | Neutral | 7 | 20,00 |
| | Agree | 10 | 28,57 |
| | Definitely Agree | 16 | 45,71 |
| | Total | 35 | 100 |
| I like learning Turkish | Definitely Disagree | 0 | 0,00 |
| | Disagree | 1 | 2,86 |
| | Neutral | 5 | 14,29 |
| | Agree | 13 | 37,14 |
| | Definitely Agree | 16 | 45,71 |
| | Total | 35 | 100 |
| I miss my hometown and family | Definitely Disagree | 2 | 5,71 |
| | Disagree | 1 | 2,86 |
| | Neutral | 3 | 8,57 |
| | Agree | 5 | 14,29 |
| | Definitely Agree | 24 | 68,57 |
| | Total | 35 | 100 |

Table 5.4 Table of The Correlation Parameters of the Statements That Reduced Cronbach's Alpha Parameter in the Profiling Measurement of the Foreign Students' Opinions and Thoughts

| Item-Total Statistics | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Generally I'm satisfied with my University | 140,543 | 281,432 | 0,166 | 0,842 |
| The web page of my university in Ankara is practical and updated | 140,657 | 292,526 | -0,116 | 0,848 |
| The education for the foreign students should be in foreign language in my university in Ankara | 140,143 | 287,244 | 0,031 | 0,844 |
| I like learning Turkish | 140,000 | 289,647 | -0,034 | 0,845 |
| I miss my hometown and family | 139,886 | 286,516 | 0,040 | 0,845 |

Table 5.5 The Cronbach's Alpha Parameter of the Statements That Took Place in the Profiling Measurement of The Foreign Students' Opinions and Thoughts

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0,859 | 34 |

5.4 Questionnaire Study with Foreign Students

The questionnaire form, which is used in order to collect the primary data requested for the research study, is prepared both in Turkish and English. The questionnaire form consists of 4 parts and 20 questions in the first part, 34 in the second part, 15 in the third part, 2 in the fourth part and in total 71 questions are in the questionnaire form.

The purpose of the questionnaire is given on the cover page of the questionnaire form for the pollsters and supervisors to write their information on the boxes.

The 20 questions in the first part collect the information related to the participant's demographic features (gender, age, nationality, universities and etc.).

The second part; the scale of determining the foreign students' opinions and thoughts is directed to measure the information about the foreign students' views, opinions and thoughts on their universities and Ankara. The scale questions are prepared with 5 of Likert scaling and the statements are degreed as "5- Definitely agree, 4- Agree, 3- Agree reasonable, 2- Disagree, 1- Definitely Disagree".

Third part; involves the information related to the importance scale of the preference of a university in Ankara, incomes, expenditures and expenses and social life styles in the city.

Fourth part; is constituted by the statements related to the difficulties and developments of the foreign students after they settled to Ankara. The statements are prepared with five-of Likert scaling and degreed from the strongest to the weakest.

The contact information of the interviewed students is collected at the end part of the questionnaire form.

The questionnaire form mainly consists of open – ended questions. However, it also involves open – ended questions that the students can write their open expressions and half open – ended questions that the students can write items which are not mentioned on the other (indicate) phrase.

Although the overbalance of the questions, which provided to the interviewed person the opportunity of choosing more than one statement, created severe problems in data entry and statistical analysis, helped us to get detailed information.

In the questionnaire work, given in Appendix -3 "Consent Form for Face to Face Interview" is employed. The instruction of reading the forms to the interviewed persons and not filling the questions forms that do not approve was given to the pollsters for the constituted consent form. However, there has been no such case. Before starting the field study, for the legality of data collection, permission letters are sent to the universities in for the application of field study. However, the delayed permission made it difficult for both the pollsters and supervisors to apply the questionnaire forms in the targeted time frame.

14 surveyors and 5 supervisors consist of local and foreign students took charge in the process of the data collection from the field.

According to the feedback taken from the field attendants during the work which has worked out smoothly, it is reported that during interviews some students, from different countries, reacted timidly and asked if they will be registered.

When the essential informing was done by the data collecting staff, they answered the questions. During the work no significant problem has occurred and the 600 questionnaire forms have been completed.

5.5 Data Processing

The open – ended and half open –ended questions, which take place on the questionnaire collected from survey part of the research, are coded by the coding staff. Then they are transferred to the data entry operators.

After the completion of the question forms, the answers, which are entered up to the data base that are constituted on the MS Office program and Excel module, are subjected to data cleaning process, and then the essential analysis are applied to the cleaned data by the statistics experts at the helm of the research team. The results of the descriptive and modeling analyses are listed in the chapter six in the report.

CHAPTER SIX

STATISTICAL ANALYSES AND MODELLING

The most important stage of a statistical analysis is that the collection of necessary data in a way that it is comprehensible and interpretable, and processible so that it allows for future analyses. The preliminary information obtained through descriptive statistics and graphical analyses and future predictions are presented in this section.

Besides the uncertainties that the descriptive analyses captures, the analysis on the association and bivariate dependency among variables is detected by applying non-parametric analyses and tests. After the completion of descriptive statistics, more advanced statistical analyses; logistic regression is used to explain the effect of some explanatory variables. Therefore, according to the student profile variables (age, gender, university and the department, study year, type of the accommodation, country, socio – economical structure of the family etc.), the city of Ankara perception is comprehensively analyzed.

6.1 Descriptive Statistics

6.1.1 Personal – Demographical Information

Table 6.1 Gender Distribution of the Foreign Students

| | | n | % |
|--------|------------|-----|-------|
| Gender | Female | 215 | 35,8 |
| | Male | 380 | 63,3 |
| | Unanswered | 5 | 0,8 |
| | Total | 600 | 100,0 |

Gender distribution of the students participated to the research study is given in the Table 6.1. It is noticeable that there is a predominance of male students studying in Ankara.

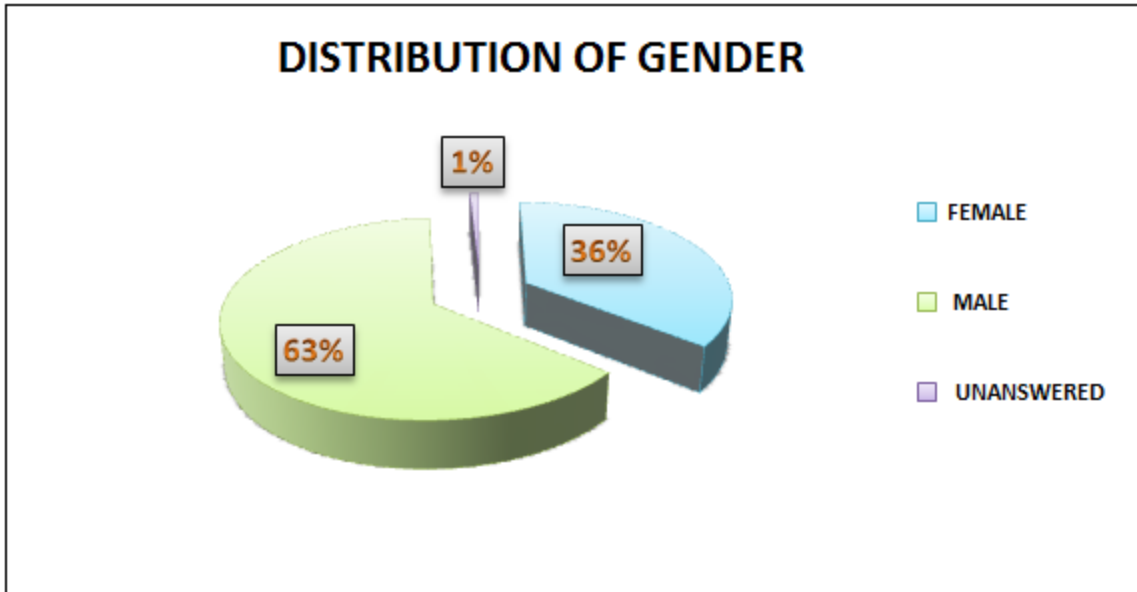


Figure 6.1 Gender Distribution Graphic of the Foreign Students

Table 6.2 Age Distribution of the Foreign Students

| | | n | % |
|------------|--------------|-----|-------|
| Age Groups | 20 and below | 123 | 20,5 |
| | 21-25 | 372 | 62,0 |
| | 26-30 | 67 | 11,2 |
| | 31 and above | 18 | 3,0 |
| | Unanswered | 20 | 3,3 |
| | Total | 600 | 100,0 |

It can be seen from Table 6.2 that the great part of the foreign students who came to study in Turkey, are in the age group range of 21 -25 (62%). Also it can be seen that the 20,5% of the foreign students are below in the 20 age group. As the groups of the people surveyed are university students, the age group is accumulated for the group having age 25 and below.

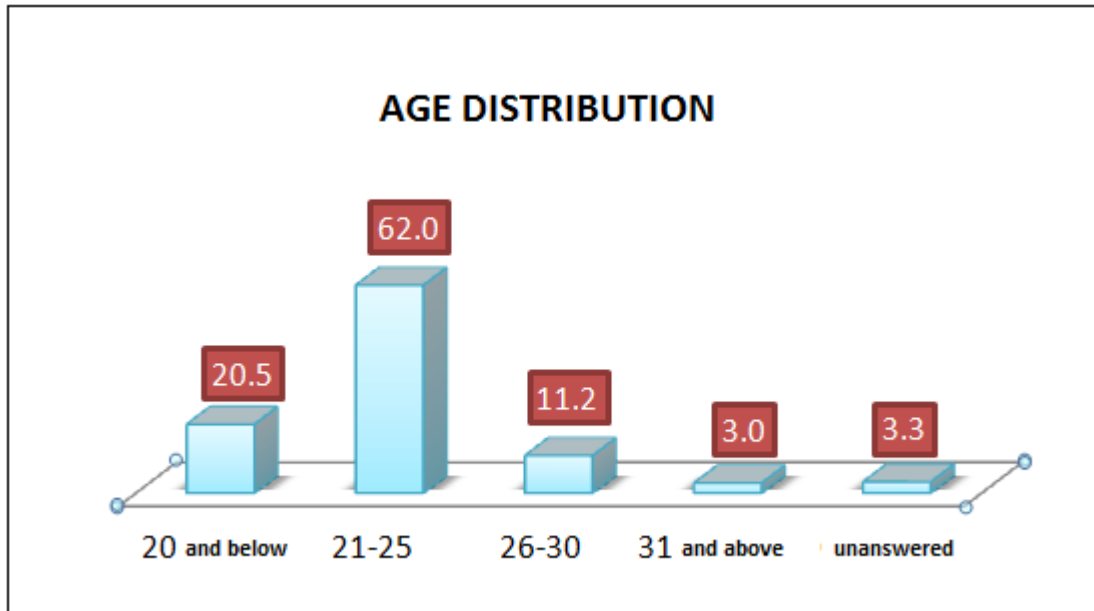


Figure 6.2 The Age Distribution Graphic of the Foreign Students

Table 6.3 The State of Education of the Foreign Students

| | | n | % |
|--------------------|---------------|-----|-------|
| State of Education | Undergraduate | 501 | 83,5 |
| | Graduate | 71 | 11,8 |
| | Doctorate | 18 | 3,0 |
| | Unanswered | 10 | 1,7 |
| | Total | 600 | 100,0 |

Distribution of the foreign students according to the programs they are enrolled in shows that (Table 6.3) high proportion of students (83.3%) in Ankara are doing their undergraduate studies at universities in Ankara. This result coincides with the age distribution presented in Table 6.2.

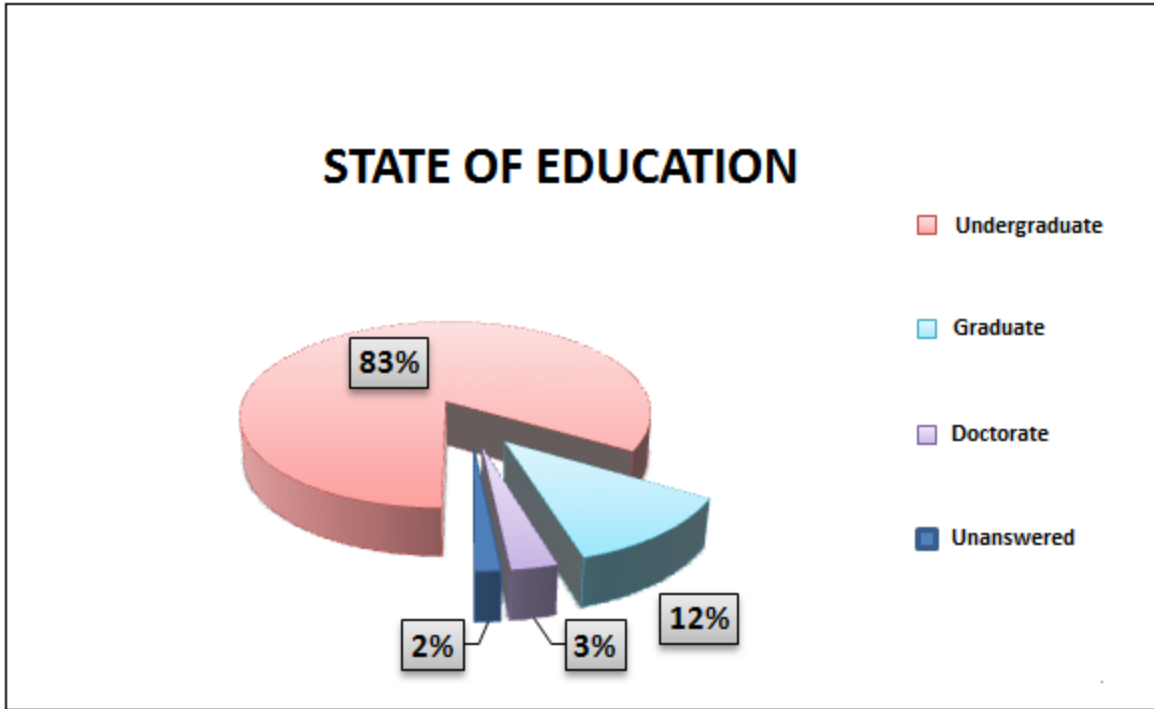


Figure 6.3 State of Education Graphic of the Foreign Students

Table 6.4 Distribution of Study Year of the Foreign Students

| | | n | % |
|------------|----------------------|-----|-------|
| Study Year | Prep. School | 17 | 3,4 |
| | 1 st Year | 125 | 25,1 |
| | 2 nd Year | 107 | 21,4 |
| | 3 rd Year | 127 | 25,5 |
| | 4 th Year | 101 | 20,2 |
| | 5 th Year | 10 | 2,0 |
| | Unanswered | 12 | 2,4 |
| | Total | 499 | 100,0 |

The 25,1%, 21,4%, 25,5% and 20,2% of the foreign students participated to the survey, stated that they are their 1st, 2nd, 3rd, and 4th study year, respectively.

Table 6.5 University Distribution of the Foreign Students in Ankara

| | | n | % |
|--|----------------------|-----|-------------|
| The University That You Study in Ankara | Ankara University | 148 | 24,7 |
| | Başkent University | 8 | 1,3 |
| | Bilkent University | 18 | 3,0 |
| | Gazi University | 135 | 22,5 |
| | Hacettepe University | 94 | 15,7 |
| | METU | 192 | 32,0 |
| | TOBB-ETU | 5 | 0,8 |
| | Total | 600 | 100,0 |

The proportion of the foreign students' choices as universities in Ankara is determined from the highest to the smallest as METU (32%), Ankara University (24,7%), Gazi University (22,5%), Hacettepe University (15,7%), Bilkent University (3%), Başkent University (1,3%) and TOBB – ETU University (0,8%).

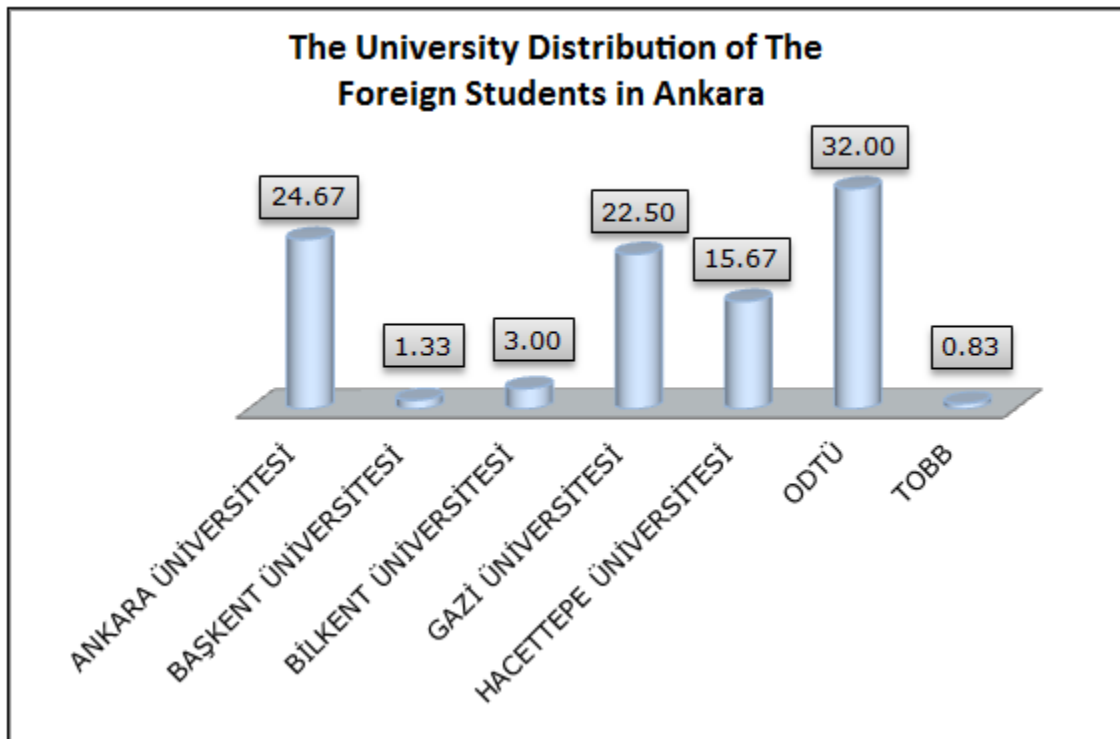


Figure 6.4 Distribution of the Foreign Students with respect to the university selection

Table 6.6 Distribution of Department – Faculty of the Foreign Students

| | | n | % |
|---|--|--------------|------|
| Faculty – Institute Name | Faculty of Languages, History and Geography | 23 | 3,8 |
| | Faculty of Architecture and Engineering | 141 | 23,5 |
| | Faculty of Education | 49 | 8,2 |
| | Management Information Systems | 4 | 0,7 |
| | Faculty of Dentistry | 10 | 1,7 |
| | Faculty of Pharmacy | 8 | 1,3 |
| | Faculty of Economics and Administrative Sciences | 98 | 16,3 |
| | Faculty of Arts and Sciences | 79 | 13,2 |
| | Institute of Science and Technology | 1 | 0,2 |
| | Faculty of Law | 6 | 1,0 |
| | Faculty of Communication | 10 | 1,7 |
| | Faculty of Political Sciences | 51 | 8,5 |
| | Faculty of Vocational Trainings | 9 | 1,5 |
| | Institute of Social Sciences | 31 | 5,2 |
| | Faculty of Technical Training | 3 | 0,5 |
| | Medical Faculty | 55 | 9,2 |
| | Faculty of Agriculture | 6 | 1,0 |
| Other (Tourism, Health Sciences, Theology, Veterinary Medicine) | 8 | 1,3 | |
| Unanswered | 8 | 1,3 | |
| Total | 600 | 100,0 | |

Table 6.6 illustrates that a considerable part of the foreign students study at Faculty of Architecture and Engineering (23,5%) and with the lowest percentage for the Institute of Science and Technology (0.2%).

Table 6.7 Scholarship Distribution of the Foreign Students

| | | n | % |
|---|----------------------------|------------|--------------|
| The Situation of Getting Scholarship | Don't get a scholarship | 230 | 38,3 |
| | State Scholarship | 269 | 44,8 |
| | Private Scholarship | 37 | 6,2 |
| | Exchange Program (Erasmus) | 24 | 4,0 |
| | Other | 2 | 0,3 |
| | Unanswered | 38 | 6,3 |
| | Total | 600 | 100,0 |

The scholarships' distribution of the foreign students shows that 44,8% of the foreign students take State Scholarship, the other 38,3% do not.

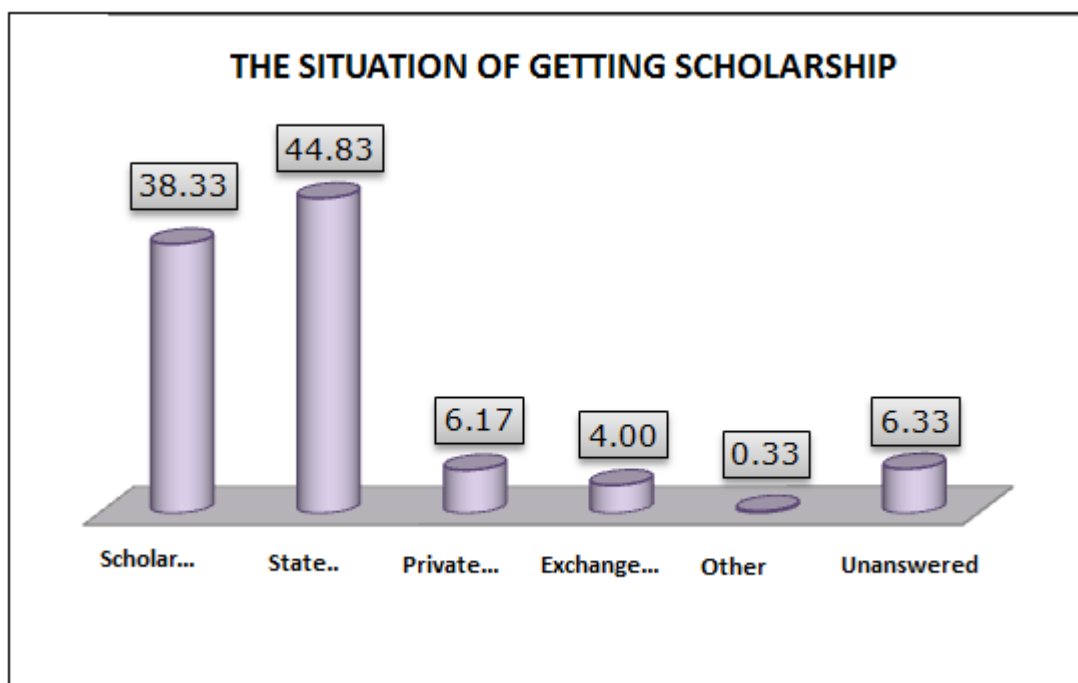


Figure 6.5 The Foreign Students' Gain of Scholarship Graphic

Table 6.8 Country Distribution of the Foreign Students

| | n | % | |
|---------------------------------------|---|--------------|------|
| The Country You Came From | 1.Abhazy, Chechnya, Georgia, Kazakhstan, Kirgizistan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 117 | 19,5 |
| | 2.Azerbaijan | 101 | 16,8 |
| | 3.Afghanistan, Bangladesh, India | 32 | 5,5 |
| | 4.Albani, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 83 | 14,0 |
| | 5.Germay, Holland, Poland, Spain, Italy, England | 27 | 4,5 |
| | 6.Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 29 | 4,5 |
| | 7.Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique, Nepal | 15 | 2,3 |
| | 8.Mongolia, China, South Korea, Japan, Indonesia, Vietnam | 41 | 6,8 |
| | 9.Russia, Ukraine, Latvia, Moldova | 42 | 6,8 |
| | 10.Iraq, Iran, Syria | 78 | 13,3 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 35 | 5,8 |
| Total | 600 | 100,0 | |

When the distribution of the countries of foreign students is analyzed, the dominance of the students from Turki Republics is determined. Students come from with 19,5% from the countries listed in the group 1, 16,8% in the group 2 , 14% in the group 4 and 13,3% in the group 10. This percentage distribution fits to their nationality and the biorth of place distributions as presented in Tables 6.8-6.10.

Table 6.9 The Distribution of Nationality of The Foreign Students

| | | n | % |
|--------------------|---|----------|----------|
| Nationality | 1.Abhazya, Chechnya, Georgia, Kazakhstan, Kırgızistan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 138 | 23,0 |
| | 2.Azerbaijan | 99 | 16,5 |
| | 3.Afghanistan, Bangladesh, India | 30 | 5,0 |
| | 4.Albani, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 80 | 13,3 |
| | 5.Germay, Holland, Poland, Spain, Italy, England | 23 | 3,8 |
| | 6.Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 25 | 4,2 |
| | 7.Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique, Nepal | 13 | 2,2 |
| | 8.Mongolia, China, South Korea, Japan, Indonesia, Vietnam | 35 | 5,8 |
| | 9.Russia, Ukraine, Latvia, Moldova | 38 | 6,3 |
| | 10.Iraq, Iran, Syria | 62 | 10,3 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 34 | 5,7 |
| | 12.Turkish | 6 | 1,0 |
| | 13.Unanswered | 17 | 2,8 |
| Total | 600 | 100,0 | |

Table 6.10 The Distribution of Place of Birth of the Foreign Students

| | | n | % |
|-----------------------|---|----------|-------------|
| Place of Birth | 1.Abhazya, Chechnya, Georgia, Kazakhstan, Kirgızistan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 119 | 19,8 |
| | 2.Azerbaijcan | 94 | 15,7 |
| | 3.Afghanistan, Bangladesh, India | 33 | 5,5 |
| | 4.Albani, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 79 | 13,2 |
| | 5.Germay, Holland, Poland, Spain, Italy, England | 29 | 4,8 |
| | 6.Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 26 | 4,3 |
| | 7.Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique, Nepal | 15 | 2,5 |
| | 8.Mongolia, China, South Korea, Japan, Indonesia, Vietnam | 38 | 6,3 |
| | 9.Russia, Ukraine, Latvia, Moldova | 40 | 6,7 |
| | 10.Iraq, Iran, Syria | 80 | 13,3 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 30 | 5,0 |
| | 12.Turkey | 5 | 0,8 |
| | 13.Unanswered | 12 | 2,0 |
| Total | 600 | 100,0 | |

Table 6.11 Distribution of the duration of stay in Turkey

| | | n | % |
|-------------------------------------|--------------------|----------|----------|
| The Living Year Distribution | Less than one year | 57 | 9,5 |
| | 1-2 years | 200 | 33,3 |
| | 3-4 years | 223 | 37,2 |
| | 5 years and above | 117 | 19,5 |
| | Unanswered | 3 | 0,5 |
| | Total | 600 | 100,0 |

Table 6.11 indicates that the majority of the foreign students have been in Turkey for 1-4 years. This is also justified by the result presented in table 6.3 related to the program they enrolled being the highest in undergraduate studies ((83,5%).

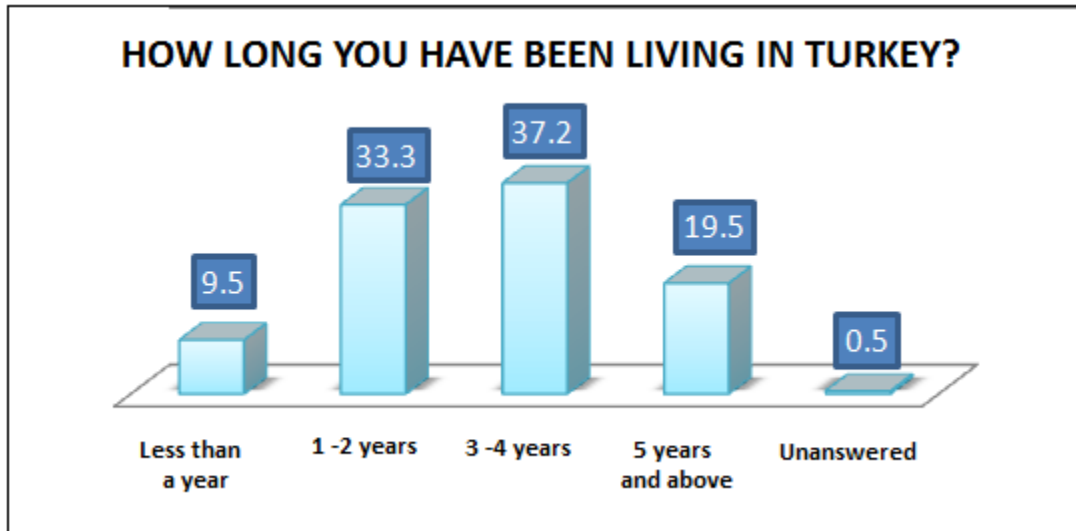


Figure 6.6 The Duration of Stay in Turkey

Table 6.12 The Living Year Distribution of the Foreign Students in Ankara

| | | n | % |
|---------------------------|--------------------|-----|-------|
| The Living Year in Ankara | Less than one year | 68 | 11,3 |
| | 1-2 years | 207 | 34,5 |
| | 3-4 years | 214 | 35,7 |
| | 5 years and above | 107 | 17,8 |
| | Unanswered | 4 | 0,7 |
| | Total | 600 | 100,0 |

The results of the question on the years lived in Ankara agrees with the results on the duration of stay in Turkey as expected. Table 6.12 and table 6.11 show almost the same percentages on the years lived in country for the reasons of university education.

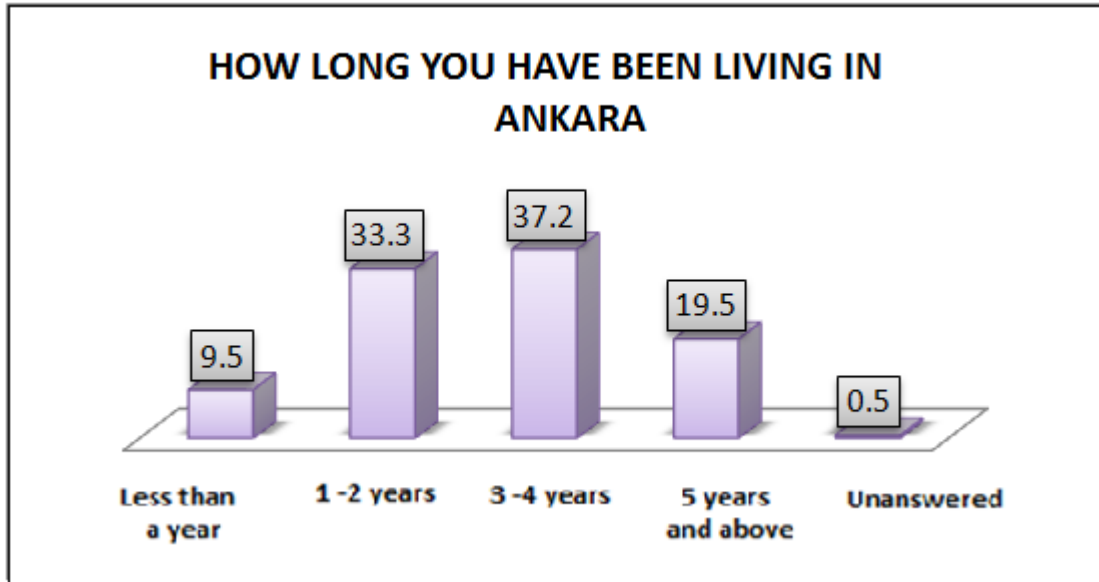


Figure 6.7 The Years of Living in Ankara

Table 6.13 Distribution of the accommodation of the Foreign Students

| | | n | % |
|-----------------|----------------------------|-----|-------|
| Location | State Dormitory | 254 | 42,3 |
| | Private Dormitory | 85 | 14,2 |
| | Home alone | 28 | 4,7 |
| | Home with friend / friends | 210 | 35,0 |
| | Other | 5 | 0,8 |
| | Unanswered | 18 | 3,0 |
| | Total | 600 | 100,0 |

Table 6.23 shows that almost half of (42,3%) the foreign students stay at the state dormitory. Staying at home with friend / friends takes the second place with a rate of 35%. This situation shows that living at a state dormitory or renting a home with some friends are more preferred than the other choices with respect to their budgets.

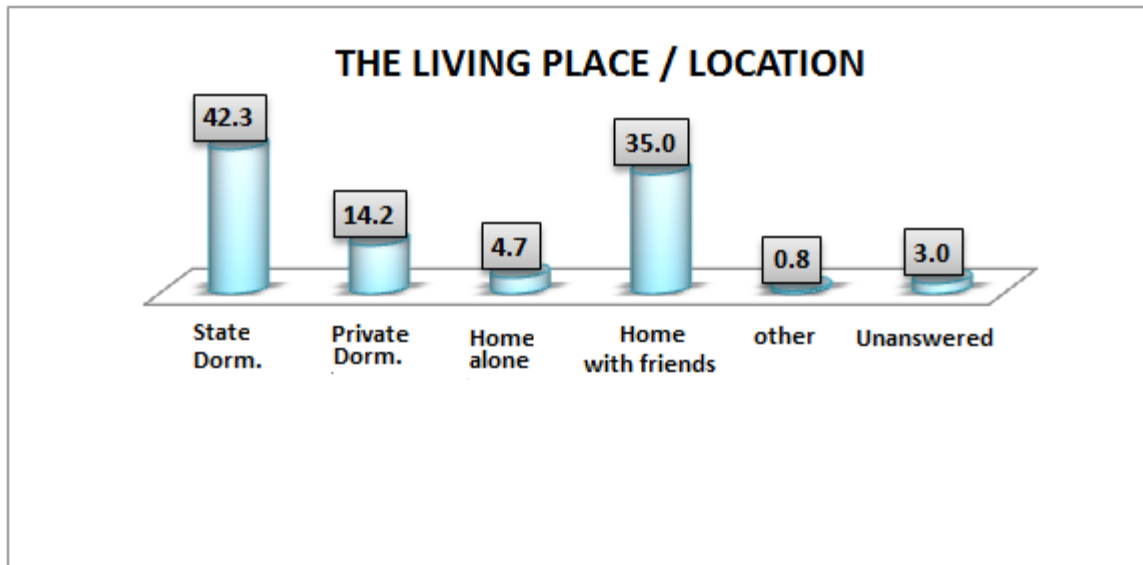


Figure 6.8 The graph on accommodation choices

Table 6.14 The Roommate Distribution of the Foreign Students

| | | N | % |
|-----------------|------------|-----|------|
| Roommate Number | 1-4 | 184 | 54,3 |
| | 5-9 | 127 | 37,5 |
| | 10-15 | 16 | 4,7 |
| | Unanswered | 12 | 3,5 |
| | Total | 339 | 100 |

While more than half (54,3%) of the foreign students staying at the State and Private dormitories, share the same room with 1-4 people, the 37,5% shares the room with 5-9. It is apparent that high percentage on sharing the room with 5-9 people is not convenient and comfortable and an indication of the overcrowdness of dormitories.

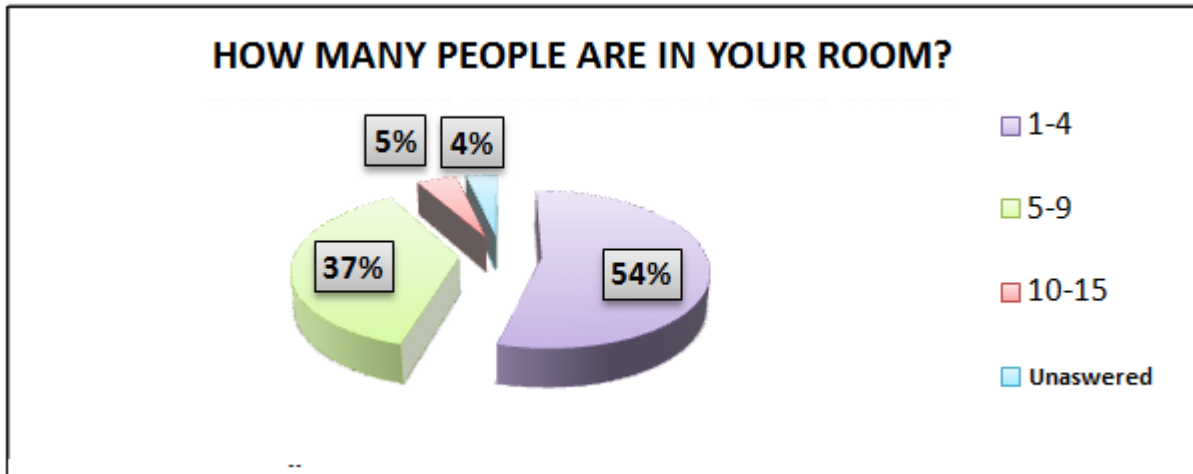


Figure 6.9 The number of Roommates

Table 6.15 Distribution of the Housing Features

| | | n | % |
|---------|--|-----|-------|
| HOUSING | Furnished House (including Electronic items) | 55 | 22,63 |
| | Furnished House (excluding Electronic items) | 33 | 13,58 |
| | Unfurnished House | 149 | 61,32 |
| | Unanswered | 6 | 2,47 |
| | Total | 243 | 100 |

The housing features of the foreign students are given in the Table 6.15. As it can be understood from the table, more than the half (61,2%) of the foreign students rented unfurnished apartments and organized the furniture by themselves. The rate of furnished apartment (including electronic items) is 22,4% indicating Ankara offers less furnished facilities which would be appropriate for the students.

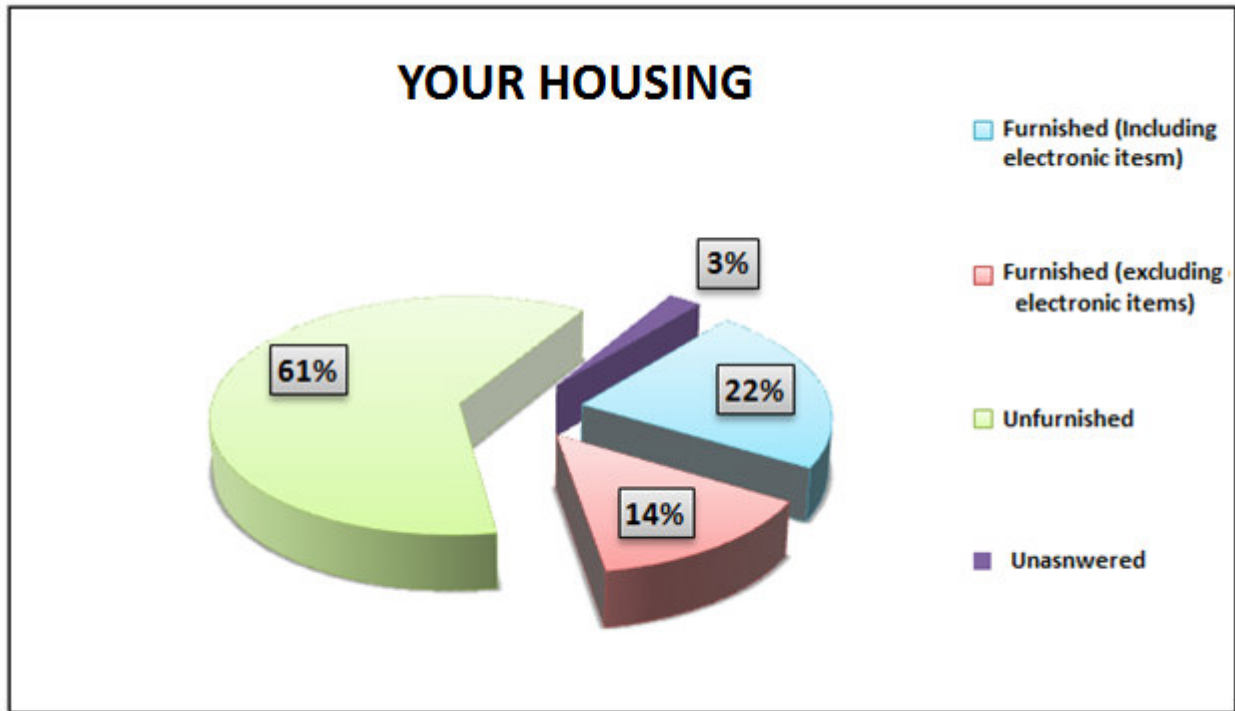


Figure 6.10 The Housing Properties

Table 6.16 The Reasons on Location Preferences

| The Reason of Your Location / Living Place Preference | n | % |
|---|-----|-------|
| The closeness to the university (distance) | 456 | 17,42 |
| The closeness to the city center (distance) | 360 | 13,75 |
| Being cheap | 345 | 13,18 |
| The closeness of the people (sincerity) | 192 | 7,33 |
| Environmental features | 312 | 11,92 |
| Calmness of the region | 290 | 11,08 |
| Circle of friends | 374 | 14,29 |
| Cultural and social structure | 234 | 8,94 |
| Other | 55 | 2,10 |

The location preferences' distribution of the foreign students participated to the survey is given in the Table 6.16. The rate on the closeness of the universities (distance), circle of friends, closeness to the city center (distance), being cheap, environmental features, calmness of the region, cultural and social

structure and people's closeness (sincerity) receive the highest 5 reasons in choosing their living places. Among the reasons stated in Table 6.16, closeness of people and cultural& social structure have the least importance.

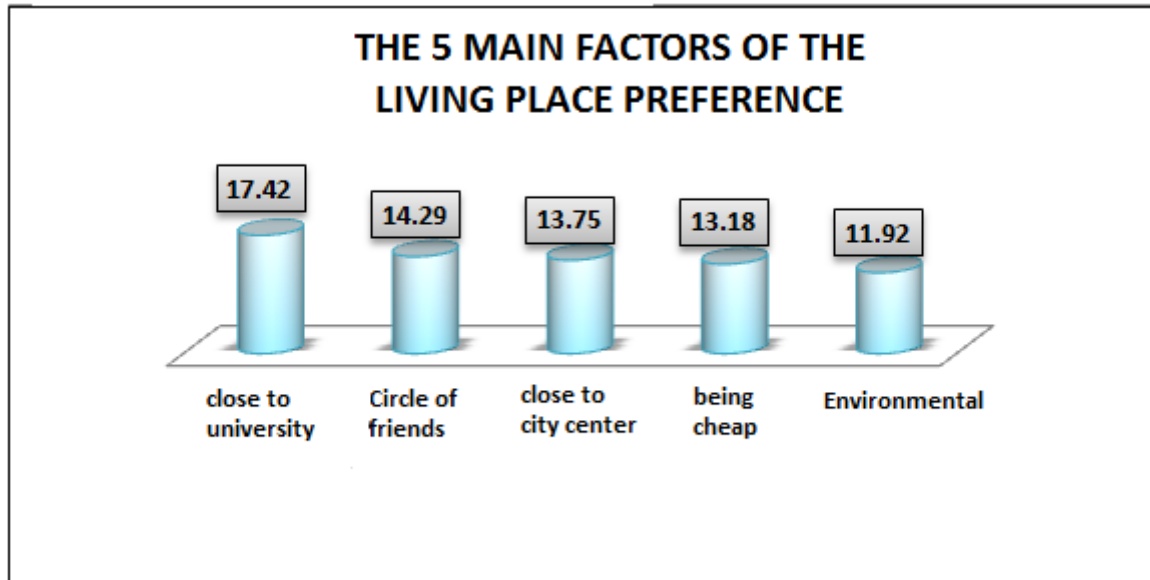


Figure 6.11 The Reasons on the choice of Living Place

Table 6.17 Distribution of the Mother Tongue

| | | n | % |
|-------------------|------------|------------|-------|
| MOTHER TOUNGUE | Group 1 | 132 | 22,00 |
| | Group 2 | 108 | 18,00 |
| | Group 3 | 43 | 7,17 |
| | Group 4 | 65 | 10,83 |
| | Group 5 | 24 | 4,00 |
| | Group 6 | 40 | 6,67 |
| | Group 7 | 10 | 1,67 |
| | Group 8 | 36 | 6,00 |
| | Group 9 | 41 | 6,83 |
| | Group 10 | 13 | 2,17 |
| | Group 11 | 0 | 0,00 |
| | Group 12 | 60 | 10,00 |
| | Unanswered | 28 | 4,67 |
| Total | 600 | 100 | |

Table 6.18 The Distribution of the Foreign Students based on the language in their University Education in Ankara

| | | n | % |
|---|----------------------------|-----|-------|
| The Education Language of The Foreign Students' University | Turkish | 331 | 55,2 |
| | English | 242 | 40,3 |
| | German | 0 | 0,0 |
| | Other | 5 | 0,8 |
| | Turkish – English | 14 | 2,3 |
| | Turkish – Other | 3 | 0,5 |
| | English – Other | 1 | 0,2 |
| | Unanswered | 3 | 0,5 |
| | Turkish – English - German | 1 | 0,2 |
| | Total | 600 | 100,0 |

When the Table 6.18 is analyzed; it can be seen that more than the half (55,2%) of the foreign students, studying at Ankara, universities follow the lectures in Turkish.

Table 6.19 The Distribution of the Foreign Students based on the language they Expected in their University Education in Ankara

| | | n | % |
|--|------------------------------------|-----|-------|
| The Foreign Students' Expected University Education | English | 316 | 52,7 |
| | Turkish | 237 | 39,5 |
| | German | 1 | 0,2 |
| | Other | 26 | 4,3 |
| | Turkish – English | 15 | 2,5 |
| | Turkish – Other | 1 | 0,2 |
| | English – Other | 1 | 0,2 |
| | Unanswered | 2 | 0,3 |
| | Turkish – English – German - Other | 1 | 0,2 |
| | Total | 600 | 100,0 |

When the Table 6.19 is analyzed, the ones (52,7%), who thought that the education language would be in English, take the first place. In the focused interviews, the foreign students also stated that they expected to have their education in English, which came out to be Turkish. Table 19 illustrate supports the results of focused interviews.

Table 6.20 The Turkish Language Level Distribution of the Foreign Students

| | | Level of Turkish Information | |
|---------------------------------|------------|-------------------------------------|-------------|
| | | n | % |
| Reading | Very Bad | 37 | 6,2 |
| | Bad | 25 | 4,2 |
| | Avarage | 74 | 12,3 |
| | Good | 207 | 34,5 |
| | Very Good | 251 | 41,8 |
| | Unanswered | 6 | 1,0 |
| | Total | 600 | 100,0 |
| Writing | Very Bad | 36 | 6,0 |
| | Bad | 34 | 5,7 |
| | Avarage | 86 | 14,3 |
| | Good | 225 | 37,5 |
| | Very Good | 212 | 35,3 |
| | Unanswered | 7 | 1,2 |
| | Total | 600 | 100,0 |
| Comprehension / Speaking | Very Bad | 36 | 6,0 |
| | Bad | 30 | 5,0 |
| | Avarage | 77 | 12,8 |
| | Good | 177 | 29,5 |
| | Very Good | 274 | 45,7 |
| | Unanswered | 6 | 1,0 |
| | Total | 600 | 100,0 |

As it can be seen on the Table 6.11 and Table 6.12, the significant contribution of 1-4 years spent in Ankara being on Turkish reading, writing and comprehension / speaking levels can be followed from Table 6.20.

6.1.2 Profiles of the Foreign Students' Opinions and Thoughts

Table 6.21 Distribution of Opinion and Thoughts of the Foreign Students

| | Definitely Disagree | | Disagree | | Reasonable Agree | | Agree | | Definitely Agree | | Total | |
|--|---------------------|-----|----------|-----|------------------|------|-------|------|------------------|------|-------|-----|
| | n | % | n | % | n | % | n | % | n | % | N | % |
| My university in Ankara is appropriate for the international standards | 5 | 0,8 | 23 | 3,8 | 111 | 18,5 | 282 | 47,0 | 179 | 29,8 | 600 | 100 |
| I don't encounter any bureaucratic barrier in my university in Ankara | 20 | 3,3 | 59 | 9,8 | 142 | 23,7 | 235 | 39,2 | 144 | 24,0 | 600 | 100 |
| I can benefit efficiently from the library in my university in Ankara | 17 | 2,8 | 29 | 4,8 | 142 | 23,7 | 239 | 39,8 | 173 | 28,8 | 600 | 100 |
| There are lots of social and cultural activities, which attract my attention, organized in my university in Ankara | 18 | 3,0 | 58 | 9,7 | 134 | 22,3 | 230 | 38,3 | 160 | 26,7 | 600 | 100 |
| The services of food and drinks throughout the university are sufficient | 17 | 2,8 | 53 | 8,8 | 153 | 25,5 | 214 | 35,7 | 163 | 27,2 | 600 | 100 |
| I can suggest my university in Ankara to my friend in my own country to take undergraduate education | 13 | 2,2 | 35 | 5,8 | 122 | 20,3 | 238 | 39,7 | 192 | 32,0 | 600 | 100 |
| I can suggest my university in Ankara to my friend in my own country to take graduate education | 14 | 2,3 | 30 | 5,0 | 140 | 23,3 | 252 | 42,0 | 164 | 27,3 | 600 | 100 |
| I can suggest my university in Ankara to my friend in my own country to take doctorate education | 19 | 3,2 | 33 | 5,5 | 136 | 22,7 | 239 | 39,8 | 173 | 28,8 | 600 | 100 |
| I can suggest my university in Ankara to my friend in my own country to take Erasmus education | 27 | 4,5 | 47 | 7,8 | 135 | 22,5 | 216 | 36,0 | 175 | 29,2 | 600 | 100 |

| | | | | | | | | | | | | |
|--|----|-----|----|-----|-----|------|-----|------|-----|------|-----|-----|
| The course contents are appropriate for the foreign students in my university in Ankara | 17 | 2,8 | 59 | 9,8 | 116 | 19,3 | 235 | 39,2 | 173 | 28,8 | 600 | 100 |
| There should be partial work opportunities for the foreign students in my university in Ankara | 12 | 2,0 | 17 | 2,8 | 147 | 24,5 | 213 | 35,5 | 211 | 35,2 | 600 | 100 |

Table 6.21 (Cont.) Distribution of Opinion and Thoughts of the Foreign Students

| | Definitely Disagree | | Disagree | | Reasonable Agree | | Agree | | Definitely Agree | | Total | |
|--|---------------------|------|----------|------|------------------|------|-------|------|------------------|------|-------|-----|
| | n | % | n | % | n | % | n | % | n | % | N | % |
| The charge price that I pay is appropriate in my university in Ankara. | 37 | 6,2 | 56 | 9,3 | 197 | 32,8 | 184 | 30,7 | 126 | 21,0 | 600 | 100 |
| I would like to study in another university in Ankara | 133 | 22,2 | 136 | 22,7 | 143 | 23,8 | 110 | 18,3 | 78 | 13,0 | 600 | 100 |
| I have enough time to do what I want while having education in Ankara | 28 | 4,7 | 92 | 15,3 | 190 | 31,7 | 185 | 30,8 | 105 | 17,5 | 600 | 100 |
| The physical equipments such as, the classes and labs, are efficient in my faculty | 15 | 2,5 | 57 | 9,5 | 141 | 23,5 | 242 | 40,3 | 145 | 24,2 | 600 | 100 |
| I think that the academic staff in my university have sufficient vocational information and experience | 14 | 2,3 | 27 | 4,5 | 124 | 20,7 | 247 | 41,2 | 188 | 31,3 | 600 | 100 |
| I don't encounter language problem in my faculty in Ankara | 13 | 2,2 | 40 | 6,7 | 132 | 22,0 | 213 | 35,5 | 202 | 33,7 | 600 | 100 |
| I think that the course hours are enough in my department in Ankara | 10 | 1,7 | 27 | 4,5 | 147 | 24,5 | 256 | 42,7 | 160 | 26,7 | 600 | 100 |
| The courses that I take within my Vocational program in Ankara are efficient | 11 | 1,8 | 34 | 5,7 | 156 | 26,0 | 241 | 40,2 | 158 | 26,3 | 600 | 100 |
| The courses that I take within my Vocational program in Ankara are efficient | 24 | 4,0 | 57 | 9,5 | 170 | 28,3 | 201 | 33,5 | 148 | 24,7 | 600 | 100 |
| I think that I will be able to implement the theoretical information that I have taken in my university in Ankara, after my graduation | 13 | 2,2 | 29 | 4,8 | 142 | 23,7 | 237 | 39,5 | 179 | 29,8 | 600 | 100 |
| My education life in Ankara goes on as I wanted | 25 | 4,2 | 65 | 10,8 | 197 | 32,8 | 196 | 32,7 | 117 | 19,5 | 600 | 100 |
| When I finish my university I may plan to stay in Ankara and do my job | 52 | 8,7 | 75 | 12,5 | 175 | 29,2 | 163 | 27,2 | 135 | 22,5 | 600 | 100 |

Table 6.21 (Cont.) Distribution of Opinion and Thoughts of the Foreign Students

| | Definitely Disagree | | Disagree | | Reasonable Agree | | Agree | | Definitely Agree | | Total | |
|--|---------------------|-----|----------|------|------------------|------|-------|------|------------------|------|-------|-----|
| | n | % | n | % | n | % | N | % | n | % | N | % |
| I don't encounter any problem while performing my religious beliefs | 19 | 3,2 | 38 | 6,3 | 115 | 19,2 | 215 | 35,8 | 213 | 35,5 | 600 | 100 |
| I can suggest my friends in my own country to come to Ankara for their higher education | 8 | 1,3 | 33 | 5,5 | 138 | 23,0 | 270 | 45,0 | 151 | 25,2 | 600 | 100 |
| I can suggest my friends in my own country to come to Ankara for a job or to work | 26 | 4,3 | 63 | 10,5 | 177 | 29,5 | 200 | 33,3 | 134 | 22,3 | 600 | 100 |
| I can suggest my friends in my own country to come to Ankara for visiting | 17 | 2,8 | 42 | 7,0 | 163 | 27,2 | 215 | 35,8 | 163 | 27,2 | 600 | 100 |
| I can suggest the universities in Turkey to my friends in my own country | 10 | 1,7 | 21 | 3,5 | 142 | 23,7 | 246 | 41,0 | 181 | 30,2 | 600 | 100 |
| When I finish my university I may plan to stay in another city in Turkey and do my job | 34 | 5,7 | 75 | 12,5 | 177 | 29,5 | 191 | 31,8 | 123 | 20,5 | 600 | 100 |
| By means of the education that I take, I can easily find a job in Turkey and in my own country | 16 | 2,7 | 42 | 7,0 | 186 | 31,0 | 223 | 37,2 | 133 | 22,2 | 600 | 100 |
| I prefer to stay in my home / dormitory and etc. with friends from my own country | 29 | 4,8 | 77 | 12,8 | 178 | 29,7 | 168 | 28,0 | 148 | 24,7 | 600 | 100 |
| I like to spend time with my Turkish friends in my spare time | 8 | 1,3 | 23 | 3,8 | 141 | 23,5 | 247 | 41,2 | 181 | 30,2 | 600 | 100 |
| I don't have communication problems with my Turkish friends | 7 | 1,2 | 18 | 3,0 | 105 | 17,5 | 244 | 40,7 | 226 | 37,7 | 600 | 100 |
| Apart from my friends, I can agree with other people that I meet | 10 | 1,7 | 29 | 4,8 | 126 | 21,0 | 202 | 33,7 | 233 | 38,8 | 600 | 100 |

6.1.3 Expectations and Satisfactions of Foreign Students

Table 6.22 Distribution of the knowledge about Ankara before Foreign Students came to Turkey

| | | N | % |
|---|-------------------|-----|-------|
| Information About Ankara Before Coming to Turkey | Had no info | 68 | 11,3 |
| | Had a little info | 129 | 21,5 |
| | Had some info | 186 | 31,0 |
| | Had enough info | 161 | 26,8 |
| | Had detailed info | 50 | 8,3 |
| | Unanswered | 6 | 1,0 |
| | Total | 600 | 100,0 |

Table 6.22 contains the information on the knowledge about the city before the students came to have their university education in Ankara. High percentages of students have had enough and some information on the city. This percentage is equivalent to the ones having either little or no information on the city which should be taken also into account and more advertisement has to be done to make Ankara better known.

Table 6.23 Other Reasons to visit Turkey before Starting University in Ankara

| | | n | % |
|---|------------|-----|-------|
| Other reasons to come to Turkey before starting university education in Ankara | Yes | 167 | 27,8 |
| | No | 426 | 71,0 |
| | Unanswered | 7 | 1,2 |
| | Total | 600 | 100,0 |

When we look at the foreign students' distribution presented in Table 6.23, high majority (71%) has come to Turkey only for their university education, and 27,8% made a visit to Turkey before their education in Ankara. Table 6.24 shows that the high percentage appears in touristic reasons to visit Turkey, followed by visiting friends. The historical and natural richness of our country attracts foreigners' mostly touristic reasons to come to Turkey,

Table 6.24 Distribution of Reasons to Visit Turkey

| | | n | % |
|-----------------------------------|-------------------|----------|----------|
| Reason of Coming to Turkey | Touristic | 97 | 58,1 |
| | Visiting a Friend | 21 | 12,6 |
| | Other | 35 | 21,0 |
| | Unanswered | 14 | 8,4 |
| | Total | 167 | 100,0 |

Table 6.25 Distribution of Effective Factors Foreign Students decide to study in Ankara

| Who or Which Events Were The Factors For You to Take A Decision To Study in Ankara? | | |
|--|----------|----------|
| | n | % |
| My Family | 264 | 33,4 |
| My Teacher in School | 102 | 12,9 |
| My University | 43 | 5,4 |
| Foreign Mission Representatives | 19 | 2,4 |
| My Circle of Friends | 168 | 21,2 |
| Internet Researches | 109 | 13,8 |
| Advertisements of Turkey in My Country | 54 | 6,8 |
| Other | 32 | 4,0 |

The important factor which has an impact on foreign students to make a decision to study in Ankara is found to be their families (33,4%) and the circle of friends (21,2%).

Table 6.26 The Other Sub-Categories Distribution of Effective Factors of the Foreign Students for Their Reason to Study in Ankara

| | | n | % |
|---|--|----------|----------|
| The Other Sub-Categories Distribution of Effective Factors of the Foreign Students for Their Reason to Study in Ankara | I Myself | 16 | 50 |
| | Other (War, Economical Situation, Quota) | 4 | 12,5 |
| | Unanswered | 12 | 37,5 |
| | Total | 32 | 100 |

When the category “other” is analyzed, it is determined that students made decision to study in Ankara by themselves.

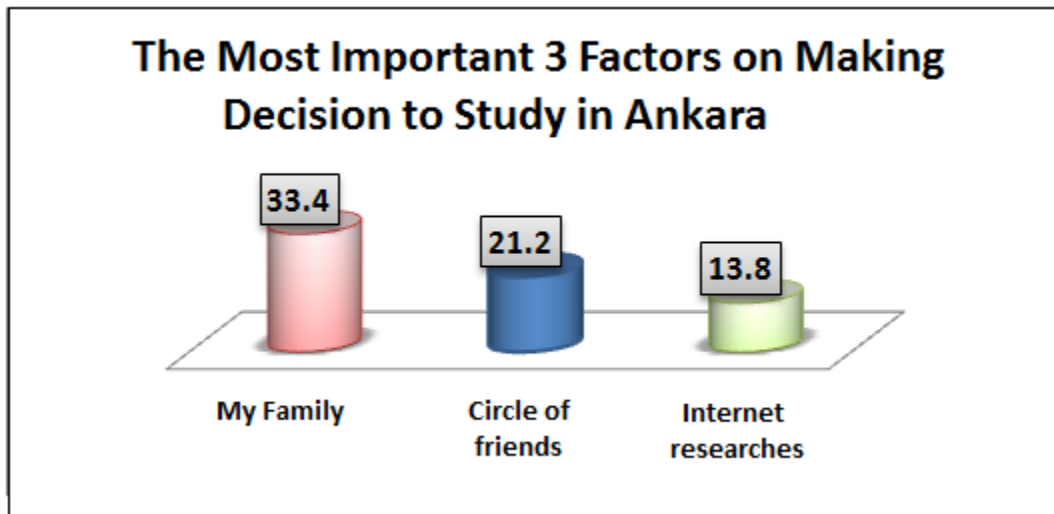


Figure 6.12 The Most Important Factors on Making Decision to Study in Ankara

Table 6.27 Distribution of the level of repentance on studying in Ankara

| | | n | % |
|--|-------------|-----|-------|
| Do You Regret For Choosing A University in Ankara? | No, Never | 197 | 32,8 |
| | No, I don't | 305 | 50,8 |
| | Yes, I do | 27 | 4,5 |
| | Yes, A Lot | 10 | 1,7 |
| | Unanswered | 61 | 10,2 |
| | Total | 600 | 100,0 |

Within the students participated to the survey, 83 % has no regrets studying in Ankara. This illustrates that the decision made by foreign students in favor of staying in Ankara fulfills their expectation. It is also encouraging to see that the percentage of having repentance is very low (6.2%).

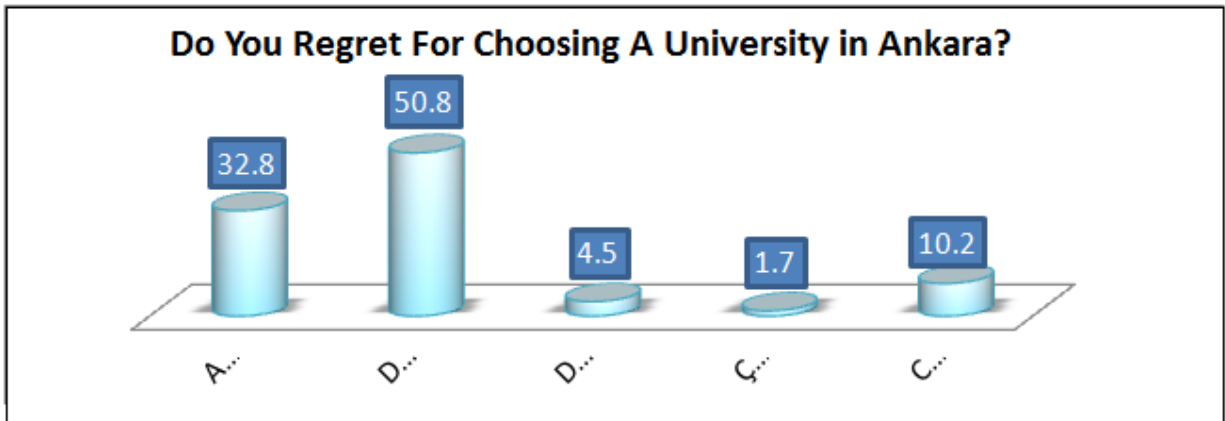


Figure 6.13 Graphical representation of the question “Do You Regret For Choosing a University in Ankara?”

Table 6.28 Ratings on the factors why Foreign Students Preferred a University in Ankara

| | Very unimportant | | Unimportant | | Reasonably important | | Important | | Very important | | Total | |
|---|------------------|-----|-------------|------|----------------------|------|-----------|------|----------------|------|-------|-----|
| | n | % | n | % | n | % | N | % | n | % | N | % |
| Ankara’s internationally knowing | 11 | 1,8 | 59 | 9,8 | 143 | 23,8 | 220 | 36,7 | 167 | 27,8 | 600 | 100 |
| Ankara’s socio – political increasing importance | 17 | 2,8 | 76 | 12,7 | 166 | 27,7 | 206 | 34,3 | 135 | 22,5 | 600 | 100 |
| The highness of the education quality in the universities in Ankara | 3 | 0,5 | 10 | 1,7 | 97 | 16,2 | 252 | 42,0 | 238 | 39,7 | 600 | 100 |
| The opportunities of the university | 6 | 1,0 | 17 | 2,8 | 106 | 17,7 | 231 | 38,5 | 240 | 40,0 | 600 | 100 |
| The confidence of the life conditions in Ankara | 8 | 1,3 | 35 | 5,8 | 139 | 23,2 | 231 | 38,5 | 187 | 31,2 | 600 | 100 |
| The appropriateness of the climate in Ankara to my own country | 59 | 9,8 | 104 | 17,3 | 172 | 28,7 | 169 | 28,2 | 96 | 16,0 | 600 | 100 |
| The cheapness of life in Ankara in accordance with economy | 30 | 5,0 | 80 | 13,3 | 180 | 30,0 | 183 | 30,5 | 127 | 21,2 | 600 | 100 |
| Transportation easiness in Ankara | 46 | 7,7 | 73 | 12,2 | 161 | 26,8 | 181 | 30,2 | 139 | 23,2 | 600 | 100 |
| The embassies and government institutions’ centers being in Ankara | 34 | 5,7 | 82 | 13,7 | 120 | 20,0 | 178 | 29,7 | 186 | 31,0 | 600 | 100 |
| While studying in Ankara, I can continue my life style as in my own country | 32 | 5,3 | 77 | 12,8 | 153 | 25,5 | 187 | 31,2 | 151 | 25,2 | 600 | 100 |
| Other | 8 | 4,9 | 15 | 9,3 | 42 | 25,9 | 37 | 22,8 | 60 | 37,0 | 162 | 100 |

The rating – system of the foreign students on the reasons of choosing a university in Ankara is given in the Table 6.31. It can be seen that the most important reason is the quality in education of the universities in Ankara at a rate of 81,7%, the opportunities university offers takes the second place with a rate of 78,5%, then, life conditions in Ankara takes the third place at the rate of 69,7%.

Table 6.29 Income Distribution of the Foreign Students' Education and Living Expenses

| | | n | % |
|---|---|----------|----------|
| Education and Living Expenses Income | I do all my expending with the money that my family sends. | 254 | 42,3 |
| | I study with scholarship, I use the money that my family send for my other expenses | 323 | 53,8 |
| | Unanswered | 23 | 3,8 |
| | Total | 600 | 100,0 |

It can be seen that from Table 6.29, 53,8% of the foreign students provide their expenses both by their scholarships and by family support, and 42,3% are family sponsored. The high rate of both living with the scholarship and the money support from the families can be evaluated as the inefficiency of the scholarships.

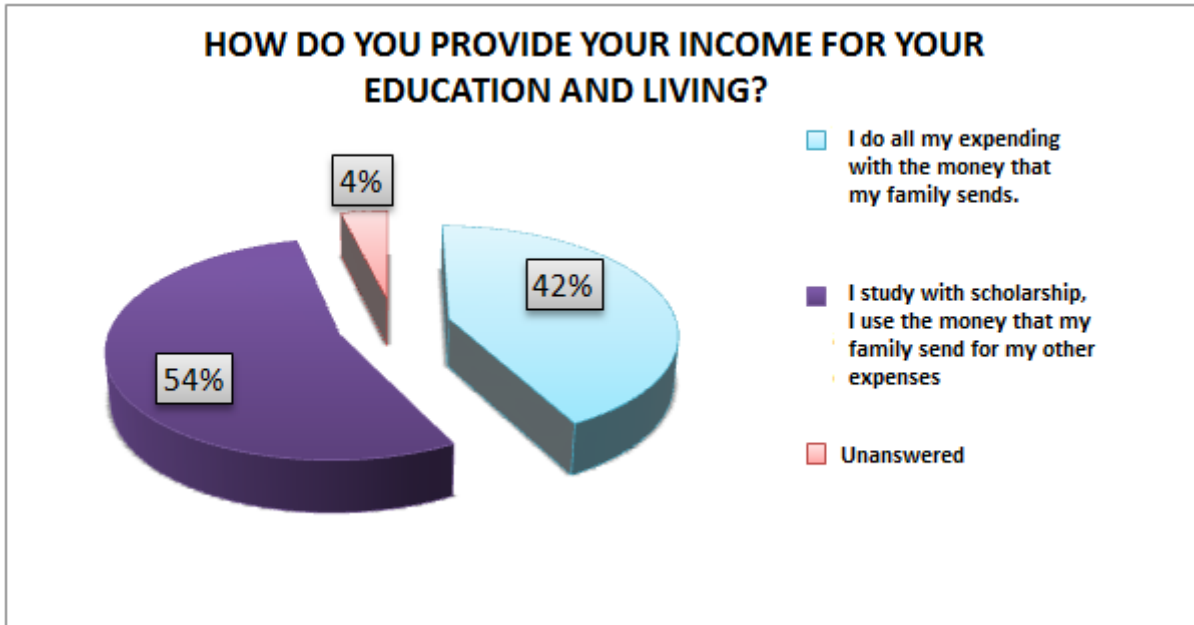


Figure 6.14 Income Distribution of Foreign Students' Education and Living Expenses

Table 6.30 The Average Income Distribution of the Foreign Students

| | | n | % |
|------------------------------|------------|-----|-------|
| Monthly Total Income? | Below 500 | 163 | 27,2 |
| | 500-1000 | 239 | 39,8 |
| | 1000-1500 | 113 | 18,8 |
| | 1500-2000 | 43 | 7,2 |
| | 2000-2500 | 2 | 0,3 |
| | Above 2500 | 12 | 2,0 |
| | Unanswered | 28 | 4,7 |
| | Total | 600 | 100,0 |

The average monthly income distribution of the foreign students is given in the Table 6.30. When the foreign students' income distributions is analyzed, it can be concluded that generally the income is 1500 TL and below.

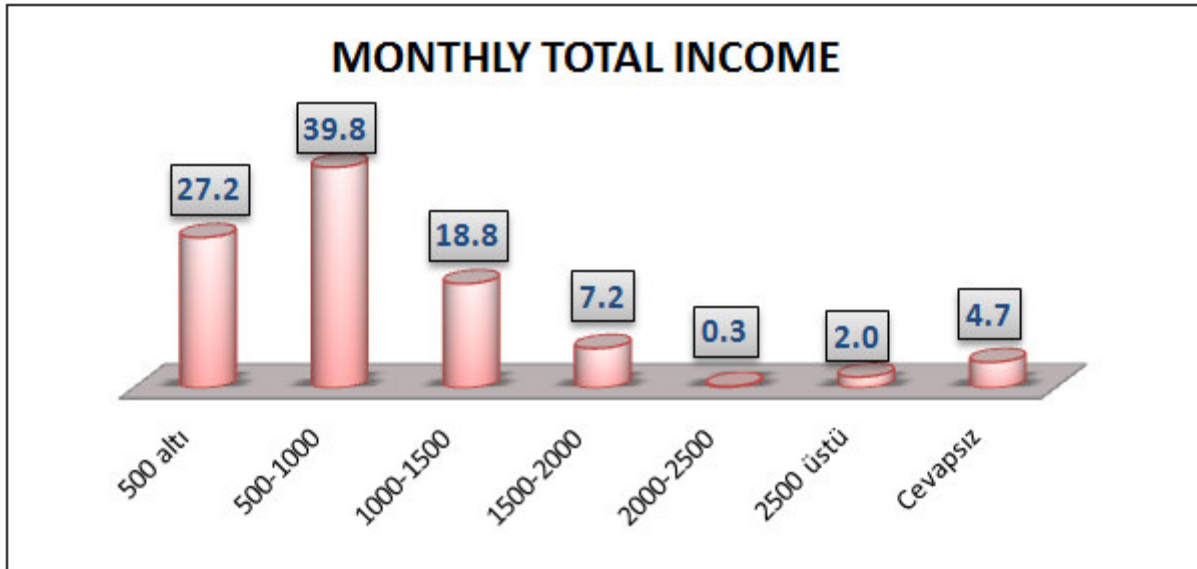


Figure 6.15 Average Monthly Income

Table 6.31 Distribution of the reply to the question, “Do You Think That Your Monthly Income Supplies Your Adequate Living Conditions?”

| | | n | % |
|---|------------|-----|-------|
| Do You Think That Your Monthly Income Supplies Your Adequate Living Conditions? | Yes | 216 | 36,0 |
| | Partially | 279 | 46,5 |
| | No | 94 | 15,7 |
| | Unanswered | 11 | 1,8 |
| | Total | 600 | 100,0 |

It is seen from the Table 6.31 that, in the way of supplying the cost of living efficiently, almost the half (46,5 %) of the students, states that their monthly income are partially sufficient, as for that the 36,0% group thinks that their monthly income is sufficient.

Table 6.32 The Frequency Distribution of Foreign Students' dining out

| | | n | % |
|--|------------------|----------|----------|
| What is Your Frequency of Eating Meals Outside (like restaurants and etc.)? | Every Day | 54 | 9,0 |
| | Few times a week | 249 | 41,5 |
| | Once a week | 165 | 27,5 |
| | Once a month | 106 | 17,7 |
| | Never | 21 | 3,5 |
| | Unanswered | 5 | 0,8 |
| | Total | 600 | 100,0 |

When the foreign students' frequency of eating meals outside is analyzed, as presented in Table 6.32, the high proportions on the choice of dining out few times a week (41,5%) and once a week (27,5%) are observed.

Table 6.33 The Distribution of Expense Types

| THE EXPENSE TYPES | | | | |
|---|----------|----------------|----------------|----------------|
| | n | Average | Minimum | Maximum |
| Rent / dormitory expenses | 371 | 275,2 | 13 | 1000 |
| Food | 499 | 180,4 | 20 | 900 |
| Alcoholic drink | 190 | 120,9 | 5 | 1000 |
| Cigarette | 141 | 110,9 | 10 | 300 |
| Restaurants / café and etc. | 423 | 101,5 | 10 | 600 |
| Entertainment / cultural / art activities | 396 | 96,3 | 10 | 700 |
| Materials for education (book, notebook, stationary) | 454 | 72 | 5 | 600 |
| Transportation | 468 | 69,7 | 5 | 500 |
| Communication (Phone, internet and etc.) | 499 | 56,3 | 10 | 700 |

The foreign students' expense types and the average expense amounts for those expenses are given in Table 6.33. While the foreign students state that during their education life in Ankara they spent more on accommodation (Rent / Dormitory), the expenses on food follows as the second and alcoholic drink, cigarette, restaurant / café and etc., entertainment / cultural / art activities, materials for education (book, notebook, stationary), transportation and communication (Phone, internet and etc.) rare the other sources of expenses in the order of amount they spend, respectively.

Table 6.34 The Degree of satisfaction on the Needs and Social Facilities at Their Living Places

| | Very Bad | | Bad | | Avarage | | Good | | Very Good | | Total | |
|---|----------|-----|-----|------|---------|------|------|------|-----------|------|-------|-----|
| | n | % | N | % | n | % | n | % | N | % | n | % |
| Shopping Opportunities | 3 | 0,5 | 13 | 2,2 | 76 | 12,7 | 235 | 39,2 | 273 | 45,5 | 600 | 100 |
| Electric Services | 3 | 0,5 | 6 | 1 | 102 | 17 | 287 | 47,8 | 202 | 33,7 | 600 | 100 |
| Places to Eat (Restaurant, café and etc.) | 3 | 0,5 | 20 | 3,3 | 102 | 17 | 302 | 50,3 | 173 | 28,8 | 600 | 100 |
| Heating Services | 7 | 1,2 | 22 | 3,7 | 97 | 16,2 | 272 | 45,3 | 202 | 33,7 | 600 | 100 |
| Telecommunication and communication opportunities | 7 | 1,2 | 13 | 2,2 | 108 | 18 | 257 | 42,8 | 215 | 35,8 | 600 | 100 |
| Local transportation opportunities | 2 | 0,3 | 12 | 2 | 125 | 20,8 | 265 | 44,2 | 196 | 32,7 | 600 | 100 |
| Sport opportunities | 1 | 0,2 | 22 | 3,7 | 120 | 20 | 254 | 42,3 | 203 | 33,8 | 600 | 100 |
| Social activities (concert, cinema, festival and etc.) | 4 | 0,7 | 21 | 3,5 | 127 | 21,2 | 248 | 41,3 | 200 | 33,3 | 600 | 100 |
| Praying opportunities | 18 | 3 | 21 | 3,5 | 117 | 19,5 | 217 | 36,2 | 227 | 37,8 | 600 | 100 |
| Open-green area, park number | 10 | 1,7 | 29 | 4,8 | 127 | 21,2 | 251 | 41,8 | 183 | 30,5 | 600 | 100 |
| Transport opportunities to abroad | 9 | 1,5 | 26 | 4,3 | 136 | 22,7 | 229 | 38,2 | 200 | 33,3 | 600 | 100 |
| Health services | 14 | 2,3 | 32 | 5,3 | 141 | 23,5 | 257 | 42,8 | 156 | 26 | 600 | 100 |
| The ways of the staff in the shopping places | 12 | 2 | 33 | 5,5 | 155 | 25,8 | 246 | 41 | 154 | 25,7 | 600 | 100 |
| Security – safety Sevices | 6 | 1 | 31 | 5,2 | 165 | 27,5 | 235 | 39,2 | 163 | 27,2 | 600 | 100 |
| Local transportation opportunities | 12 | 2 | 40 | 6,7 | 156 | 26 | 275 | 45,8 | 117 | 19,5 | 600 | 100 |
| Opportunities to learn Turkish | 4 | 0,7 | 39 | 6,5 | 165 | 27,5 | 219 | 36,5 | 173 | 28,8 | 600 | 100 |
| Environment and cleaning services | 11 | 1,8 | 60 | 10 | 167 | 27,8 | 230 | 38,3 | 132 | 22 | 600 | 100 |
| Communication arising from culture | 5 | 0,8 | 43 | 7,2 | 191 | 31,8 | 252 | 42 | 109 | 18,2 | 600 | 100 |
| Drinking water Services | 46 | 7,7 | 83 | 13,8 | 135 | 22,5 | 190 | 31,7 | 146 | 24,3 | 600 | 100 |
| Judicial mechanism (court) | 4 | 0,7 | 32 | 5,3 | 236 | 39,3 | 215 | 35,8 | 113 | 18,8 | 600 | 100 |
| Communication in government offices arising from the language | 20 | 3,3 | 77 | 12,8 | 198 | 33 | 220 | 36,7 | 85 | 14,2 | 600 | 100 |
| Working of bureaucracy | 17 | 2,8 | 77 | 12,8 | 204 | 34 | 207 | 34,5 | 95 | 15,8 | 600 | 100 |
| The behavior of the people to the unprotected street animals | 28 | 4,7 | 57 | 9,5 | 214 | 35,7 | 193 | 32,2 | 108 | 18 | 600 | 100 |
| Second hand shopping opportunities | 50 | 8,3 | 77 | 12,8 | 182 | 30,3 | 169 | 28,2 | 122 | 20,3 | 600 | 100 |

The foreign students' satisfaction on the services needed and social opportunities offered in their living places is given in the Table 6.34. The table is evaluated and arranged in order through the totals of the foreign students' answers being "very good / good".

As it can be seen from Table 6.34, with a high rate, the foreign students state that they find the shopping opportunities as "very good / good". When this situation is evaluated with the opinions of the foreign

students, who participated to the focused interviews, it can be concluded that the foreign students are generally satisfied with the life conditions in Ankara, however, are expecting the conditions to be better.

Table 6.35 The Spare Time Activities of the Foreign Students

| The Spare Time Activities | n | % |
|--|-----|------|
| I do shopping | 217 | 11,3 |
| I go to a café / bar / cinema / theatre and etc. | 258 | 13,5 |
| I chat with friends at home / dormitory | 255 | 13,3 |
| I attend foreign student friends' meetings | 169 | 8,8 |
| I attend Turkish friends' meetings | 127 | 6,6 |
| I watch television | 149 | 7,8 |
| I do activities such as, sport / painting / music / dance and etc. | 164 | 8,6 |
| I surf on the internet | 291 | 15,2 |
| I read a book (novel, story and etc.) | 152 | 7,9 |
| I stroll around the city Ankara | 108 | 5,6 |
| Other | 23 | 1,2 |

It can be seen that surfing on the internet is the most doable spare time activity of the foreign students at the rate of 15,2%. The ones, who marked Café / bar / cinema / theatre and etc. at the rate of 13,5% and “I chat with friends at home / dormitory” choices with almost the same rate of 13,3 % come as next.

Table 6.36 Means of Transportation Distribution for commuting to the university

| The Transportation Vehicle to go to School | n | % |
|--|-----|------|
| With Public Transportation (Bus/minibus) | 309 | 30,5 |
| With Metro/Ankaray | 239 | 23,6 |
| With School Buses | 102 | 10,1 |
| By Walking | 332 | 32,8 |
| Other | 31 | 3,1 |

The transportation type distribution of the foreign students to commute to school is given inTable 6.36. Foreign students state that they mostly use public transportation (bus / minibus) (30,5%) and prefer walking (32,8%) at close rates to each other.

Table 6.37 The Participation Frequency Distribution of the Foreign Students to the Activities

| | Never | | Little | | Sometimes | | Often | | Very Often | | Total | |
|---|-------|------|--------|------|-----------|------|-------|------|------------|------|-------|-----|
| | n | % | n | % | n | % | N | % | n | % | n | % |
| Going to The Fitness Center | 98 | 16,3 | 115 | 19,2 | 170 | 28,3 | 150 | 25 | 67 | 11,2 | 600 | 100 |
| Other | 16 | 11,4 | 32 | 22,9 | 43 | 30,7 | 18 | 12,9 | 31 | 22,1 | 140 | 100 |
| Walking / Jogging | 66 | 11 | 152 | 25,3 | 214 | 35,7 | 131 | 21,8 | 37 | 6,2 | 600 | 100 |
| Attending to The Meeting of The Student Clubs | 110 | 18,3 | 116 | 19,3 | 210 | 35 | 126 | 21 | 38 | 6,3 | 600 | 100 |
| Going to The Cinema | 61 | 10,2 | 139 | 23,2 | 250 | 41,7 | 117 | 19,5 | 33 | 5,5 | 600 | 100 |
| Attending to The Cultural and Historical, Natural Tours | 117 | 19,5 | 172 | 28,7 | 190 | 31,7 | 69 | 11,5 | 52 | 8,7 | 600 | 100 |
| Going to a Concert / Opera / Ballet | 192 | 32 | 169 | 28,2 | 146 | 24,3 | 74 | 12,3 | 19 | 3,2 | 600 | 100 |
| Going to The Theatre | 253 | 42,2 | 155 | 25,8 | 141 | 23,5 | 35 | 5,8 | 16 | 2,7 | 600 | 100 |
| Going to The Painting and etc. Arts Exhibitions | 295 | 49,2 | 149 | 24,8 | 105 | 17,5 | 38 | 6,3 | 13 | 2,2 | 600 | 100 |

The participation to the several activities depending on the preferences of foreign students is summarized in Table 6.37. The ranking is done based on the answer option “often / very often”. As it can be seen in the Table 6.37, a high rate of the foreign students state that they “often / very often” go to the fitness centers. It can be interpreted as the foreign students give importance to their physical and intellectual development instead of socio – cultural activities. It can also be interpreted as the scarcity of the socio – cultural activities in their environment that the foreign students can attend.

Table 6.38 Detailed Distribution of the Other Activities in Table 6.37

| | | n | % |
|--|-----------------------|-----|------|
| Frequency of Participating To Other Activities | City Sightseeing Tour | 3 | 2,1 |
| | Entertainment | 8 | 5,7 |
| | Course | 2 | 1,4 |
| | Unanswered | 127 | 90,7 |
| | Total | 140 | 100 |

The participation to other activities is given in Table 6.38. Entertainment, city sightseeing tours and course activities take place mostly.

6.1.4 Distribution of the Development and Difficulties experienced after Settling into Ankara

Table 6.39 The Difficulties Distribution of The Foreign Students Had After Settling Down to Ankara

| | Never | | Little | | Sometimes | | Often | | Very Often | | Total | |
|---|-------|------|--------|------|-----------|------|-------|------|------------|-----|-------|-----|
| | n | % | n | % | n | % | n | % | N | % | n | % |
| Turkish Language Education | 177 | 29,5 | 116 | 19,3 | 166 | 27,7 | 96 | 16 | 45 | 7,5 | 600 | 100 |
| The stage of choosing and settling to a faculty / department in the university | 166 | 27,7 | 161 | 26,8 | 154 | 25,7 | 90 | 15 | 29 | 4,8 | 600 | 100 |
| Public Institutes | 169 | 28,2 | 173 | 28,8 | 160 | 26,7 | 75 | 12,5 | 23 | 3,8 | 600 | 100 |
| Administrative staff in the university | 157 | 26,2 | 196 | 32,7 | 153 | 25,5 | 63 | 10,5 | 31 | 5,2 | 600 | 100 |
| Academic staff in the university | 162 | 27 | 197 | 32,8 | 152 | 25,3 | 63 | 10,5 | 26 | 4,3 | 600 | 100 |
| University Administration (Rectorate, Deanery and etc.) | 225 | 37,5 | 154 | 25,7 | 135 | 22,5 | 60 | 10 | 26 | 4,3 | 600 | 100 |
| Students in the university | 231 | 38,5 | 160 | 26,7 | 125 | 20,8 | 63 | 10,5 | 21 | 3,5 | 600 | 100 |
| Local people | 213 | 35,5 | 170 | 28,3 | 135 | 22,5 | 50 | 8,3 | 32 | 5,3 | 600 | 100 |
| Other | 61 | 31,6 | 50 | 25,9 | 36 | 18,7 | 21 | 10,9 | 25 | 13 | 193 | 100 |

The difficulties the foreign students experienced during and after settling down to Ankara are summarized in Table 6.39. This table is evaluated and arranged in order the foreign students' answers total as "often / very often".

As it can be seen in the Table 6.39, education in Turkish language takes the first place in foreign students' "often / very often" encountered difficulties. This can be interpreted as the foreign students are taking an education whose language is very hard or unknown to them.

It has been noticed that foreign students are in the harmony with the local people and the university students and experience the low rate of having difficulties. Besides the Turkish peoples' hospitable and helpful attitude, this situation can be explained as Turkey being located in the mild temperate zone; Turkish people are sincere and easily communicate

Apart from the difficulties stated above, the difficulty degrees were marked in the other category; however, the foreign students did not make any explanation about these difficulties.

Table 6.40 The Distribution of the Foreign Students Improvements After Settling Down in Ankara

| | Very Bad | | Bad | | Same | | Good | | Very Good | | Unanswered | | Total | |
|---|----------|-----|-----|-----|------|------|------|------|-----------|------|------------|-----|-------|-----|
| | n | % | n | % | n | % | n | % | N | % | n | % | n | % |
| Circle of friends by your first day | 2 | 0,3 | 10 | 1,7 | 104 | 17,3 | 265 | 44,2 | 219 | 36,5 | 0 | 0 | 600 | 100 |
| Students in the university | 3 | 0,5 | 11 | 1,8 | 164 | 27,3 | 236 | 39,3 | 186 | 31 | 0 | 0 | 600 | 100 |
| Your opinions about Ankara by your first day | 5 | 0,8 | 18 | 3 | 165 | 27,5 | 294 | 49 | 117 | 19,5 | 1 | 0,2 | 600 | 100 |
| Local people's attitude by your first day | 3 | 0,5 | 11 | 1,8 | 255 | 42,5 | 229 | 38,2 | 102 | 17 | 0 | 0 | 600 | 100 |
| The situation of your housing by your first day | 3 | 0,5 | 29 | 4,8 | 263 | 43,8 | 229 | 38,2 | 76 | 12,7 | 0 | 0 | 600 | 100 |
| Academic staff in the university | 5 | 0,8 | 21 | 3,5 | 312 | 52 | 186 | 31 | 76 | 12,7 | 0 | 0 | 600 | 100 |
| University Administration (Rectorate, Deanery and etc.) | 8 | 1,3 | 17 | 2,8 | 358 | 59,7 | 153 | 25,5 | 64 | 10,7 | 0 | 0 | 600 | 100 |
| Administrative staff in the university | 6 | 1 | 30 | 5 | 348 | 58 | 147 | 24,5 | 69 | 11,5 | 0 | 0 | 600 | 100 |

The distribution of the foreign students' improvements after settling down to Ankara is given in the Table 6.40. This table is evaluated and arranged in the order of the answers total as "good/ very good". As it can be seen in the Table 6.40, the "good / very good" development of the foreign student is the category of "circle of friends" (80,7%) by their first days. This can be evaluated that staying longer in Ankara foreign students make stronger friendships by time and get use to the living place. It is noticed that foreign students' developments in the categories of "academic staff, university administration and administrative staff in the university" appears at the lower percentages. This shows that there is no change on the attitudes to university staff (43,7%), university administration (36,2%) and administrative staff (36,0%).

6.1.5 Cross Tables

Table 6.41 According to Turkish Reading Level, Opinions of the Students on for the Library of the University They Study and the Language Problems They Faced with

| | | READING | | | | | | | | | | | |
|--|---------------------|----------|-------|-----|-------|---------|-------|------|-------|-----------|-------|------------|-------|
| | | Very Bad | | Bad | | Average | | Good | | Very Good | | Unanswered | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| I can efficiently benefit from the library in my university in Ankara | Definitely Disagree | 1 | 2,7 | 1 | 4,0 | 2 | 2,7 | 6 | 2,9 | 7 | 2,8 | 0 | 0,0 |
| | Disagree | 5 | 13,5 | 0 | 0,0 | 3 | 4,1 | 11 | 5,3 | 10 | 4,0 | 0 | 0,0 |
| | Reasonably Agree | 12 | 32,4 | 6 | 24,0 | 17 | 23,0 | 45 | 21,7 | 60 | 23,9 | 2 | 33,3 |
| | Agree | 8 | 21,6 | 11 | 44,0 | 27 | 36,5 | 86 | 41,5 | 105 | 41,8 | 2 | 33,3 |
| | Definitely Agree | 11 | 29,7 | 7 | 28,0 | 25 | 33,8 | 59 | 28,5 | 69 | 27,5 | 2 | 33,3 |
| | Total | 37 | 100,0 | 25 | 100,0 | 74 | 100,0 | 207 | 100,0 | 251 | 100,0 | 6 | 100,0 |
| I don't encounter language problem in my department in Ankara | Definitely Disagree | 2 | 5,4 | 1 | 4,0 | 2 | 2,7 | 5 | 2,4 | 3 | 1,2 | 0 | 0,0 |
| | Disagree | 3 | 8,1 | 3 | 12,0 | 13 | 17,6 | 17 | 8,2 | 4 | 1,6 | 0 | 0,0 |
| | Reasonably Agree | 8 | 21,6 | 9 | 36,0 | 25 | 33,8 | 53 | 25,6 | 34 | 13,5 | 3 | 50,0 |
| | Agree | 15 | 40,5 | 8 | 32,0 | 22 | 29,7 | 80 | 38,6 | 86 | 34,3 | 2 | 33,3 |
| | Definitely Agree | 9 | 24,3 | 4 | 16,0 | 12 | 16,2 | 52 | 25,1 | 124 | 49,4 | 1 | 16,7 |
| | Total | 37 | 100,0 | 25 | 100,0 | 74 | 100,0 | 207 | 100,0 | 251 | 100,0 | 6 | 100,0 |

According to Turkish reading level, to what extent they face the problems at the university that the foreign students study is given in the Table 6.41.

The rate of the students' efficiently benefiting from the libraries in their universities change in with respect to Turkish reading level. While the students, whose reading levels are very good, are benefitting from the libraries than the ones whose reading levels are bad, the drawdown of the Turkish reading level decreases the provided benefit.

As for that, the rate of the foreign students' encountering language problem in their departments in Ankara, is seen less with the students whose Turkish reading levels are good, however, it is very high with the students whose Turkish reading levels are very bad.

Table 6.42 According to Turkish Writing Level, Opinions of the Students on the use of Library of the University They Study and the Language Problems They Faced with

| | | WRITING | | | | | | | | | | | |
|--|---------------------|----------|-------|-----|-------|---------|-------|------|-------|-----------|-------|------------|-------|
| | | Very Bad | | Bad | | Average | | Good | | Very Good | | Unanswered | |
| | | n | % | N | % | n | % | N | % | n | % | n | % |
| I can efficiently benefit from the library in my university in Ankara | Definitely Disagree | 1 | 2,8 | 1 | 2,9 | 3 | 3,5 | 6 | 2,7 | 6 | 2,8 | 0 | 0,0 |
| | Disagree | 3 | 8,3 | 2 | 5,9 | 6 | 7,0 | 10 | 4,4 | 8 | 3,8 | 0 | 0,0 |
| | Reasonably Agree | 12 | 33,3 | 8 | 23,5 | 20 | 23,3 | 47 | 20,9 | 52 | 24,5 | 3 | 42,9 |
| | Agree | 10 | 27,8 | 16 | 47,1 | 29 | 33,7 | 97 | 43,1 | 85 | 40,1 | 2 | 28,6 |
| | Definitely Agree | 10 | 27,8 | 7 | 20,6 | 28 | 32,6 | 65 | 28,9 | 61 | 28,8 | 2 | 28,6 |
| | Total | 36 | 100,0 | 34 | 100,0 | 86 | 100,0 | 225 | 100,0 | 212 | 100,0 | 7 | 100,0 |
| I don't encounter language problem in my department in Ankara | Definitely Disagree | 1 | 2,8 | 3 | 8,8 | 3 | 3,5 | 4 | 1,8 | 2 | 0,9 | 0 | 0,0 |
| | Disagree | 5 | 13,9 | 4 | 11,8 | 17 | 19,8 | 12 | 5,3 | 2 | 0,9 | 0 | 0,0 |
| | Reasonably Agree | 10 | 27,8 | 8 | 23,5 | 30 | 34,9 | 57 | 25,3 | 23 | 10,8 | 4 | 57,1 |
| | Agree | 13 | 36,1 | 11 | 32,4 | 24 | 27,9 | 90 | 40,0 | 73 | 34,4 | 2 | 28,6 |
| | Definitely Agree | 7 | 19,4 | 8 | 23,5 | 12 | 14,0 | 62 | 27,6 | 112 | 52,8 | 1 | 14,3 |
| | Total | 36 | 100,0 | 34 | 100,0 | 86 | 100,0 | 225 | 100,0 | 212 | 100,0 | 7 | 100,0 |

The rate of the students' efficiently benefiting from the libraries in their universities, is seen high with the students whose writing levels are good, however, this rate is also at a considerable degree with the students whose writing levels are bad. The efficient benefit from the libraries of more than the half of the individuals, whose writing levels are bad, shows that the provided benefit from the libraries is not that much depended on their writing levels.

While it is seen that the rate of encountering language problem is less in the foreign students, whose writing levels are good, it can be understood that this rate gets higher when the level goes bad.

Table 6.43 According to Turkish Language Skills Levels, Opinions of the Students about the Universities They Study

| | | COMPREHENSION / SPEAKING | | | | | | | | | | | |
|--|---------------------|--------------------------|-------|-----|-------|---------|-------|------|-------|-----------|-------|------------|-------|
| | | Very Bad | | Bad | | Average | | Good | | Very Good | | Unanswered | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| The course content is appropriate for the foreign students in my university in Ankara | Definitely Disagree | 0 | 0,0 | 0 | 0,0 | 2 | 2,6 | 4 | 2,3 | 11 | 4,0 | 0 | 0,0 |
| | Disagree | 4 | 11,1 | 1 | 3,3 | 3 | 3,9 | 22 | 12,4 | 29 | 10,6 | 0 | 0,0 |
| | Reasonably Agree | 4 | 11,1 | 4 | 13,3 | 13 | 16,9 | 44 | 24,9 | 51 | 18,6 | 0 | 0,0 |
| | Agree | 17 | 47,2 | 13 | 43,3 | 41 | 53,2 | 69 | 39,0 | 92 | 33,6 | 3 | 50 |
| | Definitely Agree | 11 | 30,6 | 12 | 40,0 | 18 | 23,4 | 38 | 21,5 | 91 | 33,2 | 3 | 50 |
| | Total | 36 | 100,0 | 30 | 100,0 | 77 | 100,0 | 177 | 100,0 | 274 | 100,0 | 6 | 100,0 |
| I don't encounter language problem in my department in Ankara | Definitely Disagree | 1 | 2,8 | 2 | 6,7 | 3 | 3,9 | 5 | 2,8 | 2 | 0,7 | 0 | 0,0 |
| | Disagree | 3 | 8,3 | 3 | 10,0 | 9 | 11,7 | 16 | 9,0 | 8 | 2,9 | 1 | 16,7 |
| | Reasonably Agree | 10 | 27,8 | 9 | 30,0 | 23 | 29,9 | 47 | 26,6 | 41 | 15,0 | 2 | 33,3 |
| | Agree | 13 | 36,1 | 12 | 40,0 | 25 | 32,5 | 69 | 39,0 | 92 | 33,6 | 2 | 33,3 |
| | Definitely Agree | 9 | 25,0 | 4 | 13,3 | 17 | 22,1 | 40 | 22,6 | 131 | 47,8 | 1 | 16,7 |
| | Total | 36 | 100,0 | 30 | 100,0 | 77 | 100,0 | 177 | 100,0 | 274 | 100,0 | 6 | 100,0 |
| The courses in my vocational education are efficient within | Definitely Disagree | 3 | 8,3 | 2 | 6,7 | 1 | 1,3 | 1 | 0,6 | 4 | 1,5 | 0 | 0,0 |
| | Disagree | 4 | 11,1 | 1 | 3,3 | 3 | 3,9 | 11 | 6,2 | 15 | 5,5 | 0 | 0,0 |
| | Reasonably Agree | 9 | 25,0 | 4 | 13,3 | 28 | 36,4 | 54 | 30,5 | 61 | 22,3 | 0 | 0,0 |
| | Agree | 12 | 33,3 | 18 | 60,0 | 28 | 36,4 | 80 | 45,2 | 98 | 35,8 | 5 | 83,3 |
| | Definitely Agree | 8 | 22,2 | 5 | 16,7 | 17 | 22,1 | 31 | 17,5 | 96 | 35,0 | 1 | 16,7 |
| | Total | 36 | 100,0 | 30 | 100,0 | 77 | 100,0 | 177 | 100,0 | 274 | 100,0 | 6 | 100,0 |
| I don't encounter communication problems with my Turkish friends | Definitely Disagree | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 2 | 1,1 | 5 | 1,8 | 0 | 0,0 |
| | Disagree | 3 | 8,3 | 1 | 3,3 | 3 | 3,9 | 6 | 3,4 | 5 | 1,8 | 0 | 0,0 |
| | Reasonably Agree | 7 | 19,4 | 10 | 33,3 | 16 | 20,8 | 43 | 24,3 | 27 | 9,9 | 2 | 33,3 |
| | Agree | 16 | 44,4 | 8 | 26,7 | 36 | 46,8 | 80 | 45,2 | 102 | 37,2 | 2 | 33,3 |
| | Definitely Agree | 10 | 27,8 | 11 | 36,7 | 22 | 28,6 | 46 | 26,0 | 135 | 49,3 | 2 | 33,3 |
| | Total | 36 | 100,0 | 30 | 100,0 | 77 | 100,0 | 177 | 100,0 | 274 | 100,0 | 6 | 100,0 |

It is seen that the considerable rate of the course content appropriateness for the foreign students the universities in Ankara is high at the students, whose comprehension / speaking level is bad, rather than the students, whose comprehension / speaking level is good. However, when the numbers in both groups are compared, it can be seen that there are less students in the group of bad comprehension / speaking

level than the group of good comprehension / speaking level. This situation can be explained as difference of the university types from each other, and the students, whose levels are very bad, but think that the content of their education is appropriate for the foreign students, take education in the universities, whose education language is in foreign language.

The rate of encountering language problem in the department and communication with Turkish friends gets lower when the Turkish comprehension / speaking level get high. As it is understood from the Table 6.42, the good level of Turkish comprehension / speaking is an effective factor for the foreign students to express themselves and to communicate.

Table 6.44 Appropriateness of Lecture Contents at the Universities the Foreign Students attend

| | | The course content is appropriate for the foreign students in my university in Ankara | | | | | | | | | |
|---|----------------------|---|-------|----------|-------|------------------|-------|-------|-------|------------------|-------|
| | | Definitely Disagree | | Disagree | | Reasonably Agree | | Agree | | Definitely Agree | |
| | | n | % | n | % | N | % | N | % | N | % |
| THE UNIVERSITY THAT YOU STUDY IN ANKARA | Ankara University | 4 | 23,5 | 14 | 23,7 | 37 | 31,9 | 63 | 26,8 | 30 | 17,3 |
| | Başkent University | 1 | 5,9 | 3 | 5,1 | 2 | 1,7 | 2 | 0,9 | 0 | 0,0 |
| | Bilkent University | 0 | 0,0 | 0 | 0,0 | 1 | 0,9 | 7 | 3,0 | 10 | 5,8 |
| | Gazi University | 10 | 58,8 | 26 | 44,1 | 42 | 36,2 | 33 | 14,0 | 24 | 13,9 |
| | Hacettepe University | 2 | 11,8 | 10 | 16,9 | 10 | 8,6 | 41 | 17,4 | 31 | 17,9 |
| | METU | 0 | 0,0 | 6 | 10,2 | 23 | 19,8 | 86 | 36,6 | 77 | 44,5 |
| | TOBB-ETU | 0 | 0,0 | 0 | 0,0 | 1 | 0,9 | 3 | 1,3 | 1 | 0,6 |
| | Total | 17 | 100,0 | 59 | 100,0 | 116 | 100,0 | 235 | 100,0 | 173 | 100,0 |

Most of the students (44,5%), who think that the course content taken in the universities is appropriate for the foreign students, are studying at METU. From this point of view, the foreign students encounter fewer problems in the universities, which the education language is in English.

Table 6.45 The Comparison of the Turkish Language Skill Level and University Education Language

| | | COMPREHENSION / SPEAKING | | | | | | | | | | | |
|--|----------------------------|--------------------------|-------|-----|-------|---------|-------|------|-------|-----------|-------|------------|-------|
| | | Very Bad | | Bad | | Average | | Good | | Very Good | | Unanswered | |
| | | n | % | N | % | n | % | n | % | n | % | n | % |
| WHICH LANGUAGE IS THE TEACHING MEDIA AT YOUR UNIVERSITY? | Turkish | 15 | 41,7 | 12 | 40,0 | 34 | 44,2 | 125 | 70,6 | 143 | 52,2 | 2 | 33,3 |
| | English | 21 | 58,3 | 17 | 56,7 | 38 | 49,4 | 46 | 26,0 | 117 | 42,7 | 3 | 50,0 |
| | Other | 0 | 0,0 | 0 | 0,0 | 1 | 1,3 | 0 | 0,0 | 4 | 1,5 | 0 | 0,0 |
| | Turkish - English | 0 | 0,0 | 0 | 0,0 | 3 | 3,9 | 3 | 1,7 | 8 | 2,9 | 0 | 0,0 |
| | Turkish - Other | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 2 | 1,1 | 1 | 0,4 | 0 | 0,0 |
| | English - Other | 0 | 0,0 | 0 | 0,0 | 1 | 1,3 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Unanswered | 0 | 0,0 | 1 | 3,3 | 0 | 0,0 | 1 | 0,6 | 0 | 0,0 | 1 | 16,7 |
| | Turkish – English - German | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 1 | 0,4 | 0 | 0,0 |
| | Total | 36 | 100,0 | 30 | 100,0 | 77 | 100,0 | 177 | 100,0 | 274 | 100,0 | 6 | 100,0 |

It is seen in the Table 6.45 that more than half of the students (58,3%), whose Turkish ‘comprehension / speaking’ level is bad, take English education in the university, as for that, the students (52,2%), whose Turkish ‘comprehension / speaking’ level is good, take Turkish education in the university.

Table 6.46 The Comparison of The Living Place and Reasons of Choice

| WHAT IS THE REASON OF YOUR PREFERENCE OF YOUR LIVING PLACE? | YOUR LIVING PLACE | | | | | | | | | | | |
|---|-------------------|------|-------------------|------|------------|------|----------------------------|------|-------|------|------------|------|
| | State Dormitory | | Private Dormitory | | Home Alone | | Home with friend / friends | | Other | | Unanswered | |
| | n | % | n | % | n | % | N | % | N | % | n | % |
| Closeness to the university (distance) | 178 | 17,2 | 79 | 20,4 | 19 | 15,0 | 164 | 17,0 | 2 | 8,0 | 14 | 17,9 |
| Closeness to the city center (distance) | 150 | 14,5 | 35 | 9,0 | 16 | 12,6 | 147 | 15,2 | 4 | 16,0 | 8 | 10,3 |
| Being cheap | 166 | 16,0 | 34 | 8,8 | 15 | 11,8 | 118 | 12,2 | 3 | 12,0 | 9 | 11,5 |
| Closeness of the people (sincerity) | 74 | 7,1 | 20 | 5,2 | 12 | 9,4 | 75 | 7,8 | 2 | 8,0 | 9 | 11,5 |
| Environmental features | 122 | 11,8 | 54 | 14,0 | 11 | 8,7 | 109 | 11,3 | 3 | 12,0 | 13 | 16,7 |
| Calmness of the region | 97 | 9,4 | 53 | 13,7 | 21 | 16,5 | 109 | 11,3 | 3 | 12,0 | 7 | 9,0 |
| Circle of friends | 141 | 13,6 | 58 | 15,0 | 17 | 13,4 | 145 | 15,0 | 4 | 16,0 | 9 | 11,5 |
| Cultural and Social structure | 76 | 7,3 | 51 | 13,2 | 15 | 11,8 | 81 | 8,4 | 4 | 16,0 | 7 | 9,0 |
| Other | 32 | 3,1 | 3 | 0,8 | 1 | 0,8 | 17 | 1,8 | 0 | 0,0 | 2 | 2,6 |

In the Table 6.46, while the closeness to the university and being cheap are seen as important factors in the reason preference of the living place of the foreign students who stay at state dormitory; the

“closeness to the university and circle of friends” is a more important factor in the students, who prefer to stay at the private dormitory. While also the closeness to the university is an important factor for the foreign students who prefer to stay at home; the quietness of the region for the foreign students who live alone, and circle of friends and closeness to the city center for the foreign students who live with their friends are more important factors in their choice.

Table 6.47 The Comparison of the Living Place and Reasons of Choosing a University in Ankara

| THE REASON OF PREFERING A UNIVERSITY IN ANKARA | | PLACE YOU LIVE | | | | | | | | | | | |
|--|----------------------|-----------------|-------|-------------------|-------|------------|-------|----------------------------|-------|-------|-------|------------|-------|
| | | State Dormitory | | Private Dormitory | | Home Alone | | Home with friend / friends | | Other | | Unanswered | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| The security of life conditions in Ankara | Very Unimportant | 3 | 1,2 | 2 | 2,4 | 1 | 3,6 | 2 | 1,0 | 0 | 0,0 | 0 | 0,0 |
| | Unimportant | 18 | 7,1 | 3 | 3,5 | 2 | 7,1 | 10 | 4,8 | 0 | 0,0 | 2 | 11,1 |
| | Reasonably Important | 54 | 21,3 | 19 | 22,4 | 11 | 39,3 | 47 | 22,4 | 2 | 40,0 | 6 | 33,3 |
| | Important | 97 | 38,2 | 32 | 37,6 | 8 | 28,6 | 84 | 40,0 | 1 | 20,0 | 9 | 50,0 |
| | Very Important | 82 | 32,3 | 29 | 34,1 | 6 | 21,4 | 67 | 31,9 | 2 | 40,0 | 1 | 5,6 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Living in Ankara being very cheap | Very Unimportant | 16 | 6,3 | 3 | 3,5 | 2 | 7,1 | 9 | 4,3 | 0 | 0,0 | 0 | 0,0 |
| | Unimportant | 40 | 15,7 | 13 | 15,3 | 1 | 3,6 | 24 | 11,4 | 0 | 0,0 | 2 | 11,1 |
| | Reasonably Important | 73 | 28,7 | 26 | 30,6 | 11 | 39,3 | 60 | 28,6 | 3 | 60,0 | 7 | 38,9 |
| | Important | 71 | 28,0 | 31 | 36,5 | 5 | 17,9 | 66 | 31,4 | 1 | 20,0 | 9 | 50,0 |
| | Very Important | 54 | 21,3 | 12 | 14,1 | 9 | 32,1 | 51 | 24,3 | 1 | 20,0 | 0 | 0,0 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Transportation convenience in Ankara | Very Unimportant | 22 | 8,7 | 4 | 4,7 | 2 | 7,1 | 18 | 8,6 | 0 | 0,0 | 0 | 0,0 |
| | Unimportant | 35 | 13,8 | 9 | 10,6 | 2 | 7,1 | 25 | 11,9 | 0 | 0,0 | 2 | 11,1 |
| | Reasonably Important | 65 | 25,6 | 33 | 38,8 | 10 | 35,7 | 40 | 19,0 | 3 | 60,0 | 10 | 55,6 |
| | Important | 68 | 26,8 | 31 | 36,5 | 7 | 25,0 | 71 | 33,8 | 1 | 20,0 | 3 | 16,7 |
| | Very Important | 64 | 25,2 | 8 | 9,4 | 7 | 25,0 | 56 | 26,7 | 1 | 20,0 | 3 | 16,7 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |

It is seen that the importance given to the security of life conditions in Ankara, living being cheap and transportation convenience appear to be very important for the foreign students living at different places. It is also seen in the Table 6.46 that more than half of the foreign students, who came to study in Ankara,

give importance to the life standards being more secure and reasonable. On the contrary, the rate of the students, who think that security and cheapness are reasonably important, is considerable for the other living places (family, relatives and etc.).

Table 6.48 The Comparison of Living Place and Transportation Choices

| | THE PLACE YOU LIVE | | | | | | | | | | | |
|---|--------------------|------|----------------------|------|---------------|------|-------------------------------------|------|-------|------|----------------|------|
| | State Dormitory | | Private Dormitory | | Home Alone | | Home with friend / friends | | Other | | Unanswer ed | |
| | n | % | n | % | n | % | N | % | n | % | n | % |
| Public Transportation (bus, minibus) | 138 | 31,7 | 30 | 23,1 | 16 | 34,8 | 118 | 32,4 | 2 | 20,0 | 5 | 17,9 |
| By Metro/Ankaray | 121 | 27,8 | 16 | 12,3 | 12 | 26,1 | 82 | 22,5 | 0 | 0,0 | 8 | 28,6 |
| By School Buses | 40 | 9,2 | 25 | 19,2 | 4 | 8,7 | 25 | 6,9 | 3 | 30,0 | 5 | 17,9 |
| By walking | 130 | 29,9 | 55 | 42,3 | 13 | 28,3 | 121 | 33,2 | 3 | 30,0 | 10 | 35,7 |
| Other | 6 | 1,4 | 4 | 3,1 | 1 | 2,2 | 18 | 4,9 | 2 | 20,0 | 0 | 0,0 |

It can be interpreted that, while the rate of using public transportation showing a considerable close rates (31, %7) (34,8%) (32,4%) with rate of the students staying at state dormitories, home alone and home with friends, respectively, the rate of the foreign students stayingat private dormitories, having a rate of 42.3% for 'by walking' choice (42,%) arises from the opportunity of choosing the dormitories that are close to the university.

Table 6.49 The Comparison of the Foreign Students' Living Place and Settlement Services

| THE SERVICES IN THE LOCATION / LIVING PLACE IN ANKARA | | THE PLACE YOU LIVE | | | | | | | | | | | |
|---|-----------|--------------------|-------|-------------------|-------|------------|-------|--------------------------|-------|-------|-------|------------|-------|
| | | State Dormitory | | Private Dormitory | | Home Alone | | Home with friend/friends | | Other | | Unanswered | |
| | | n | % | n | % | N | % | n | % | n | % | n | % |
| Health Services | Very Bad | 5 | 2,0 | 1 | 1,2 | 2 | 7,1 | 6 | 2,9 | 0 | 0,0 | 0 | 0,0 |
| | Bad | 17 | 6,7 | 2 | 2,4 | 2 | 7,1 | 9 | 4,3 | 1 | 20,0 | 1 | 5,6 |
| | Average | 70 | 27,6 | 17 | 20,0 | 9 | 32,1 | 39 | 18,6 | 1 | 20,0 | 5 | 27,8 |
| | Good | 99 | 39,0 | 42 | 49,4 | 12 | 42,9 | 93 | 44,3 | 2 | 40,0 | 9 | 50,0 |
| | Very Good | 63 | 24,8 | 23 | 27,1 | 3 | 10,7 | 63 | 30,0 | 1 | 20,0 | 3 | 16,7 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Local transportation opportunities | Very Bad | 6 | 2,4 | 0 | 0,0 | 1 | 3,6 | 5 | 2,4 | 0 | 0,0 | 0 | 0,0 |
| | Bad | 17 | 6,7 | 9 | 10,6 | 3 | 10,7 | 10 | 4,8 | 0 | 0,0 | 1 | 5,6 |
| | Average | 67 | 26,4 | 24 | 28,2 | 7 | 25,0 | 49 | 23,3 | 4 | 80,0 | 5 | 27,8 |
| | Good | 116 | 45,7 | 40 | 47,1 | 14 | 50,0 | 93 | 44,3 | 1 | 20,0 | 11 | 61,1 |
| | Very Good | 48 | 18,9 | 12 | 14,1 | 3 | 10,7 | 53 | 25,2 | 0 | 0,0 | 1 | 5,6 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Eating places (Restaurant, café and etc) | Very Bad | 2 | 0,8 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 1 | 5,6 |
| | Bad | 9 | 3,5 | 2 | 2,4 | 0 | 0,0 | 5 | 2,4 | 0 | 0,0 | 4 | 22,2 |
| | Average | 44 | 17,3 | 9 | 10,6 | 8 | 28,6 | 36 | 17,1 | 1 | 20,0 | 4 | 22,2 |
| | Good | 136 | 53,5 | 41 | 48,2 | 14 | 50,0 | 103 | 49,0 | 3 | 60,0 | 5 | 27,8 |
| | Very Good | 63 | 24,8 | 33 | 38,8 | 6 | 21,4 | 66 | 31,4 | 1 | 20,0 | 4 | 22,2 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Heating Services | Very Bad | 1 | 0,4 | 0 | 0,0 | 0 | 0,0 | 6 | 2,9 | 0 | 0,0 | 0 | 0,0 |
| | Bad | 5 | 2,0 | 0 | 0,0 | 1 | 3,6 | 14 | 6,7 | 0 | 0,0 | 2 | 11,1 |
| | Average | 36 | 14,2 | 10 | 11,8 | 8 | 28,6 | 32 | 15,2 | 2 | 40,0 | 9 | 50,0 |
| | Good | 111 | 43,7 | 34 | 40,0 | 15 | 53,6 | 105 | 50,0 | 2 | 40,0 | 5 | 27,8 |
| | Very Good | 101 | 39,8 | 41 | 48,2 | 4 | 14,3 | 53 | 25,2 | 1 | 20,0 | 2 | 11,1 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Electric Services | Very Bad | 2 | 0,8 | 0 | 0,0 | 0 | 0,0 | 1 | 0,5 | 0 | 0,0 | 0 | 0,0 |
| | Bad | 2 | 0,8 | 1 | 1,2 | 0 | 0,0 | 2 | 1,0 | 0 | 0,0 | 1 | 5,6 |
| | Average | 29 | 11,4 | 12 | 14,1 | 10 | 35,7 | 40 | 19,0 | 3 | 60,0 | 8 | 44,4 |
| | Good | 116 | 45,7 | 39 | 45,9 | 13 | 46,4 | 112 | 53,3 | 1 | 20,0 | 6 | 33,3 |
| | Very Good | 105 | 41,3 | 33 | 38,8 | 5 | 17,9 | 55 | 26,2 | 1 | 20,0 | 3 | 16,7 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Telecommunication and communication opportunities | Very Bad | 4 | 1,6 | 0 | 0,0 | 0 | 0,0 | 2 | 1,0 | 0 | 0,0 | 1 | 5,6 |
| | Bad | 6 | 2,4 | 2 | 2,4 | 0 | 0,0 | 3 | 1,4 | 0 | 0,0 | 2 | 11,1 |
| | Average | 45 | 17,7 | 7 | 8,2 | 9 | 32,1 | 39 | 18,6 | 1 | 20,0 | 7 | 38,9 |
| | Good | 107 | 42,1 | 34 | 40,0 | 13 | 46,4 | 97 | 46,2 | 3 | 60,0 | 3 | 16,7 |
| | Very Good | 92 | 36,2 | 42 | 49,4 | 6 | 21,4 | 69 | 32,9 | 1 | 20,0 | 5 | 27,8 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Drinking water Services | Very Bad | 25 | 9,8 | 1 | 1,2 | 3 | 10,7 | 16 | 7,6 | 0 | 0,0 | 1 | 5,6 |
| | Bad | 41 | 16,1 | 10 | 11,8 | 1 | 3,6 | 26 | 12,4 | 0 | 0,0 | 5 | 27,8 |
| | Average | 67 | 26,4 | 11 | 12,9 | 9 | 32,1 | 41 | 19,5 | 1 | 20,0 | 6 | 33,3 |
| | Good | 70 | 27,6 | 26 | 30,6 | 7 | 25,0 | 81 | 38,6 | 3 | 60,0 | 3 | 16,7 |
| | Very Good | 51 | 20,1 | 37 | 43,5 | 8 | 28,6 | 46 | 21,9 | 1 | 20,0 | 3 | 16,7 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |

Table 6.49 (Cont.) The Comparison of the Foreign Students' Living Place and Settlement Services

| THE SERVICES IN THE LOCATION / LIVING PLACE IN ANKARA | | THE PLACE YOU LIVE | | | | | | | | | | | |
|---|-----------|--------------------|-------|-------------------|-------|------------|-------|----------------------------|-------|-------|-------|------------|-------|
| | | State Dormitory | | Private Dormitory | | Home Alone | | Home with friend / friends | | Other | | Unanswered | |
| | | n | % | n | % | n | % | n | % | N | % | n | % |
| Environment and cleaning Services | Very Bad | 3 | 1,2 | 1 | 1,2 | 0 | 0,0 | 6 | 2,9 | 0 | 0,0 | 1 | 5,6 |
| | Bad | 26 | 10,2 | 7 | 8,2 | 4 | 14,3 | 23 | 11,0 | 0 | 0,0 | 0 | 0,0 |
| | Average | 71 | 28,0 | 23 | 27,1 | 12 | 42,9 | 52 | 24,8 | 1 | 20,0 | 8 | 44,4 |
| | Good | 97 | 38,2 | 29 | 34,1 | 9 | 32,1 | 85 | 40,5 | 3 | 60,0 | 7 | 38,9 |
| | Very Good | 57 | 22,4 | 25 | 29,4 | 3 | 10,7 | 44 | 21,0 | 1 | 20,0 | 2 | 11,1 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |
| Security and Safety Services | Very Bad | 2 | 0,8 | 2 | 2,4 | 0 | 0,0 | 1 | 0,5 | 0 | 0,0 | 1 | 5,6 |
| | Bad | 18 | 7,1 | 5 | 5,9 | 1 | 3,6 | 7 | 3,3 | 0 | 0,0 | 0 | 0,0 |
| | Average | 74 | 29,1 | 23 | 27,1 | 11 | 39,3 | 52 | 24,8 | 1 | 20,0 | 4 | 22,2 |
| | Good | 100 | 39,4 | 27 | 31,8 | 12 | 42,9 | 82 | 39,0 | 3 | 60,0 | 11 | 61,1 |
| | Very Good | 60 | 23,6 | 28 | 32,9 | 4 | 14,3 | 68 | 32,4 | 1 | 20,0 | 2 | 11,1 |
| | Total | 254 | 100,0 | 85 | 100,0 | 28 | 100,0 | 210 | 100,0 | 5 | 100,0 | 18 | 100,0 |

Along with not seeing generally an important difference between the healths services by the living places, when the answers are evaluated as 'good / very good', it is seen that the satisfaction degrees of the foreign students, who stay at private dormitories, to the health services are more (%76,5).

More than the half of the foreign students in all living places stated that they find the local transportation opportunities as good. The rate (%14,3) of finding the local transportation as bad is seen high with the students, who live home alone. The reason of this can be interpreted as these foreign students, who live home alone, live at the regions, which are far from the city center, the rents are appropriate but the transportation is hard.

The rate of the foreign students, who live in private dormitories and think that the eating places are 'good / very good', is seen high (%87,0) among the other living places. The foreign students, who live with their friends, follow this rate.

The rate of thinking the heating services are 'good / very good' among the students, who live in private dormitories, is higher (%88,2) than the students, who live in other living places.

The highness rate of the satisfaction in the private dormitories both in food and heating services can be interpreted as the services given in the private dormitories are really good and the opportunities are more.

Rather the most part (%87,0) of the foreign students, who live in state dormitories, stated that the electric services are 'good / very good'. This rate is higher in the other living places.

The rate of the students, who think that the telecommunication and communication opportunities are good in private dormitories, is seen as high (%89,4) than the other living places. From this situation, it can be resulted that the telecommunication and communication opportunities in the private dormitories are well developed.

The considerable part (25,9%) of the foreign students, who live in state dormitories, think that the drinking water is 'bad'. It is understood that the rate of the foreign students finding the drinking water as 'bad' is higher than the other services.

Table 6.50 The Comparison of The Living Place of Foreign Students According to Their First Day

| THE IMPROVEMENT THAT YOU HAVE AFTER COMING TO ANKARA | | THE LIVING PLACE /LOCATION | | | | | | | | | | | |
|--|-----------|----------------------------|------|-------------------|------|------------|------|----------------------------|------|-------|------|------------|------|
| | | State Dormitory | | Private Dormitory | | Home alone | | Home with friend / friends | | Other | | Unanswered | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| The situation of your housing by your first day | Very Bad | 1 | 0,4 | 1 | 1,2 | 0 | 0,0 | 1 | 0,5 | 0 | 0,0 | 0 | 0,0 |
| | Bad | 12 | 4,7 | 0 | 0,0 | 2 | 7,1 | 14 | 6,7 | 0 | 0,0 | 1 | 5,6 |
| | Same | 136 | 53,5 | 45 | 52,9 | 11 | 39,3 | 61 | 29,0 | 3 | 60,0 | 7 | 38,9 |
| | Good | 82 | 32,3 | 30 | 35,3 | 10 | 35,7 | 97 | 46,2 | 2 | 40,0 | 8 | 44,4 |
| | Very Good | 23 | 9,1 | 9 | 10,6 | 5 | 17,9 | 37 | 17,6 | 0 | 0,0 | 2 | 11,1 |

The rate of the foreign students finding their housing 'much better' by their first day is seen high (46,2%) for the students living with their friend / friends, however, the rate of finding "the same" in the other places is higher than the ones living with their friend / friends.

Table 6.51 The Comparison on The Foreign Students' Living Place and Preference of Living With Their Friends From Their Own Country

| | | I PREFER TO STAY WITH MY FRIENDS FROM MY OWN COUNTRY IN MY HOME/DORMITORY | | | | | | | | | | | |
|----------------|----------------------------|---|------|----------|------|------------------|------|-------|------|------------------|------|-------|-----|
| | | Definitely Disagree | | Disagree | | Reasonably Agree | | Agree | | Definitely Agree | | Total | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| PLACE YOU LIVE | State Dormitory | 13 | 5,1 | 31 | 12,2 | 99 | 39,0 | 61 | 24,0 | 50 | 19,7 | 254 | 100 |
| | Private Dormitory | 6 | 7,1 | 18 | 21,2 | 20 | 23,5 | 32 | 37,6 | 9 | 10,6 | 85 | 100 |
| | Home alone | 1 | 3,6 | 7 | 25,0 | 4 | 14,3 | 5 | 17,9 | 11 | 39,3 | 28 | 100 |
| | Home with friend / friends | 7 | 3,3 | 16 | 7,6 | 48 | 22,9 | 64 | 30,5 | 75 | 35,7 | 210 | 100 |
| | Other | 0 | 0,0 | 1 | 20,0 | 2 | 40,0 | 1 | 20,0 | 1 | 20,0 | 5 | 100 |
| | Unanswered | 2 | 11,1 | 4 | 22,2 | 5 | 27,8 | 5 | 27,8 | 2 | 11,1 | 18 | 100 |

More than the half of the foreign students, who live home alone (57, 2%) or with friend / friends (66,2%), states that they prefer living with people from their own country.

Table 6.52 The Comparison on The Factors of Making Decision to Study in Ankara and Regret from Their Decisions

| | DO YOU REGRET THAT YOU HAVE CHOSEN A UNIVERSITY IN ANKARA? | | | | | | | | | |
|-------------------------------------|--|------|-------------|------|-----------|------|-------|------|------------|------|
| | Never | | No, I don't | | Yes, I do | | A lot | | Unanswered | |
| | n | % | n | % | n | % | n | % | n | % |
| My family | 106 | 36,9 | 119 | 31,6 | 12 | 38,7 | 3 | 33,3 | 24 | 27,6 |
| My teachers at school | 29 | 10,1 | 50 | 13,3 | 1 | 3,2 | 2 | 22,2 | 20 | 23,0 |
| My university | 13 | 4,5 | 28 | 7,4 | 0 | 0,0 | 0 | 0,0 | 2 | 2,3 |
| Foreign Mission Representatives | 10 | 3,5 | 7 | 1,9 | 1 | 3,2 | 0 | 0,0 | 1 | 1,1 |
| Circle of friends | 56 | 19,5 | 77 | 20,4 | 9 | 29,0 | 3 | 33,3 | 23 | 26,4 |
| Internet Researches | 39 | 13,6 | 57 | 15,1 | 0 | 0,0 | 0 | 0,0 | 13 | 14,9 |
| Turkey advertisements in my country | 23 | 8,0 | 24 | 6,4 | 3 | 9,7 | 0 | 0,0 | 4 | 4,6 |
| Other | 11 | 3,8 | 15 | 4,0 | 5 | 16,1 | 1 | 11,1 | 0 | 0,0 |

For almost the half (%33,3) of the foreign students, who regret a lot for choosing a university in Ankara, their families and circle of friends were the factors for their decision to come to Turkey to study. The effect of the teachers in their schools to come to Ankara follows this rate (%22,2).

Table 6.53 The Foreign Students' Opinions About The Adequateness of The Lessons and Education Life, According to the Regret Situation of the Decision on Studying in Ankara

| | | DO YOU REGRET THAT YOU HAVE CHOSEN A UNIVERSITY IN ANKARA? | | | | | | | | | |
|---|---------------------|--|-------|-------------|-------|-----------|-------|-------|-------|------------|-------|
| | | Never | | No, I don't | | Yes, I do | | A lot | | Unanswered | |
| | | n | % | n | % | n | % | N | % | n | % |
| The courses within my vocational program in Ankara is efficient | Definitely Disagree | 3 | 1,5 | 4 | 1,3 | 1 | 3,7 | 2 | 20,0 | 1 | 1,6 |
| | Disagree | 6 | 3,0 | 19 | 6,2 | 7 | 25,9 | 0 | 0,0 | 2 | 3,3 |
| | Reasonably Agree | 37 | 18,8 | 83 | 27,2 | 10 | 37,0 | 7 | 70,0 | 19 | 31,1 |
| | Agree | 75 | 38,1 | 137 | 44,9 | 9 | 33,3 | 0 | 0,0 | 20 | 32,8 |
| | Definitely Agree | 76 | 38,6 | 62 | 20,3 | 0 | 0,0 | 1 | 10,0 | 19 | 31,1 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 197 | 100,0 | 305 | 100,0 | 27 | 100,0 | 10 | 100,0 | 61 | 100,0 |
| My education in Ankara goes on as I wanted | Definitely Disagree | 5 | 2,5 | 12 | 3,9 | 5 | 18,5 | 2 | 20,0 | 1 | 1,6 |
| | Disagree | 15 | 7,6 | 36 | 11,8 | 8 | 29,6 | 1 | 10,0 | 5 | 8,2 |
| | Reasonably Agree | 44 | 22,3 | 120 | 39,3 | 6 | 22,2 | 3 | 30,0 | 24 | 39,3 |
| | Agree | 70 | 35,5 | 103 | 33,8 | 5 | 18,5 | 4 | 40,0 | 14 | 23,0 |
| | Definitely Agree | 63 | 32,0 | 34 | 11,1 | 3 | 11,1 | 0 | 0,0 | 17 | 27,9 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 197 | 100,0 | 305 | 100,0 | 27 | 100,0 | 10 | 100,0 | 61 | 100,0 |

Most of the students (76,7%), who do not regret of choosing a university in Ankara, state that the courses within their vocational program are efficient and their education continues on as they expected (67, 5%). For the students who state their regrets, the rate of thinking that the courses are efficient and life in Ankara goes on as they wanted is very less.

Table 6.54 The Comparison of the Scholarship Situation According to Universities

| | | WITH WHICH SCHOLARSHIP YOU GET EDUCATION? | | | | | | | | | | | |
|------------------------------------|----------------------|---|--------------|-------------------|------------|---------------------|--------------|----------------------------|------------|----------|------------|------------|--------------|
| | | Don't get a scholarship | | State Scholarship | | Private Scholarship | | Exchange Program (Erasmus) | | Other | | Unanswered | |
| | | n | % | n | % | n | % | N | % | n | % | n | % |
| THE UNIVERSITY YOU STUDY IN ANKARA | Ankara University | 35 | 15,2 | 90 | 33,5 | 6 | 16,2 | 12 | 50,0 | 1 | 50,0 | 4 | 10,5 |
| | Başkent University | 5 | 2,2 | 0 | 0,0 | 2 | 5,4 | 0 | 0,0 | 0 | 0,0 | 1 | 2,6 |
| | Bilkent University | 9 | 3,9 | 0 | 0,0 | 0 | 0,0 | 8 | 33,3 | 0 | 0,0 | 1 | 2,6 |
| | Gazi University | 23 | 10,0 | 88 | 32,7 | 4 | 10,8 | 1 | 4,2 | 1 | 50,0 | 18 | 47,4 |
| | Hacettepe University | 22 | 9,6 | 60 | 22,3 | 6 | 16,2 | 2 | 8,3 | 0 | 0,0 | 4 | 10,5 |
| | METU | 134 | 58,3 | 30 | 11,2 | 17 | 45,9 | 1 | 4,2 | 0 | 0,0 | 10 | 26,3 |
| | TOBB-ETU | 2 | 0,9 | 1 | 0,4 | 2 | 5,4 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 230 | 100,0 | 269 | 100 | 37 | 100,0 | 24 | 100 | 2 | 100 | 38 | 100,0 |

It can be seen that more than the half (58,3%) of the foreign students who do not get any scholarship, study at METU and also it can be seen in the Table 6.54 that the half of the students (50%), who came by exchange programs, study at Ankara university.

The comparison of the students, with respect to their funding (scholarship and private) shows that students studying at Ankara University and Gazi University have scholarship whereas, students from METU and Hacettepe University have private fundings. This also illustrates the selection of the universities according to the type of income.

Table 6.55 The Scholarship Situation of the Foreign Students According to Their Countries

| | | WITH WHICH SCHOLARSHIP YOU GET EDUCATION? | | | | | | | | | | | |
|--------------------------------|---|---|------------|-------------------|-----------|---------------------|-----------|----------------------------|----------|--------------|-----------|--------------|------|
| | | Don't get a scholarship | | State Scholarship | | Private Scholarship | | Exchange Program (Erasmus) | | Other | | Unanswered | |
| | | n | % | n | % | n | % | n | % | n | % | N | % |
| THE COUNTRY THAT YOU CAME FROM | 1. Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 47 | 20,4 | 48 | 17,8 | 10 | 27,0 | 1 | 4,2 | 0 | 0,0 | 11 | 28,9 |
| | 2. Azerbaijan | 61 | 26,5 | 28 | 10,4 | 6 | 16,2 | 0 | 0,0 | 0 | 0,0 | 6 | 15,8 |
| | 3. Afghanistan, Bangladesh, India | 2 | 0,9 | 26 | 9,7 | 2 | 5,4 | 0 | 0,0 | 0 | 0,0 | 3 | 7,9 |
| | 4. Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 30 | 13,0 | 44 | 16,4 | 4 | 10,8 | 1 | 4,2 | 1 | 50,0 | 4 | 10,5 |
| | 5. Germany, Holland, Poland, Spain, Italy, England | 7 | 3,0 | 6 | 2,2 | 1 | 2,7 | 13 | 54,2 | 0 | 0,0 | 0 | 0,0 |
| | 6. Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 3 | 1,3 | 22 | 8,2 | 2 | 5,4 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | 7. Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique ,Nepal | 1 | 0,4 | 11 | 4,1 | 0 | 0,0 | 1 | 4,2 | 0 | 0,0 | 1 | 2,6 |
| | 8. Mongolia, China, South Korea, Japan ,Indonesia, Vietnam | 11 | 4,8 | 23 | 8,6 | 0 | 0,0 | 4 | 16,7 | 0 | 0,0 | 3 | 7,9 |
| | 9. Russia, Ukraine, Latvia, Moldova | 14 | 6,1 | 20 | 7,4 | 4 | 10,8 | 2 | 8,3 | 0 | 0,0 | 1 | 2,6 |
| | 10. Iraq, Iran, Syria | 36 | 15,7 | 29 | 10,8 | 5 | 13,5 | 1 | 4,2 | 1 | 50,0 | 8 | 21,1 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 18 | 7,8 | 12 | 4,5 | 3 | 8,1 | 1 | 4,2 | 0 | 0,0 | 1 | 2,6 |
| Total | 230 | 100,0 | 269 | 100,0 | 37 | 100,0 | 24 | 100,0 | 2 | 100,0 | 38 | 100,0 | |

Among the students, who take state scholarship and private scholarship, the rate (38,2%) of coming from the countries (Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan) in the 1st group is higher. As for that, the students, who do not get scholarship, it is seen that the rate (26,5%) for Azerbaijan is higher than the other countries. This situation shows that the financial status of the students from Azerbaijan is good enough to take education in Turkey without taking any scholarship.

Table 6.56 The Comparison of The Foreign Students' Scholarship Situation and Their Monthly Income

| | | WITH WHICH SCHOLARSHIP YOU GET EDUCATION? | | | | | | | | | | | |
|---|-------------------|---|-------|-------------------|-------|---------------------|-------|----------------------------|-------|-------|-------|------------|-------|
| | | Don't get a scholarship | | State Scholarship | | Private Scholarship | | Exchange Program (Erasmus) | | Other | | Unanswered | |
| | | n | % | N | % | n | % | n | % | n | % | n | % |
| WHAT IS YOUR TOTAL MONTHLY INCOME? | Below 500 | 29 | 12,6 | 117 | 43,5 | 3 | 8,1 | 2 | 8,3 | 1 | 50,0 | 11 | 28,9 |
| | 500-1000 | 86 | 37,4 | 115 | 42,8 | 15 | 40,5 | 7 | 29,2 | 0 | 0,0 | 16 | 42,1 |
| | 1000-1500 | 63 | 27,4 | 23 | 8,6 | 11 | 29,7 | 9 | 37,5 | 1 | 50,0 | 6 | 15,8 |
| | 1500-2000 | 29 | 12,6 | 5 | 1,9 | 4 | 10,8 | 4 | 16,7 | 0 | 0,0 | 1 | 2,6 |
| | 2000-2500 | 2 | 0,9 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Above 2500 | 6 | 2,6 | 3 | 1,1 | 1 | 2,7 | 1 | 4,2 | 0 | 0,0 | 1 | 2,6 |
| | Unanswered | 15 | 6,5 | 6 | 2,2 | 3 | 8,1 | 1 | 4,2 | 0 | 0,0 | 3 | 7,9 |
| | Total | 230 | 100,0 | 269 | 100,0 | 37 | 100,0 | 24 | 100,0 | 2 | 100,0 | 38 | 100,0 |

In Table 6.56, the foreign students' getting scholarship situation and their total monthly incomes are compared. It is seen that the number of the students whose monthly income is between 500 – 1000 TL is high for the students having no scholarship. The monthly income of most of the students (86,3%) having state scholarship is 1000 TL and below, and the students whose income is between 500 TL and below is very less within the students getting private scholarship where, more than half (40,5%) of them have an income between 1000 – 1500 TL. As for that, within the students, who get Erasmus scholarship, the number of the students whose monthly income is between 1000 – 1500 TL is higher.

Table 6.57 The Comparison of the Foreign Students' Total Monthly Incomes and Their Universities

| | | WHAT IS YOUR TOTAL MONTHLY INCOME? | | | | | | | | | | | | | |
|---|----------------------|------------------------------------|-------|----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|------------|-------|
| | | Below 500 | | 500-1000 | | 1000-1500 | | 1500-2000 | | 2000-2500 | | Above 2500 | | Unanswered | |
| | | n | % | n | % | n | % | n | % | n | % | N | % | n | % |
| THE UNIVERSITY THAT YOU STUDY IN ANKARA | Ankara University | 58 | 35,6 | 58 | 24,3 | 14 | 12,4 | 9 | 20,9 | 1 | 50,0 | 7 | 58,3 | 1 | 3,6 |
| | Başkent University | 0 | 0,0 | 3 | 1,3 | 2 | 1,8 | 1 | 2,3 | 0 | 0,0 | 1 | 8,3 | 1 | 3,6 |
| | Bilkent University | 0 | 0,0 | 3 | 1,3 | 8 | 7,1 | 7 | 16,3 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Gazi University | 68 | 41,7 | 50 | 20,9 | 6 | 5,3 | 1 | 2,3 | 0 | 0,0 | 1 | 8,3 | 9 | 32,1 |
| | Hacettepe University | 24 | 14,7 | 56 | 23,4 | 10 | 8,8 | 2 | 4,7 | 0 | 0,0 | 0 | 0,0 | 2 | 7,1 |
| | METU | 11 | 6,7 | 67 | 28,0 | 73 | 64,6 | 22 | 51,2 | 1 | 50,0 | 3 | 25,0 | 15 | 53,6 |
| | TOBB-ETU | 2 | 1,2 | 2 | 0,8 | 0 | 0,0 | 1 | 2,3 | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 16 | 100,0 | 23 | 100,0 | 113 | 100,0 | 43 | 100,0 | 2 | 100,0 | 12 | 100,0 | 28 | 100,0 |
| | | 3 | | 9 | | | | | | | | 0 | | | |

In Table 6.57, the total monthly incomes and the universities of the foreign students, is compared. It is seen that most of the students whose total monthly income is below 500 TL study at Ankara University and Gazi University, while this number studying at other universities is very low. While the rate of preferring to study at METU is high within the students at the range of 500 – 2500 TL, it is seen that Ankara University follows this rate as next. Even though the students whose total monthly income is above 2500 TL is very low; more than half of them prefer to study at Ankara University.

Table 6.58 The Comparison of the Foreign Students' Transportation Vehicle to Commute Their Universities and Monthly Expense Amount For Transportation

| The Transportation Vehicle Used to Go to School | The Monthly Expense For Transportation | |
|---|--|---------|
| | N | Average |
| By Public Transportation (bus, minibus) | 309 | 76,79 |
| By Metro/Ankaray | 239 | 74,28 |
| By School Buses | 102 | 79,12 |
| By Walking | 332 | 59,12 |
| Other | 31 | 102,95 |

The high rate of students commuting to university by walking is related also to the low average cost (59,12%) compared to the other means of transportations. The transportation expenses being low can be

interpreted as the students prefer living in the places which are close to their university. Public transportation and use of metro are the most common transportation vehicles. It is seen that the average expense in both groups are almost close to each other. The most expense that is being done is seen at the “other” group. Even though the percentage of “others” is low, its average montly cost is pretty high.

Table 6.59 The Opinions of The Foreign Students About Their Universities According to Their Countries

| | | My university in Ankara is appropriate for the international standards | | | | | | | | | |
|--------------------------------|---|--|-----------|--------------|------------|------------------|------------|--------------|------------|------------------|------|
| | | Definitely Disagree | | Disagree | | Reasonably Agree | | Agree | | Definitely Agree | |
| | | n | % | n | % | n | % | n | % | n | % |
| THE COUNTRY THAT YOU CAME FROM | 1. Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 1 | 20,0 | 7 | 30,4 | 15 | 13,5 | 63 | 22,3 | 31 | 17,3 |
| | 2. Azerbaijan | 0 | 0,0 | 1 | 4,3 | 19 | 17,1 | 46 | 16,3 | 35 | 19,6 |
| | 3. Afghanistan, Bangladesh, India | 1 | 20,0 | 0 | 0,0 | 4 | 3,6 | 20 | 7,1 | 8 | 4,5 |
| | 4. Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 0 | 0,0 | 1 | 4,3 | 17 | 15,3 | 35 | 12,4 | 31 | 17,3 |
| | 5. Germany, Holland, Poland, Spain, Italy, England | 1 | 20,0 | 1 | 4,3 | 9 | 8,1 | 6 | 2,1 | 10 | 5,6 |
| | 6. Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 0 | 0,0 | 1 | 4,3 | 5 | 4,5 | 13 | 4,6 | 8 | 4,5 |
| | 7. Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique, Nepal | 0 | 0,0 | 1 | 4,3 | 5 | 4,5 | 6 | 2,1 | 2 | 1,1 |
| | 8. Mongolia, China, South Korea, Japan, Indonesia, Vietnam | 0 | 0,0 | 4 | 17,4 | 10 | 9,0 | 20 | 7,1 | 7 | 3,9 |
| | 9. Russia, Ukraine, Latvia, Moldova | 1 | 20,0 | 2 | 8,7 | 6 | 5,4 | 16 | 5,7 | 16 | 8,9 |
| | 10. Iraq, Iran, Syria | 1 | 20,0 | 4 | 17,4 | 18 | 16,2 | 37 | 13,1 | 20 | 11,2 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 0 | 0,0 | 1 | 4,3 | 3 | 2,7 | 20 | 7,1 | 11 | 6,1 |
| Total | 5 | 100,0 | 23 | 100,0 | 111 | 100,0 | 282 | 100,0 | 179 | 100,0 | |

While it is seen that the rate of the foreign students, who came from the countries in the 1st group (Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan) and thinks that the universities in Ankara are not appropriate for the international standards, is higher (50,4%) than the students from other countries. The students coming from the countries in the 10th group (Iraq, Iran, Syria, follows as second (37,4%). It is also seen that the students, who state that the universities in Ankara are appropriate for the international standards, come from the 1st group countries (39,6%) and

from Azerbaijan (35,9%). Although these students are from the same countries, their support of different two ideas as negative and positive on the same topic, puts it forward that there can be different opinions and thoughts in the countries that are in sets.

Table 6.60 The Opinions of the Foreign Students About Their Universities According to Their Countries

| | | I don't encounter a bureaucratic barrier in my university in Ankara | | | | | | | | | |
|--------------------------------|---|---|-----------|--------------|------------|------------------|------------|--------------|------------|------------------|------|
| | | Definitely Disagree | | Disagree | | Reasonably Agree | | Agree | | Definitely Agree | |
| | | n | % | n | % | n | % | n | % | n | % |
| THE COUNTRY THAT YOU COME FROM | 1. Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 4 | 20,0 | 15 | 25,4 | 23 | 16,2 | 47 | 20,0 | 28 | 19,4 |
| | 2. Azerbaijan | 3 | 15,0 | 9 | 15,3 | 23 | 16,2 | 43 | 18,3 | 23 | 16,0 |
| | 3. Afghanistan, Bangladesh, India | 1 | 5,0 | 3 | 5,1 | 6 | 4,2 | 18 | 7,7 | 5 | 3,5 |
| | 4. Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 3 | 15,0 | 6 | 10,2 | 23 | 16,2 | 34 | 14,5 | 18 | 12,5 |
| | 5. Germany, Holland, Poland, Spain, Italy, England | 2 | 10,0 | 5 | 8,5 | 5 | 3,5 | 5 | 2,1 | 10 | 6,9 |
| | 6. Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 0 | 0,0 | 0 | 0,0 | 8 | 5,6 | 14 | 6,0 | 5 | 3,5 |
| | 7. Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique ,Nepal | 1 | 5,0 | 5 | 8,5 | 2 | 1,4 | 4 | 1,7 | 2 | 1,4 |
| | 8. Mongolia, China, South Korea, Japan ,Indonesia, Vietnam | 1 | 5,0 | 3 | 5,1 | 12 | 8,5 | 19 | 8,1 | 6 | 4,2 |
| | 9. Russia, Ukraine, Latvia, Moldova | 0 | 0,0 | 2 | 3,4 | 13 | 9,2 | 11 | 4,7 | 15 | 10,4 |
| | 10. Iraq, Iran, Syria | 3 | 15,0 | 10 | 16,9 | 21 | 14,8 | 24 | 10,2 | 22 | 15,3 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 2 | 10,0 | 1 | 1,7 | 6 | 4,2 | 16 | 6,8 | 10 | 6,9 |
| Total | 20 | 100,0 | 59 | 100,0 | 142 | 100 | 235 | 100,0 | 144 | 100,0 | |

It is seen that most of the students stating that they do not encounter any bureaucratic barrier in their universities in Ankara, are from the 1st group countries and from Azerbaijan. Also the students, who state difficulty on bureaucratic issues in their universities in Ankara, are from the 1st group countries and 10th group countries.

Table 6.61 The Opinions of the Foreign Students Regard to Performing Their Beliefs According To Their Countries

| | | I don't encounter a problem while performing my beliefs | | | | | | | | | |
|---------------------------------------|---|---|-----------|--------------|------------|------------------|------------|--------------|------------|------------------|------|
| | | Definitely Disagree | | Disagree | | Reasonably Agree | | Agree | | Definitely Agree | |
| | | n | % | n | % | n | % | n | % | n | % |
| THE COUNTRY THAT YOU COME FROM | 1. Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 4 | 21,1 | 5 | 13,2 | 15 | 13,0 | 49 | 22,8 | 44 | 20,7 |
| | 2. Azerbaijan | 2 | 10,5 | 4 | 10,5 | 18 | 15,7 | 33 | 15,3 | 44 | 20,7 |
| | 3. Afghanistan, Bangladesh, India | 1 | 5,3 | 1 | 2,6 | 5 | 4,3 | 14 | 6,5 | 12 | 5,6 |
| | 4. Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 1 | 5,3 | 4 | 10,5 | 14 | 12,2 | 34 | 15,8 | 31 | 14,6 |
| | 5. Germany, Holland, Poland, Spain, Italy, England | 1 | 5,3 | 2 | 5,3 | 3 | 2,6 | 10 | 4,7 | 11 | 5,2 |
| | 6. Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 0 | 0,0 | 2 | 5,3 | 3 | 2,6 | 10 | 4,7 | 12 | 5,6 |
| | 7. Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique ,Nepal | 2 | 10,5 | 0 | 0,0 | 3 | 2,6 | 7 | 3,3 | 2 | 0,9 |
| | 8. Mongolia, China, South Korea, Japan ,Indonesia, Vietnam | 4 | 21,1 | 8 | 21,1 | 12 | 10,4 | 9 | 4,2 | 8 | 3,8 |
| | 9. Russia, Ukraine, Latvia, Moldova | 2 | 10,5 | 12 | 31,6 | 10 | 8,7 | 7 | 3,3 | 10 | 4,7 |
| | 10. Iraq, Iran, Syria | 1 | 5,3 | 0 | 0,0 | 22 | 19,1 | 26 | 12,1 | 31 | 14,6 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 1 | 5,3 | 0 | 0,0 | 10 | 8,7 | 16 | 7,4 | 8 | 3,8 |
| Total | 19 | 100,0 | 38 | 100,0 | 115 | 100 | 215 | 100,0 | 213 | 100,0 | |

The students stating they encounter problems while performing their religious beliefs are from the 8th group countries (Mongolia, China, South Korea, Japan, Indonesia, Vietnam) (42,2%) and 9th group countries (Russia, Ukraine, Latvia, Moldova) (42,1%). As for that, the students, who think that they do not encounter any problem while performing their beliefs, are mainly from the 1st group countries (Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan) (43,5%) and from Azerbaijan (36,0%). This situation can be reasoned by the similarities of the cultures between these countries and Turkey.

Tab 6.62 Based on the Countries, the Importance of the Foreign Students' Countries Embassies and Governmental Institutions Centers Being in Ankara

| | | The embassies and governmental institutions centers being in Ankara | | | | | | | | | |
|--------------------------------|---|---|-----------|-------------|------------|----------------------|------------|--------------|------------|----------------|------|
| | | Very Unimportant | | Unimportant | | Reasonable Important | | Important | | Very Important | |
| | | n | % | n | % | n | % | n | % | n | % |
| THE COUNTRY THAT YOU CAME FROM | 1. Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan | 6 | 17,6 | 13 | 15,9 | 23 | 19,2 | 40 | 22,5 | 35 | 18,8 |
| | 2.Azerbaijan | 5 | 14,7 | 7 | 8,5 | 19 | 15,8 | 34 | 19,1 | 36 | 19,4 |
| | 3.Afghanistan, Bangladesh, India | 0 | 0,0 | 0 | 0,0 | 3 | 2,5 | 13 | 7,3 | 17 | 9,1 |
| | 4.Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia | 11 | 32,4 | 24 | 29,3 | 15 | 12,5 | 13 | 7,3 | 21 | 11,3 |
| | 5.Germany, Holland, Poland, Spain, Italy, England | 5 | 14,7 | 8 | 9,8 | 6 | 5,0 | 5 | 2,8 | 3 | 1,6 |
| | 6.Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen, Sudan | 0 | 0,0 | 0 | 0,0 | 2 | 1,7 | 14 | 7,9 | 11 | 5,9 |
| | 7.Gambia, Guinea, Nigeria, Senegal, Comor Islands, Mali, Mozambique ,Nepal | 1 | 2,9 | 1 | 1,2 | 3 | 2,5 | 4 | 2,2 | 5 | 2,7 |
| | 8. Mongolia, China, South Korea, Japan ,Indonesia, Vietnam | 1 | 2,9 | 3 | 3,7 | 5 | 4,2 | 15 | 8,4 | 17 | 9,1 |
| | 9. Russia, Ukraine, Latvia, Moldova | 0 | 0,0 | 10 | 12,2 | 14 | 11,7 | 8 | 4,5 | 9 | 4,8 |
| | 10. Iraq, Iran, Syria | 4 | 11,8 | 7 | 8,5 | 26 | 21,7 | 18 | 10,1 | 25 | 13,4 |
| | 11. TRNC -Turkish Republic of Northern Cyprus | 1 | 2,9 | 9 | 11,0 | 4 | 3,3 | 14 | 7,9 | 7 | 3,8 |
| Total | 34 | 100 | 82 | 100 | 120 | 100,0 | 178 | 100,0 | 186 | 100,0 | |

Most of the students, who think that the embassies and governmental institutions centers being in Ankara is unimportant, are from the 4th group countries (Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia) (61,7%). The students stating the embassies and governmental institutions centers located in Ankara are important, are mainly from the 1st group countries (Abkhazia, Chechnya, Georgia, Kazakhstan, Kirgizstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan) (41,3%).

Table 6.63 The Opinions of the Foreign Students About Their Universities According to Their Gender

| | | YOUR GENDER | | | | | |
|---|---------------------|-------------|-------|------|-------|------------|-------|
| | | Female | | Male | | Unanswered | |
| | | n | % | n | % | n | % |
| My university in Ankara is appropriate to the international standards | Definitely Disagree | 2 | 0,9 | 3 | 0,8 | 0 | 0,0 |
| | Disagree | 9 | 4,2 | 13 | 3,4 | 1 | 20,0 |
| | Reasonably Agree | 40 | 18,6 | 70 | 18,4 | 1 | 20,0 |
| | Agree | 111 | 51,6 | 171 | 45,0 | 0 | 0,0 |
| | Definitely Agree | 53 | 24,7 | 123 | 32,4 | 3 | 60,0 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| I would prefer to study at a different university in Ankara | Definitely Disagree | 44 | 20,5 | 86 | 22,6 | 3 | 60,0 |
| | Disagree | 60 | 27,9 | 76 | 20,0 | 0 | 0,0 |
| | Reasonably Agree | 56 | 26,0 | 87 | 22,9 | 0 | 0,0 |
| | Agree | 34 | 15,8 | 75 | 19,7 | 1 | 20,0 |
| | Definitely Agree | 21 | 9,8 | 56 | 14,7 | 1 | 20,0 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| I may plan to stay in Ankara and do my job after my graduation | Definitely Disagree | 20 | 9,3 | 32 | 8,4 | 0 | 0,0 |
| | Disagree | 21 | 9,8 | 53 | 13,9 | 1 | 20,0 |
| | Reasonably Agree | 78 | 36,3 | 95 | 25,0 | 2 | 40,0 |
| | Agree | 54 | 25,1 | 108 | 28,4 | 1 | 20,0 |
| | Definitely Agree | 42 | 19,5 | 92 | 24,2 | 1 | 20,0 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| I can suggest the Turkish universities to my friends in my country | Definitely Disagree | 2 | 0,9 | 7 | 1,8 | 1 | 20,0 |
| | Disagree | 5 | 2,3 | 16 | 4,2 | 0 | 0,0 |
| | Reasonably Agree | 56 | 26,0 | 84 | 22,1 | 2 | 40,0 |
| | Agree | 94 | 43,7 | 151 | 39,7 | 1 | 20,0 |
| | Definitely Agree | 58 | 27,0 | 122 | 32,1 | 1 | 20,0 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| I don't encounter any communication problem with my Turkish friends | Definitely Disagree | 3 | 1,4 | 3 | 0,8 | 1 | 20,0 |
| | Disagree | 3 | 1,4 | 15 | 3,9 | 0 | 0,0 |
| | Reasonably Agree | 45 | 20,9 | 59 | 15,5 | 1 | 20,0 |
| | Agree | 84 | 39,1 | 159 | 41,8 | 1 | 20,0 |
| | Definitely Agree | 80 | 37,2 | 144 | 37,9 | 2 | 40,0 |
| | Unanswered | 0 | 0,0 | 0 | 0,0 | 0 | 0,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |

There is no pretty much difference between the opinions of female and male foreign students on the international standards of the universities in Ankara. It can be seen in Table 6.63 that more than half of the group both genders have positive opinions.

It takes the attention that the rate on “preference to study at a different university” is higher among male students than the female students. However, together with the low rate in both groups, it is seen that the ones, who do not prefer to change their universities, are more. This situation is an indication of the satisfaction from the universities studied by the foreign students. The rate of planning to stay in Ankara after graduation and job plannings in Ankara are higher among male foreign students. From this view of point, it can be seen that the female students are more keen on their families, as for that the male students have a tendency to live apart from their families.

The students, who would suggest the universities in Turkey to their friends in their countries, are in a close percents both with male and female foreign students. The students, who do not encounter any communication problem with their Turkish friends, show a close and high rate within both the male and female foreign students. It is presented in the Table 6.63 that more than the half of the students do not encounter any communication problem.

Table 6.64 The Distribution of the Foreign Students’ Opinions About Background, Social Services and Social Life According to Gender

| | | GENDER | | | | | |
|---|-----------|--------|-------|------|-------|------------|-------|
| | | Female | | Male | | Unanswered | |
| | | N | % | n | % | n | % |
| Health Services | Very Bad | 5 | 2,3 | 9 | 2,4 | 0 | 0,0 |
| | Bad | 13 | 6,0 | 19 | 5,0 | 0 | 0,0 |
| | Average | 61 | 28,4 | 79 | 20,8 | 1 | 20,0 |
| | Good | 79 | 36,7 | 175 | 46,1 | 3 | 60,0 |
| | Very Good | 57 | 26,5 | 98 | 25,8 | 1 | 20,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Telecommunication and communication opportunities | Very Bad | 2 | 0,9 | 5 | 1,3 | 0 | 0,0 |
| | Bad | 8 | 3,7 | 4 | 1,1 | 1 | 20,0 |
| | Average | 43 | 20,0 | 64 | 16,8 | 1 | 20,0 |
| | Good | 90 | 41,9 | 167 | 43,9 | 0 | 0,0 |
| | Very Good | 72 | 33,5 | 140 | 36,8 | 3 | 60,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Security – Safety Services | Very Bad | 3 | 1,4 | 3 | 0,8 | 0 | 0,0 |
| | Bad | 11 | 5,1 | 20 | 5,3 | 0 | 0,0 |
| | Average | 62 | 28,8 | 103 | 27,1 | 0 | 0,0 |
| | Good | 90 | 41,9 | 143 | 37,6 | 2 | 40,0 |
| | Very Good | 49 | 22,8 | 111 | 29,2 | 3 | 60,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Judgment Mechanism (court) | Very Bad | 2 | 0,9 | 2 | 0,5 | 0 | 0,0 |
| | Bad | 13 | 6,0 | 18 | 4,7 | 1 | 20,0 |
| | Average | 85 | 39,5 | 150 | 39,5 | 1 | 20,0 |
| | Good | 80 | 37,2 | 133 | 35,0 | 2 | 40,0 |
| | Very Good | 35 | 16,3 | 77 | 20,3 | 1 | 20,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |

Table 6.64 (Cont.) The Distribution of the Foreign Students' Opinions About Background, Social Services and Social Life According to Gender

| | | | | | | | |
|--|-----------|-----|-------|-----|-------|---|-------|
| Communication arising from culture | Very Bad | 2 | 0,9 | 3 | 0,8 | 0 | 0,0 |
| | Bad | 17 | 7,9 | 25 | 6,6 | 1 | 20,0 |
| | Average | 73 | 34,0 | 116 | 30,5 | 2 | 40,0 |
| | Good | 92 | 42,8 | 158 | 41,6 | 2 | 40,0 |
| | Very Good | 31 | 14,4 | 78 | 20,5 | 0 | 0,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| The attitudes of the staff in the shopping places | Very Bad | 8 | 3,7 | 4 | 1,1 | 0 | 0,0 |
| | Bad | 10 | 4,7 | 23 | 6,1 | 0 | 0,0 |
| | Average | 55 | 25,6 | 99 | 26,1 | 1 | 20,0 |
| | Good | 89 | 41,4 | 155 | 40,8 | 2 | 40,0 |
| | Very Good | 53 | 24,7 | 99 | 26,1 | 2 | 40,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Praying opportunities | Very Bad | 9 | 4,2 | 9 | 2,4 | 0 | 0,0 |
| | Bad | 5 | 2,3 | 16 | 4,2 | 0 | 0,0 |
| | Average | 49 | 22,8 | 68 | 17,9 | 0 | 0,0 |
| | Good | 81 | 37,7 | 134 | 35,3 | 2 | 40,0 |
| | Very Good | 71 | 33,0 | 153 | 40,3 | 3 | 60,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Local Transportation opportunities | Very Bad | 1 | 0,5 | 1 | 0,3 | 0 | 0,0 |
| | Bad | 3 | 1,4 | 9 | 2,4 | 0 | 0,0 |
| | Average | 46 | 21,4 | 79 | 20,8 | 0 | 0,0 |
| | Good | 105 | 48,8 | 158 | 41,6 | 2 | 40,0 |
| | Very Good | 60 | 27,9 | 133 | 35,0 | 3 | 60,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Opportunities of going abroad | Very Bad | 2 | 0,9 | 7 | 1,8 | 0 | 0,0 |
| | Bad | 8 | 3,7 | 17 | 4,5 | 1 | 20,0 |
| | Average | 51 | 23,7 | 85 | 22,4 | 0 | 0,0 |
| | Good | 84 | 39,1 | 143 | 37,6 | 2 | 40,0 |
| | Very Good | 70 | 32,6 | 128 | 33,7 | 2 | 40,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| Shopping opportunities | Very Bad | 1 | 0,5 | 2 | 0,5 | 0 | 0,0 |
| | Bad | 4 | 1,9 | 9 | 2,4 | 0 | 0,0 |
| | Average | 29 | 13,5 | 44 | 11,6 | 3 | 60,0 |
| | Good | 80 | 37,2 | 154 | 40,5 | 1 | 20,0 |
| | Very Good | 101 | 47,0 | 171 | 45,0 | 1 | 20,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |

When the health services is evaluated on the basis of gender, it takes the attention that the rate of finding the health services good among males is higher than the females. This may result from that the females are more sensitive in cleaning than males.

The telecommunication and communication opportunities are found good more among males than females.

When the security – safety services are evaluated on the basis of gender, it is seen that the rate of finding the security – safety services as good is very close to each other in both male and female students.

When the judgment mechanism (court) is evaluated on the basis of gender, it is seen that the rate of finding the judgment mechanism as good is very close to each other in both male and female students.

When the communication related to cultural issues is evaluated on the basis of gender, it is seen that the rate which has positive response among males is higher than females. This situation may show that the female foreign students are more sensitive on cultural differences than the male foreign students.

When the attitudes of the staff in shopping places are evaluated based on the gender, it is seen that the rates do not differ among gender groups.

When the praying opportunities are evaluated on the basis of gender, it is seen that the rate of finding the praying places good is higher among the male students than the female students.

When the local and abroad transportation and shopping opportunities are evaluated on the basis of the gender, it is seen that the rates are almost the same for both genders.

Table 6.65 The Distribution of the Foreign Students' Preference Reason of Their Universities According to Gender

| | | Gender | | | | | |
|--|----------------------|--------|-------|------|-------|------------|-------|
| | | Female | | Male | | Unanswered | |
| | | N | % | n | % | n | % |
| The opportunities of the university | Very Unimportant | 2 | 0,9 | 4 | 1,1 | 0 | 0,0 |
| | Unimportant | 5 | 2,3 | 11 | 2,9 | 1 | 20,0 |
| | Reasonably Important | 34 | 15,8 | 72 | 18,9 | 0 | 0,0 |
| | Important | 90 | 41,9 | 138 | 36,3 | 3 | 60,0 |
| | Very Important | 84 | 39,1 | 155 | 40,8 | 1 | 20,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| The confidence of the living conditions in Ankara | Very Unimportant | 1 | 0,5 | 7 | 1,8 | 0 | 0,0 |
| | Unimportant | 16 | 7,4 | 19 | 5,0 | 0 | 0,0 |
| | Reasonably Important | 43 | 20,0 | 95 | 25,0 | 1 | 20,0 |
| | Important | 99 | 46,0 | 129 | 33,9 | 3 | 60,0 |
| | Very Important | 56 | 26,0 | 130 | 34,2 | 1 | 20,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |
| I can continue my life style in Ankara as it is in my own country | Very Unimportant | 9 | 4,2 | 23 | 6,1 | 0 | 0,0 |
| | Unimportant | 26 | 12,1 | 51 | 13,4 | 0 | 0,0 |
| | Reasonably Important | 52 | 24,2 | 100 | 26,3 | 1 | 20,0 |
| | Important | 74 | 34,4 | 112 | 29,5 | 1 | 20,0 |
| | Very Important | 54 | 25,1 | 94 | 24,7 | 3 | 60,0 |
| | Total | 215 | 100,0 | 380 | 100,0 | 5 | 100,0 |

When the importance degree on the foreign students' university opportunities based on the gender with the importance degree of the life conditions' confidence in Ankara is evaluated, it is seen that the female students find the university opportunities and the life conditions in Ankara as more important than the

male students. From this situation, it can be concluded that the life conditions in Ankara addresses more to the female students than the male students.

Nevertheless, when the importance degree of attaining the hometown life style in Ankara is evaluated, it is seen that the male students find it more important to continue their hometown lifestyle in Ankara than the female students. In this situation, it can be concluded that the male foreign students give more importance to attain their hometown lifestyle in Ankara than the females.

Table 6.66 The Distribution of the Foreign Students' Spare Time Activities According to Gender

| The spare time activities | Gender | | | | | |
|--|--------|------|------|------|------------|------|
| | Female | | Male | | Unanswered | |
| | n | % | n | % | n | % |
| I do shopping | 110 | 16,1 | 106 | 8,7 | 1 | 6,7 |
| I go to a café / bar / cinema / theatre and etc. | 93 | 13,6 | 164 | 13,5 | 1 | 6,7 |
| I chat with friends at home / dormitory | 78 | 11,4 | 174 | 14,3 | 3 | 20,0 |
| I attend foreign student friends' meetings | 54 | 7,9 | 115 | 9,5 | 0 | 0,0 |
| I attend Turkish friends' meetings | 41 | 6,0 | 86 | 7,1 | 0 | 0,0 |
| I watch television | 42 | 6,1 | 104 | 8,6 | 3 | 20,0 |
| I do activities such as, sport / painting / music / dance and etc. | 51 | 7,4 | 111 | 9,2 | 2 | 13,3 |
| I surf on the internet | 101 | 14,7 | 188 | 15,5 | 2 | 13,3 |
| I read a book (novel, story and etc.) | 53 | 7,7 | 98 | 8,1 | 1 | 6,7 |
| I stroll around the city Ankara | 49 | 7,2 | 57 | 4,7 | 2 | 13,3 |
| Other | 13 | 1,9 | 10 | 0,8 | 0 | 0,0 |

When the spare time activities of the foreign students are evaluated on the basis of their gender among the females the first place takes shopping, on the second place they surf on the internet and on the third place to go to a café / bar / cinema / theatre and etc.. However, for the males it is seen that on the first place they surf on the internet, on the second place they chat with friends at home / dormitory, and on the third place they go to a café / bar / cinema / theatre and etc. The Table 6.66 shows that doing shopping always takes the first place in everywhere within the females without discriminating the nationality.

Table 6.67 The Distribution of the Foreign Students' Opinions About Their Universities According to Their Study Year

| | | STUDY YEAR | | | |
|---|---------------------|----------------------|-------|----------------------|-------|
| | | 1 ST YEAR | | 4 TH YEAR | |
| | | n | % | n | % |
| I can suggest my friends in my hometown to study in my university | Definitely Disagree | 4 | 3,2 | 0 | 0,0 |
| | Disagree | 10 | 8,0 | 5 | 5,0 |
| | Reasonably Agree | 30 | 24,0 | 17 | 16,8 |
| | Agree | 44 | 35,2 | 47 | 46,5 |
| | Definitely Agree | 37 | 29,6 | 32 | 31,7 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |
| I may plan to stay in Ankara and do my job after my graduation | Definitely Disagree | 8 | 6,4 | 11 | 10,9 |
| | Disagree | 15 | 12,0 | 16 | 15,8 |
| | Reasonably Agree | 36 | 28,8 | 30 | 29,7 |
| | Agree | 39 | 31,2 | 30 | 29,7 |
| | Definitely Agree | 27 | 21,6 | 14 | 13,9 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |
| I can suggest my friends in my hometown to come to Ankara and study here | Definitely Disagree | 1 | 0,8 | 0 | 0,0 |
| | Disagree | 7 | 5,6 | 4 | 4,0 |
| | Reasonably Agree | 30 | 24,0 | 28 | 27,7 |
| | Agree | 58 | 46,4 | 50 | 49,5 |
| | Definitely Agree | 29 | 23,2 | 19 | 18,8 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |
| I can suggest my friends in my hometown to come to Ankara and work / do job here | Definitely Disagree | 5 | 4,0 | 2 | 2,0 |
| | Disagree | 14 | 11,2 | 8 | 7,9 |
| | Reasonably Agree | 35 | 28,0 | 35 | 34,7 |
| | Agree | 41 | 32,8 | 41 | 40,6 |
| | Definitely Agree | 30 | 24,0 | 15 | 14,9 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |
| I can suggest my friends in my hometown to come to visit Ankara | Definitely Disagree | 6 | 4,8 | 1 | 1,0 |
| | Disagree | 7 | 5,6 | 5 | 5,0 |
| | Reasonably Agree | 36 | 28,8 | 30 | 29,7 |
| | Agree | 48 | 38,4 | 42 | 41,6 |
| | Definitely Agree | 28 | 22,4 | 23 | 22,8 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |

The responses of the foreign students on “suggesting the universities in Ankara to friends in hometowns” are lower within the 1th year students than the 4st year students. This high rate for senior students (4th year) can be explained as getting accustomed to the education life in Ankara.

When the distribution of the answers given to the question of planning to stay in Ankara and doing job after graduation is evaluated, it is seen that the 1st year students would like to stay in Ankara, however this rate is low within the 4th year students.

When the responses on “suggesting Ankara for studying to the hometown friends” are evaluated, it is noticed that the rates are high and very close to each other within the 1st year and 4th year students. This situation indicates the quality of the education services in Ankara.

Additionally, when the answer of the foreign students to the question of suggesting Ankara for work to the hometown friends is evaluated, it is seen that the rate of suggesting Ankara for work is very close to each other with a rate more than the half of the freshmen (1st year) and senior (4th year) students.

When the distribution of the foreign students' responses to the question of "suggesting Ankara for a visit" to hometown friends is evaluated, it is noticeable that the rates received from freshmen and senior students are very close to each other. This result explains that the city of Ankara is in the foreground both for all the year groups in the way of its social and cultural features.

Table 6.68 The Distribution of the Foreign Students' Opinions About Their Universities According to Their Study Year

| | | STUDY YEAR | | | |
|---|---------------------|----------------------|-------|----------------------|-------|
| | | 1 ST YEAR | | 4 TH YEAR | |
| | | n | % | n | % |
| I can suggest the universities in Turkey to my friends in my hometown | Definitely Disagree | 1 | 0,8 | 0 | 0,0 |
| | Disagree | 6 | 4,8 | 2 | 2,0 |
| | Reasonably Agree | 26 | 20,8 | 28 | 27,7 |
| | Agree | 54 | 43,2 | 46 | 45,5 |
| | Definitely Agree | 38 | 30,4 | 25 | 24,8 |
| I may plan to stay in another city in Turkey and do my job after my graduation | Unanswered | 125 | 100,0 | 101 | 100,0 |
| | Definitely Disagree | 2 | 1,6 | 7 | 6,9 |
| | Disagree | 16 | 12,8 | 17 | 16,8 |
| | Reasonably Agree | 35 | 28,0 | 35 | 34,7 |
| | Agree | 43 | 34,4 | 34 | 33,7 |
| I can easily find a job in Turkey and in my own country with the education that I take | Definitely Agree | 29 | 23,2 | 8 | 7,9 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |
| | Definitely Disagree | 1 | 0,8 | 2 | 2,0 |
| | Disagree | 10 | 8,0 | 6 | 5,9 |
| | Reasonably Agree | 37 | 29,6 | 42 | 41,6 |
| | Agree | 51 | 40,8 | 44 | 43,6 |
| | Definitely Agree | 26 | 20,8 | 7 | 6,9 |
| | Unanswered | 125 | 100,0 | 101 | 100,0 |

It is seen that the rates of suggesting the universities in Turkey to hometown friends are very close to each other within the freshmen foreign students (1st year) and the senior students (4th year).

When the distributions of the answers of the foreign student to the question of "I may plan to stay in another city in Turkey and do my job after my graduation" are evaluated, it is seen that the 1st year students want to stay in Ankara, while this rate is low among the 4th year students.

The rate of thinking to easily find a job in Turkey and in hometowns with their education in Turkey is getting lower within the 4th year students than the 1st year students.

6.2 Statistical Analysis and Modeling Methods

According to the demographical information in the research study, macro analyses are made related to the foreign students' expectations and needs.

In this connection, it is analysed that whether the relation between the variables and difference between groups are statistically significant or not. For this purpose, according to the variables it needs to be compared; nonparametric tests such as, Chi-square Independence Test, Mann – Whitney U test, which is the nonparametric correspondence of the t test to compare the two group averages of the independent populations, and Kruskal – Wallis H Test, which is used to test the significant differences between the groups more than two, are implemented.

However, due to the differences in the comparisons arising from the data and variable structure, some tests give insignificant results or are not implemented. The statistical analyses, which are appropriate to the tests' assumptions, are given in the part below.

6.2.1 Nonparametric Analysis

Table 6.69 The Reason of Choosing an University in Ankara According to Gender

| The Reason of Choosing an University in Ankara | | Gender | | | | Mann Whitney U Test | |
|--|--------|--------|---------|-------|-----|---------------------|-------|
| | | n | Average | Min | Max | Range Average | p |
| Physical Background | Female | 215 | 70,63 | 25 | 100 | 299,40 | 0,881 |
| | Male | 380 | 70,72 | 20 | 100 | 297,21 | |
| | Total | 595 | 70,69 | 20 | 100 | | |
| Social Background | Female | 215 | 76,79 | 30 | 100 | 303,51 | 0,556 |
| | Male | 380 | 76,40 | 33,33 | 100 | 294,88 | |
| | Total | 595 | 76,54 | 30 | 100 | | |

When the Table 6.69 is analyzed, preferring a university in Ankara as the city's physical and social background point and gender groups are taken into account, no significant statistical difference is found ($p>0,05$). On the way of choosing a university in Ankara within the male and female foreign students, it is seen that they got very close scores with each other.

Between the gender groups concerning city's physical and social background, no significant statistical difference is found ($p>0,05$). Also the social background score as the physical background score is seen very close to each other among the female and male foreign students.

Table 6.70 The Reason of Preferring an University According to Foreign Students' University in Ankara

| The Reason of Choosing an University in Ankara | | The university that you study in Ankara | | | | Mann Whitney U Test | |
|--|-----------------------|---|---------|-------|-----|---------------------|-------|
| | | n | Average | Min | Max | Range Average | p |
| Physical Background | Foundation University | 31 | 68,23 | 30 | 100 | 273,00 | 0,362 |
| | State University | 569 | 70,83 | 20 | 100 | 302,00 | |
| | Total | 600 | 70,70 | 20 | 100 | | |
| Social Background | Foundation University | 31 | 73,01 | 43,33 | 100 | 254,02 | 0,124 |
| | State University | 569 | 76,75 | 30 | 100 | 303,03 | |
| | Total | 600 | 76,56 | 30 | 100 | | |

Based on the responses on the reasons to choose an university in Ankara in terms of city's physical and social background point, no significant statistical difference is found ($p>0,05$), among the university groups of the foreign students in Ankara. The physical background score is very close to each other within the foreign students studying at foundation and state university.

Additionally, no significant statistical difference is found ($p>0,05$) among the universities in Ankara, based on city's physical and social background, along with no significant statistical difference, the social background score of the city is seen higher within the foreign students in state universities.

Table 6.71 The Reason of Preferring a University According to Living Place

| The Reason of Choosing a University in Ankara | The Living Place | | | | Kruskal Wallis H Test | | Paired Comparison |
|---|--------------------------------|---------|-------|-------|-----------------------|--------|-------------------|
| | n | Average | Min | Max | Range Average | p | |
| Physical Background | State Dormitory | 254 | 70,06 | 25 | 100 | 280,70 | 0,300 |
| | Private Dormitory | 85 | 69,47 | 30 | 100 | 275,15 | |
| | Home alone | 28 | 70,00 | 20 | 100 | 276,63 | |
| | Home with a friend / friends | 210 | 72,55 | 20 | 100 | 306,30 | |
| | Total | 577 | 70,88 | 20 | 100 | | |
| Social Background | A-State Dormitory | 254 | 77,83 | 30 | 100 | 301,01 | 0,002 |
| | B-Private Dormitory | 85 | 71,88 | 40 | 100 | 226,68 | |
| | C-Home alone | 28 | 74,88 | 33,33 | 100 | 265,95 | |
| | D-Home with a friend / friends | 210 | 77,75 | 33,33 | 100 | 302,78 | |
| | Total | 577 | 76,78 | 30 | 100 | | |

Based on the preferring a university in Ankara as the city’s physical and social background point, no significant statistical difference is found ($p>0,05$), between the university groups of the foreign students in Ankara. The physical background results of the foreign students, who stay at state / private dormitory, home alone and home with a friend / friends are very close to each other.

Also, based on the place to live, and city’s social background, a significant statistical difference is found ($p<0,05$). The students, who stay at the private dormitories, are the main reason of this significancy. The social background score within the foreign students, who stay at the private dormitories, is significantly lower than the foreign students, who stay at state dormitories, home alone and home with a friend / friends.

Table 6.72 The Required Services and Social Opportunities in Living Places of Foreign Students According to Gender in Ankara

| The Required Services and Opportunities in The Living Places | | GENDER | | | | Mann Whitney U Test | |
|--|--------|--------|---------|------|-------|---------------------|-------|
| | | n | Average | Min | Max | Range Average | P |
| Local Administration | Female | 215 | 77,3 | 48,6 | 100,0 | 287,90 | 0,279 |
| | Male | 380 | 78,2 | 31,4 | 100,0 | 303,72 | |
| | Total | 595 | 77,9 | 31,4 | 100,0 | | |
| State Administration | Female | 215 | 74,2 | 32,0 | 100,0 | 279,98 | 0,053 |
| | Male | 380 | 76,2 | 40,0 | 100,0 | 308,19 | |
| | Total | 595 | 75,5 | 32,0 | 100,0 | | |
| Communication | Female | 215 | 70,7 | 20,0 | 100,0 | 282,38 | 0,093 |
| | Male | 380 | 73,3 | 35,0 | 100,0 | 306,84 | |
| | Total | 595 | 72,4 | 20,0 | 100,0 | | |

Based on the services required and social opportunities offered in the living places in Ankara results, within the local administration, state administration and communication results, no significant statistical difference is found ($p > 0,05$), with respect to the gender groups.

On the contrary, when the state administration is analyzed separately, p value is almost equal. This situation explains that in gender categorization, the expectations in the services needed and social opportunities in the living places in Ankara, the state administration are higher than the others.

Table 6.73 The Required Services and Social Opportunities in Living Places of Foreign Students According to Their Universities in Ankara

| The Required Services and Opportunities in The Living Places | | The university that you study in Ankara | | | | Mann Whitney U Test | |
|--|-----------------------|---|---------|------|-------|---------------------|-------|
| | | n | Average | Min | Max | Range Average | P |
| Local Administration | Foundation University | 31 | 79,3 | 48,6 | 100,0 | 316,92 | 0,587 |
| | State University | 569 | 77,9 | 31,4 | 100,0 | 299,61 | |
| | Total | 600 | 77,9 | 31,4 | 100,0 | | |
| State Administration | Foundation University | 31 | 74,6 | 44,0 | 100,0 | 299,55 | 0,975 |
| | State University | 569 | 75,6 | 32,0 | 100,0 | 300,55 | |
| | Total | 600 | 75,5 | 32,0 | 100,0 | | |
| Communication | Foundation University | 31 | 69,0 | 35,0 | 100,0 | 266,32 | 0,257 |
| | State University | 569 | 72,5 | 20,0 | 100,0 | 302,36 | |
| | Total | 600 | 72,4 | 20,0 | 100,0 | | |

In terms of the services required and social opportunities enabled in the living places in Ankara, with respect to the local administration, state administration and communication, no significant statistical difference is found ($p>0,05$), among different university groups of the foreign students in Ankara. It is noticed that the local administration, state administration and communication results are very close to each other within the foreign students studying at state and foundation universities.

Table 6.74 The Required Services and Social Opportunities in Living Places of Foreign Students According to Their Living Places in Ankara

| The Required Services and Opportunities in The Living Places | Your Living Place | | | | Kruskal Wallis H Test | | Paired Comparison | |
|--|--------------------------------|---------|------|------|-----------------------|---------|-------------------|-------------------|
| | n | Average | Min | Max | Range | Average | | p |
| Local Administration | A-Sate Dormitory | 254 | 77,9 | 40,0 | 100,0 | 283,23 | 0,009 | A-B B-C B-D |
| | B-Private Dormitory | 85 | 82,0 | 51,4 | 100,0 | 339,24 | | |
| | C-Home alone | 28 | 74,1 | 42,9 | 100,0 | 231,48 | | |
| | D-Home with a friend / friends | 210 | 77,6 | 31,4 | 100,0 | 283,32 | | |
| | Total | 577 | 78,2 | 31,4 | 100,0 | | | |
| State Administration | A-Sate Dormitory | 254 | 74,9 | 48,0 | 100,0 | 277,60 | 0,063 | - |
| | B-Private Dormitory | 85 | 74,5 | 32,0 | 100,0 | 278,07 | | |
| | C-Home alone | 28 | 72,1 | 44,0 | 100,0 | 249,88 | | |
| | D-Home with a friend / friends | 210 | 77,7 | 40,0 | 100,0 | 312,43 | | |
| | Total | 577 | 75,7 | 32,0 | 100,0 | | | |
| Communication | A-Sate Dormitory | 254 | 71,0 | 20,0 | 100,0 | 269,61 | 0,050 | A-D |
| | B-Private Dormitory | 85 | 72,8 | 25,0 | 100,0 | 300,17 | | |
| | C-Home alone | 28 | 70,9 | 45,0 | 95,0 | 269,48 | | |
| | D-Home with a friend / friends | 210 | 74,6 | 45,0 | 100,0 | 310,53 | | |
| | Total | 577 | 72,6 | 20,0 | 100,0 | | | |

In terms of the quality in state administration, services required and social opportunities in the living places in Ankara, no significant statistical difference is found ($p>0,05$), among the living places of the foreign students. The state administration results are very close to each other within the students staying at the state / private dormitory and home alone and home with a friend / friends.

The local administration and communication results within the required services and social opportunities in the living places in Ankara scores, a significant statistical difference is found ($p < 0,05$), between the living places of the foreign students.

It takes the attention that the group which creates difference in local administration results, are the foreign students staying at private dormitories. It is seen that the local administration results of the foreign students, who stay at private dormitories, are very close to the scores of the foreign students, who stay at state dormitory, home alone and home with a friend / friends.

Table 6.75 The University Standards According to Foreign Students' Universities in Ankara

| | | The university that you study in Ankara | | | | Kikare Test | |
|---|------------------|---|-------|------------------|-------|-------------|-------|
| | | Foundation University | | State University | | Kikare | p |
| | | n | % | n | % | | |
| My University in Ankara is Appropriate to the International Standards | Disagree | 3 | 9,7 | 25 | 4,4 | 2,314 | 0,314 |
| | Reasonably Agree | 4 | 12,9 | 107 | 18,8 | | |
| | Agree | 24 | 77,4 | 437 | 76,8 | | |
| | Total | 31 | 100,0 | 569 | 100,0 | | |

No significant relation is found ($p > 0,05$) between the foreign students studying at state and foundation universities, on the international standards of their universities.

Table 6.76 The Foreign Students' Suggestions to Their Friends According to Their Universities in Ankara

| | | The university that you study in Ankara | | | | Kikare Test | |
|--|------------------|---|-------|------------------|-------|-------------|-------|
| | | Foundation University | | State University | | Kikare | p |
| | | n | % | n | % | | |
| I can suggest my friends in my country to study in my university in Ankara | Disagree | 3 | 9,7 | 45 | 7,9 | 1,823 | 0,402 |
| | Reasonably Agree | 9 | 29,0 | 113 | 19,9 | | |
| | Agree | 19 | 61,3 | 411 | 72,2 | | |
| | Total | 31 | 100,0 | 569 | 100,0 | | |

No significant relation is found ($p > 0,05$) between the foreign students, who study at state and foundation universities, and the answer to the question on "I can suggest my friends in my country to study in my university in Ankara".

Table 6.77 The Language Problems Faced by Foreign Students According to Their Universities in Ankara

| | | The university that you study in Ankara | | | | Kikare Test | |
|---|------------------|---|-------|------------------|-------|-------------|-------|
| | | Foundation University | | State University | | Kikare | p |
| | | n | % | n | % | | |
| I don't encounter a language problem in my department in Ankara | Disagree | 3 | 9,7 | 50 | 8,8 | 1,578 | 0,454 |
| | Reasonably Agree | 4 | 12,9 | 128 | 22,5 | | |
| | Agree | 24 | 77,4 | 391 | 68,7 | | |
| | Total | 31 | 100,0 | 569 | 100,0 | | |

No significant difference is found ($p>0,05$) between the foreign students studying at state and foundation universities for the responses on the question "I don't encounter a language problem in my department in Ankara".

Table 6.78 The Foreign Students' View of Life According to Their Universities in Ankara

| | | The university that you study in Ankara | | | | Kikare Test | |
|---|------------------|---|-------|------------------|-------|-------------|-------|
| | | Foundation University | | State University | | Kikare | p |
| | | n | % | n | % | | |
| My education life in Ankara goes on as I wanted | Disagree | 2 | 6,5 | 88 | 15,5 | 2,419 | 0,298 |
| | Reasonably Agree | 13 | 41,9 | 184 | 32,3 | | |
| | Agree | 16 | 51,6 | 297 | 52,2 | | |
| | Total | 31 | 100,0 | 569 | 100,0 | | |

The response to the question on "My education life in Ankara goes on as I wanted" shows no significant ($p>0,05$) difference between the private and state university foreign students.

Table 6.79 The Foreign Students' Demand of Staying in Ankara According to Their Universities in Ankara

| | | The university that you study in Ankara | | | | Kikare Test | |
|--|------------------|---|-------|------------------|-------|-------------|-------|
| | | Foundation University | | State University | | Kikare | p |
| | | n | % | n | % | | |
| I can plan to stay in Ankara and do my job after my graduation | Disagree | 6 | 19,4 | 121 | 21,3 | 1,465 | 0,481 |
| | Reasonably Agree | 12 | 38,7 | 163 | 28,6 | | |
| | Agree | 13 | 41,9 | 285 | 50,1 | | |
| | Total | 31 | 100,0 | 569 | 100,0 | | |

Responses to planning to stay in Ankara and finding a job in Ankara is not significant ($p>0,05$) between the foreign students studying at state and foundation universities.

Table 6.80 The Foreign Students' Communication Problems With Their Turkish Friends According to Their Universities in Ankara

| | | The university that you study in Ankara | | | | Kikare Test | |
|---|------------------|---|-------|------------------|-------|-------------|-------|
| | | Foundation University | | State University | | Kikare | p |
| | | n | % | n | % | | |
| I don't encounter any communication problem with my Turkish friends | Disagree | 3 | 9,7 | 22 | 3,9 | 2,489 | 0,288 |
| | Reasonably Agree | 5 | 16,1 | 100 | 17,6 | | |
| | Agree | 23 | 74,2 | 447 | 78,6 | | |
| | Total | 31 | 100,0 | 569 | 100,0 | | |

There exists no significant relation is found ($p>0,05$) between the foreign students studying at state and foundation (private) universities, and the response to the question on communication problem with Turkish friends.

Table 6.81 The Foreign Students' Preference of an University in Ankara According to Gender

| | | GENDER | | | | Kikare Test | |
|---|------------------|--------|-------|------|-------|-------------|--------|
| | | Female | | Mlae | | Kikare | P |
| | | N | % | n | % | | |
| My University in Ankara is Appropriate to the International Standards | Disagree | 11 | 5,1 | 16 | 4,2 | 0,272 | 0,873 |
| | Reasonably Agree | 40 | 18,6 | 70 | 18,4 | | |
| | Agree | 164 | 76,3 | 294 | 77,4 | | |
| | Total | 215 | 100,0 | 380 | 100,0 | | |
| I can suggest my friends in my country to study in my university in Ankara | Disagree | 10 | 4,7 | 38 | 10,0 | 5,388 | 0,068 |
| | Reasonably Agree | 46 | 21,4 | 73 | 19,2 | | |
| | Agree | 159 | 74,0 | 269 | 70,8 | | |
| | Total | 215 | 100,0 | 380 | 100,0 | | |
| I don't encounter a language problem in my department in Ankara | Disagree | 20 | 9,3 | 32 | 8,4 | 0,244 | 0,885 |
| | Reasonably Agree | 49 | 22,8 | 83 | 21,8 | | |
| | Agree | 146 | 67,9 | 265 | 69,7 | | |
| | Total | 215 | 100,0 | 380 | 100,0 | | |
| My education life in Ankara goes on as I wanted | Disagree | 26 | 12,1 | 63 | 16,6 | 2,288 | 0,319 |
| | Reasonably Agree | 75 | 34,9 | 121 | 31,8 | | |
| | Agree | 114 | 53,0 | 196 | 51,6 | | |
| | Total | 215 | 100,0 | 380 | 100,0 | | |
| I can plan to stay in Ankara and do my job after my graduation | Disagree | 41 | 19,1 | 85 | 22,4 | 8,471 | 0,014* |
| | Reasonably Agree | 78 | 36,3 | 95 | 25,0 | | |
| | Agree | 96 | 44,7 | 200 | 52,6 | | |
| | Total | 215 | 100,0 | 380 | 100,0 | | |
| I don't encounter any communication problem with my Turkish friends | Disagree | 6 | 2,8 | 18 | 4,7 | 3,793 | 0,150 |
| | Reasonably Agree | 45 | 20,9 | 59 | 15,5 | | |
| | Agree | 164 | 76,3 | 303 | 79,7 | | |
| | Total | 215 | 100,0 | 380 | 100,0 | | |

No significant connection is found ($p>0,05$) between gender and the answer response to University's international standards.

In addition there is no significant connection is found ($p>0,05$) between gender and the reply to the question on suggesting their universities to their friends in own country to study in their university in Ankara.

No significant connection is found ($p>0,05$) between gender and the response to the language problems at University.

No significant connection is identified ($p>0,05$) between gender and the reply to the question “My education life in Ankara goes on as I wanted”.

Gender is found to be significant ($p<0,05$) on the responses on “I can plan to stay in Ankara and do my job after my graduation”. Planning to stay in Ankara after graduation is significantly higher within males than the females.

No significant connection is identified ($p>0,05$) between gender and the reply to the question “I don’t encounter any communication problem with my Turkish friends”.

Table 6.82 The Difficulties Faced by Foreign Students According to the Type of Universities in Ankara

| The difficulties that is encountered in Ankara | | The university that you study in Ankara | | | | Mann Whitney U Test | |
|--|-----------------------|---|---------|------|-------|---------------------|-------|
| | | n | Average | Min | Max | Range Average | p |
| University | Foundation University | 31 | 48,1 | 20,0 | 90,0 | 326,10 | 0,398 |
| | State University | 569 | 46,4 | 20,0 | 100,0 | 299,11 | |
| | Total | 600 | 46,5 | 20,0 | 100,0 | | |
| Governmental Institutions | Foundation University | 31 | 42,6 | 20,0 | 80,0 | 272,87 | 0,345 |
| | State University | 569 | 47,2 | 20,0 | 100,0 | 302,01 | |
| | Total | 600 | 47,0 | 20,0 | 100,0 | | |

When the difference on the way of the difficulties that the foreign students encounter in Ankara is analyzed between the types of universities in Ankara, no significant statistical difference is found ($p>0,05$) within the state and foundation (private) universities according to the difficulties encountered in the university and governmental institutions.

6.2.2 Logistic Regression Analysis

Logistic regression is a method identifying the effect relation with independent variables (X_1, X_2, \dots, X_n) when the dependent variable (Y) is observed in the situations of categorical, paired, triple and multiple

categories. When the Y variable is nominally scaled, an event's being occurred, ($p = P(Y = 1)$), becomes modeling of the probability to explain the relation between Y and an independent variables.

If Y has binary structure, $Y \in \{0,1\}$, p can take any value between [0,1]. An Odds value (superiority rate)

states the success probability rate to the failure probability which can take a positive value of $\frac{p}{1-p}$. This

rate can be described in natural logarithm form as

$$odds \ln\left(\frac{p}{1-p}\right) \tag{1}$$

is named as logit. This function, which is known as logistic regression,

is defined as in the following equation:

$$logit = \ln\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1 X \tag{2}$$

The equation (2) is mathematically expressed as

$$p = \frac{e^{\beta_0 + \beta_1 X}}{1 + e^{\beta_0 + \beta_1 X}} \tag{3}$$

When the logistic regression model identified in equation (3) deals with variables more than one, it will be defined as

$$p = \frac{e^{\beta_0 + \beta_1 X_1 + \dots + \beta_n X_n}}{1 + e^{\beta_0 + \beta_1 X_1 + \dots + \beta_n X_n}} \tag{4}$$

If the Y variable involves values that are observed in less than three categories, logistic logistic regression will be implemented. In this situation cumulative probability, cumulative odds rate and cumulative logit function should be constituted. If it's assumed that there exists k+1 category, then

$$P(Y \leq i) = p_1 + p_2 + \dots + p_i \quad (5)$$

$$\text{odds } P(Y \leq i) = \frac{P(Y \leq i)}{1 - P(Y \leq i)} = \frac{p_1 + p_2 + \dots + p_i}{p_{i+1} + p_{i+2} + \dots + p_{k+1}} \quad (6)$$

$$\text{logit } P(Y \leq i) = \ln \left(\frac{P(Y \leq i)}{1 - P(Y \leq i)} \right), \quad i = 1, 2, \dots, k \quad (7)$$

The logistic model for the ordered independent variables can be found as

$$\text{logit}(Y \leq i) = \alpha_i + \beta_{i1}X_1 + \dots + \beta_{in}X_n, \quad i = 1, 2, \dots, k \quad (8)$$

Here k shows the number of the constituted model equation. In the cumulative logistic regression, this is identified with equation (8), requiring the estimation of many parameters.

If the logistic regression parameters do not dependent on i, only β_j parameter is identified for each independent variable. According to this odds rate will be calculated as:

$$\text{odds}(Y \leq i) = e^{\alpha_i} e^{\beta_{i1}X_1 + \dots + \beta_{in}X_n}, \quad i = 1, 2, \dots, k \quad (9)$$

According to the equation (9), the odds rate in k number, will change according the value of α_i , which is identified for i critical value (cut –off value). This model is identified as proportional odds model, and is the model that is mostly used in logistic logistic regression analyze.

Due to the fact that the logistic regression model's parameters cannot be achieved analytically, it is predicted by using the method of maximum likelihood, which is an interactive method. The hypothesis, which tests the model's general correctness, is as below:

H_0 : Theoretical model represents the data good.

H_a : Theoretical model does not represent the data good.

The test statistic ($-2\log\text{likelihood} = -2\log L$), which is the converted shape of likelihood statistic for hypothesis test, is being used. Due to the fact that $-2\log L$ fits almost to Chi-square distribution, this error in statistic regression analysis looks like as addition of the squares. $-2\log L$ Statistic shows the relevance of the variance in the dependent variable that cannot be explained.

A statistic, which resembles R^2 statistic in regression analysis and is widely well accepted, is found in logistic regression analysis.

R^2 shows the percentage of the dependent variable's explained variance by independent variables, however, the dependent variable's variance in the logistic regression analysis is dependent to the probability distribution of Y. For this reason, it is not appropriate to compare the R^2 value in regression analysis with the R^2 value in logistic regression analysis. Different R^2 similar statistics in logistic regression analysis such as "Cox and Snell" and "Nagelkerke" take place in the literature.

Cox and Snell $-R^2$ look like the multiple $-R^2$ statistics in respect of likelihood basis. It is developed in order to provide Nagelkerke $-R^2$, Cox ve Snell- R^2 statistics to take the values in the range of 0-1. The high values of Cox ve Snell $-R^2$ ile Nagelkerke- R^2 and the lower value of $-2\log L$ statistics, show that the achieved model represents the data better.

6.2.3 Application and the Results of Logistic Regression Modeling

Logistic regression is a method that is used for identifying the *cause* and effect relationship with the explanatory variables to predict categorical and paired, triple and multiple categories of response variable's observed values. It is a method, which the expected values of response variable is achieved as probability, according to the explanatory variables.

As for that, the logistic regression is a method that is implemented when the response variable is ordered.

Ordered scaled response variable should involve values that are observed at least in three categories.

While the ordered scaled data is coded or the categories are identified nominally, the answers should be in the structure of natural ordering.

In this connection, the five bases in 10 model questionnaire questions form that will identify the cause effect relationship between the variables are constituted to deal with the demographical variables in the research study and to model the variables in the categorical feature.

These ten models are related to the foreign students’;

- opinions, thoughts and the demographical variables.
- preference of a university in Ankara.
- likeness of the services needed and social opportunities in the living places in Ankara.
- difficulties that are encountered after settling to Ankara.
- improvements that are gained after settling to Ankara.

I. The models that are constituted when the foreign students’ opinions and thoughts and the demographical variables are discussed.

| | | | | | | | | |
|---|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| MODEL 1 | | | | | | | | |
| Dependent Variable | | | | | | | | |
| The course content is appropriate for the foreign students in my university in Ankara. | | | | | | | | |
| Categories; Definitely Agree, Agree, Reasonably Agree, Disagree, Definitely Disagree | | | | | | | | |
| Independent Variables | | | | | | | | |
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension / Speaking |

The logistic regression model, which is constituted for the explanation of the appropriateness of the course content to the foreign students in the university in Ankara with independent variables, is found to be appropriate (p-value = 0.000<0.05 and Wald R² = 207.24) based on model’s relevance test.

In the hypothesis tests related to the model parameters, the nationality levels, coded as 8 (Mongolia, China, South Korea, Japan, Indonesia and Vietnam) and 10 (Iraq, Iran and Syria) in Başkent, Bilkent and Gazi University, Nationality variables are taken into account.

As for that in the "Scholarship" variable private scholarship and as for living place variable "Home alone" and "Home with a friend / friends" levels are found reliable. When we look at the Odds rates of the significant independent variables for this model;

The course content appropriateness is 0.172 times more with the foreign students studying at Başkent University than the students from other universities, when the all independent variables except "The University That you Study" are kept constant.

The course content appropriateness is 8.39 times more with the foreign students studying at Bilkent University than the students from other university, when the all independent variables except "The University That you Study" are kept constant.

The course content appropriateness is 0.33 times more with the foreign students studying at Gazi University than the students from other university, when the all independent variables except "The University That you Study" are kept constant.

When we look at these results, the appropriateness of the course contents for the foreign students is better in Bilkent University than the other universities.

The course content appropriateness is respectively 0.27 and 0.46 times more with the foreign students with the nationality code 8 (Mongolia, China, South Korea, Japan, Indonesia and Vietnam) and 10 (Iraq, Iran and Syria) than the students from other nationalities, when the all independent variables except "Variable related to nationality" are fixed.

The course content appropriateness is 0.49 times more with the foreign students getting private scholarship than the students not getting private scholarship, when the all independent variables except "Scholarship Type" are kept constant.

The course content appropriateness is respectively 2.17 and 1.69 times more with the foreign students living "Home alone" and "Home with a friend / friends" than the students living in other places, when the all independent variables except "Living Place" are held constant.

The comparison on the change in the university course contents according to the other factors shows that, the university registered and the living places of the foreign students do not have a significant effect on the opinion on course contents.

It is seen that the students registered to the private universities and the students living at home find the course contents appropriate for the foreign students than the students studying at other universities and the students living at state dormitories.

| MODEL 2 | | | | | | | | |
|--|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| Dependent Variable | | | | | | | | |
| I don't encounter any problem while performing my religious beliefs | | | | | | | | |
| Categories; Definitely Agree, Agree, Reasonably Agree, Disagree, Definitely Disagree | | | | | | | | |
| Independent Variables | | | | | | | | |
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension / Speaking |

The logistic regression model, to explain the relation of “I don't encounter any problem while performing my religious beliefs” to the independent variables, is appropriate (P-value = 0.000<0.05 related to Wald R² = 154.02 and model's relevance test). In the hypothesis tests related to the model parameters, the “Scholarship” types in the questionnaire and as for that the level of “home with friend / friends” in “Living Place” variable are found to be significant for the model.

When we look at the odds rates of the significant independent variables for this model; when all independent variables except “Scholarship” are fixed, the scholarship type the rate of “I don't encounter any problem while performing my religious beliefs” is 2.34 times more than the other scholarship types and the rate of living.

When all independent variables except “Living Place” are fixed, living “in home with a friend / friends” the rate of “I don't encounter any problem while performing my religious beliefs” is 1.93 times more than the ones who live in other places and the rate of the ones who encounter problems.

It is seen that the satisfaction from the city of Ankara in the case of performing religious beliefs, is connected to the foreign students' living place and to their source of incomes.

The satisfaction parameter of the foreign student groups', who live with their friends, is higher than the others. This is another result that is identified.

MODEL 3

Dependent Variable

I can suggest my friends in my own country to study in Ankara

Categories; Definitely Agree, Agree, Reasonably Agree, Disagree, Definitely Disagree

Independent Variable

| | | | | | | | | |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension Speaking |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|

The logistic regression model, which is constituted for the explanation of the dependent variable “I can suggest my friends in my own country to study in Ankara” with independent variables, is found appropriate with a P-value = 0.002<0.05 and Wald R² = 106.43. In the hypothesis tests related to the model parameters, the “Home with a friend / friends” level of the variable related to “The living time in Ankara” and the variable of “Living Place” are found significant for the model.

When we look at the Odds rates of the significant independent variables for this model;

Keeping all independent variables except “How long you have been living in Ankara” variable are constant, according to levels of the 1-2 years and 3-4 years regarding to “The living time in Ankara”, the rate of the proponents of “I can suggest my friends in my own country to study in Ankara” are respectively 1.99 and 1.92 times more than the ones who do not suggest.

When all independent variables except “The living place” are fixed, living in “home with a friend / friends” and the rate of the proponents of “I can suggest my friends in my own country to study in Ankara” is 0.34 times more than the ones living in other places and the rate of the ones who do not suggest. Therefore, it is identified that, due to the fact that they are integrated more in the city life, it caused more increase in the satisfaction degree of the ones who live in “home with a friend / friends” than the other variables.

MODEL 4

Dependent Variable

I don't encounter any communication problem with my Turkish friends

Categories; Definitely Agree, Agree, Reasonably Agree, Disagree, Definitely Disagree

Independent Variables

| | | | | | | | | |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension / Speaking |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|

The logistic regression model, which is constituted for the explanation of the dependent variable “I don't encounter any communication problem with my Turkish friends” with independent variables, is found to be appropriate with a P-value = 0.000<0.05 and Wald R²= 173.70.

In the hypothesis tests related to the parameters, with the levels of variable nationality coded with 8th group (Mongolia, China, South Korea, Japan, Indonesia and Vietnam) related to the faculty types Architecture and Engineering Faculty, Faculty of Education, Faculty of Economics and Administrative Sciences, Faculty of Science, Faculty of Medicine and other (Tourism, Health Sciences, Theology, Veterinary Medicine), private scholarship level and very good level of Comprehension / Speaking variable are found significant in the model.

When we look at the Odds rates of the significant independent variables for this model;

When all independent variables except “Faculty Types” are kept fixed, according to the foreign students, studying at Architecture and Engineering Faculty, Faculty of Education, Faculty of Economics and Administrative sciences, Faculty of Science, Faculty of Medicine and other (Tourism, Health Sciences, Theology, Veterinary Medicine) than the remaining Faculties, the rates of not encountering any communication problem with their Turkish friends are respectively 3.85, 5, 3.30, 3.18, 4.85 and 8.12 times more than the ones who encounter such difficulties.

The rate of the levels in “Nationality” coded with 8th group (Mongolia, China, South Korea, Japan, Indonesia and Vietnam) to the ones who do not encounter any communication problem with Turkish friends, is 0.36 times more than the other levels of the Nationality.

The modeling for the identification of the factors about the communication problem, faculty type, nationality, language control, scholarship type and the significant effect of living time in Ankara are observed especially among the foreign students, who live in the private dormitory, having the long living time in Ankara and getting education in social sciences and engineering departments.

II. The models related with the foreign students' preference of a university in Ankara.

| MODEL 5 | | | | | | | | |
|--|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| Dependent Variable | | | | | | | | |
| Ankara's international recognition | | | | | | | | |
| Categories; Definitely Agree, Agree, Reasonably Agree, Disagree, Definitely Disagree | | | | | | | | |
| Independent Variables | | | | | | | | |
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension Speaking |

It is found that the logistic regression model for the explanation of the dependent variable "Ankara's international recognition" with independent variables is significant with P-value = 0.000<0.05 and Wald $R^2 = 1248.58$.

When all independent variables except University types of these significant independent variables for this model are kept constant, on the basis of university, the rate of Ankara's international recognition is 0.45 times more with the one studying at METU than the ones not studying at METU.

When the independent variables offsite to the variable related to the "Faculty" types is pegged, the rate of Ankara's international recognition is respectively $1.16 \cdot 10^{14}$ and 0.13 times more with the ones studying at Physical Sciences Institute and Technical Education Faculty than the ones not studying at these faculties.

The model for identifying the scale of the effect of the "Ankara's international recognition" on the preference of this city and identifying the variables that causes this, the students at METU on the basis of university and Physical Sciences on the basis of Faculty are more significant and effective than the other

groups of students. Due to the fact that METU gives education in foreign language, this activity is resulted from the foreign students' given importance to recognition on their preferences.

| | | | | | | | | | |
|--|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|---------------------------|--------------------------|
| MODEL 6 | | | | | | | | | |
| Dependent Variable | | | | | | | | | |
| The confidence of the life conditions in Ankara | | | | | | | | | |
| Categories; Very Important, Important, Reasonably Important, Unimportant, Very Unimportant | | | | | | | | | |
| Independent Variables | | | | | | | | | |
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level | Comprehension / Speaking |

The logistic regression model, which is constituted for the explanation of the dependent variable “The confidence of the life conditions in Ankara” with independent variables, is found to be appropriate with P-value = 0.000<0.05 and Wald R²= 1225.49.

In the hypothesis tests related to parameters, the variable on duration of living in Ankara is explained well based on the Nationality of the groups, coded with 4th group (Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania and Slovakia) and 9th group (Russia, Ukraine, Latvia and Moldova), in the Faculty types Physical Sciences Institute.

When we look at the Odds rates of the independent variables for this model;

Keeping all independent variables fixed except “Faculty” types, the rate of the confident living conditions in Ankara is 4.19*10¹⁴ times more with the ones studying at Physical Sciences Institute than the other faculties.

When all independent variables except “Nationality” are constant, the rates of the confident living conditions in Ankara are respectively 2.38 and 3 times more with the levels coded with 4th group (Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania and Slovakia) and 9th group (Russia, Ukraine, Latvia and Moldova) Nationality, respectively.

In the modeling of “Confidence of the living conditions in Ankara”, the variable on Physical Sciences Institute is found to have significant difference in the satisfaction degrees of the students coming from 4th group (Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania and Slovakia) and 9th group (Russia, Ukraine, Latvia and Moldova) countries, according to Nationality.

III. The models related to the foreign students’ likeness of the required services and social opportunities in the living places in Ankara.

| | | | | | | | | |
|---|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| MODEL 7 | | | | | | | | |
| Dependent Variable | | | | | | | | |
| Health Services | | | | | | | | |
| Categories; Very Good, Good, Average, Bad, Very Bad | | | | | | | | |
| Independent Variables | | | | | | | | |
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level / Comprehension / Speaking |

The logistic regression model, which is constituted for the explanation of the dependent variable “Health Services” with other independent variables, is found to be appropriate having a P-value = 0.000<0.05 and Wald R² = 1133.32.

In the hypothesis tests related to the model parameters, the levels of the variable Nationality of the groups, coded with 6th group (Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen and Sudan), according to the university types Hacettepe University, Faculty types Physical Sciences Institute and Faculty of Political Sciences, State of Education Doctorate, level of “5 years and above”, the variable related to the living time in Ankara coded with 4, “Home with a friend / friends” on the basis of Living place level are found to explain the model.

When we look at the Odds rates of the significant independent variables for this model;

Keeping all independent variables except “University” types constant, the rate of the Health Services is 2.16 times more with the ones studying at Hacettepe University than the studying at others.

When the all independent variables except “University” are kept constant, the rates of the Health Services are, respectively, 7.67*1013 and 0.33 times more with the ones studying at Physical Sciences Institute and Faculty of Political Sciences than the ones studying at other faculties.

When all independent variables except “Nationality” are kept fixed, the rate of the level of Nationality types coded with 6th group (Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen and Sudan) is 2.81 times more than the ones out of this level, in terms of Health Services.

Keeping all independent variables except “state of education” fixed, the rate of the Health Services is 0.24 times more with the ones doing doctorate than the ones not doing doctorate.

When all independent variables except “living time in Ankara” are constant, the rate of the level of the variable “5 years and above” coded with 4 related to the living time in Ankara is 1.95 times more than the ones out of this level, in terms of Health Services.

Keeping all independent variables except “Living Place” fixed, the rate of the level of “home with a friend / friends” on the basis of Living Place is 1.95 times more than the ones other than this level, in terms of Health Services.

Satisfaction on the health services the city of Ankara provides and the effect of other variables, foreign students from Hacettepe University on the basis of their living places, “home with a friend / friends” variable with respect to the duration of stay is found to be most significant as Hacettepe University has its own hospital and being one of the prominent university in this situation.

MODEL 8

Dependent Variable

Security – Safety Services

Categories; Very Good, Good, Average, Bad, Very Bad

Independent Services

| | | | | | | | | |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level – / Comprehension Speaking |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|

The logistic regression model, which is constituted for the explanation of the dependent variable “Security – Safety Services” with independent variables, is found to be appropriate with a P-value = $0.000 < 0.05$ and Wald $R^2 = 1133.32$ in the relevancy of the tests.

In the hypothesis tests related to the model parameters, the level of the variable related to the Nationality of the groups, which are coded with 6th group (Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen and Sudan) and 9th group (Russia, Ukraine, Latvia and Moldova) in the Faculty types Vocational Education Faculty and Technical Education Faculty and “Home with a friend / friends” on the basis of Living place level are found significant for the model.

When we investigate the Odds rates of the significant independent variables for this model;

Keeping all independent variables except “Faculty” types are fixed, the rates of the level of the ones studying at Vocational Education Faculty, Technical Education Faculty and Other (Tourism, Health Sciences, Theology, Veterinary Medicine) are 7.05, 0.12 and 5.86 times, respectively more than the ones studying out of these faculties, in terms of Security – Safety Services.

When all independent variables except “Nationality” are kept fixed, the rates of the level of the groups coded with 6th group (Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen and Sudan) and 9th group (Russia, Ukraine, Latvia and Moldova) are 0.04 and 2.10 times more, respectively, in terms of Security – Safety Services.

When all independent variables except “Living Place” is fixed, the rate of the level of “home with a friend / friends” on the basis of Living Place is 1.71 times more than the other levels, in terms of Security – Safety Services.

When the relation and the interaction of the Security and Safety Services, which one of the most important expectations of the people from their living places, are studied with other factors, it is identified that the satisfaction degrees of the foreign students, who came from Russia, Ukraine, Latvia and Moldova, are higher than the foreign students, who came from Saudi Arabia, Lebanon, Jordan, Palestine, Egypt, Yemen and Sudan and as for that, it is also identified that the ones living at home feel more safe.

IV. The models related to the foreign students' difficulties that are encountered after settling to Ankara.

MODEL 9

Dependent Variable

The stage of choosing any faculty / department and settling

Categories; Very Often, Often, Sometimes, A little, Never

Independent Variables

| | | | | | | | | |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension / Speaking |
|------------|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|

The logistic regression model, which is constituted for the explanation of the dependent variable “The stage of choosing any faculty / department and settling” with independent variables, is found to be appropriate. Significance of the model P-value is found to be $0.000 < 0.05$ with Wald $R^2 = 1241.18$.

In the hypothesis tests related to the model parameters, the level of the variable related to the Nationality of the groups, which are coded with 2nd group Azerbaijan and 11th group TRNC in the University types METU, Faculty types Pharmacy Faculty, Faculty of Economics and Administrative Sciences, Physical Sciences Institute, Faculty of Communication, Technical Education Faculty and Faculty of Medicine, in the gender variable Male level is found significant for the model.

When we look at the Odds rates of the significant independent variables for this model;

Keeping all independent variables fixed except “University” types, the rate of the level of the foreign students studying at METU and Bilkent University are found to have 0.23 and 0.38 times more than the ones studying other universities, respectively, in terms of the stage of choosing any faculty / department and settling variable.

When all independent variables except “Faculty” types are kept fixed, the rates of the level of the foreign students studying at the Faculty of Pharmacy, Economics and Administrative Sciences, Physical Sciences Institute, Faculty of Communication, Technical Education Faculty and Faculty of Medicine are 5.06, 4.39,

2.25*1014, 8.12, 3.36, 13.92 and 3.95 times more than remaining faculties, respectively, in terms of the stage of choosing any faculty / department and settling variable.

When all independent variables except “Nationality” are fixed, the rates of the level coded with 2nd group Azerbaijan and 11th group TRNC 2.04 and 0.17 are times, respectively more than the other levels, in terms of the stage of choosing any faculty / department and settling variable.

Keeping all independent variables except “Gender” level fixed, the rate of males is 0.70 times more than the females, in terms of the stage of choosing any faculty / department and settling variable.

In this model, which is done in order to measure the encountered difficulties and observations during the stage of choosing any faculty / department and settling, it is identified that the satisfaction of the foreign students studying at METU and Bilkent University, having Azerbaijan and TRNC nationalities and male foreign students are higher than the other foreign students in other groups.

V. The models related to the foreign students’ improvements that are gained after settling to Ankara.

| MODEL 10 | | | | | | | | |
|---|---------------------|-------------|--------|--------------------|-------------|--------------------------|--------------|--|
| Dependent Variable | | | | | | | | |
| Your point of view to Ankara by your first day | | | | | | | | |
| Categories; Very Good, Good, Average, Bad, Very Bad | | | | | | | | |
| Independent Variables | | | | | | | | |
| University | Faculty / Institute | Nationality | Gender | State of Education | Scholarship | Year of Living in Ankara | Living Place | Turkish Information Level - / Comprehension Speaking |

The logistic regression model, which is constituted for the explanation of the dependent variable “Your point of view to Ankara at your first day” with independent variables, is found to be appropriate. However, when we look at the contribution of the variables to the model, the resulting model is insignificant. Still the statistical test on the significancy of the model having p-value = 0.0039<0.05 and calculated Wald R² = 93.16 approve the relevancy of the model.

When Odds rates of the significant independent variables are analyzed; keeping all independent variables fixed other than "Nationality", the rate of the level coded with 4th group (Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania and Slovakia) is 2.02 times more than the other levels in this variable, in terms of "point of view to Ankara by your first day" variable.

In this model, which is done in order to identify the encountered difficulties during the integration process in the city of Ankara and the observations and opinions after settling, it is identified that the all the variables that are analyzed are effective, however, the students from Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania and Slovakia have put more prominent difference in this comparison.

CHAPTER SEVEN

CONCLUSION AND COMMENTS

In addition to its being Turkey's capital, it is important for Ankara, being preferred as a living place in terms of reconstruction, development, and sustainable systems. Even though residents of the city, either native or foreigner, have various reasons for preferring this city, the reasons for binding people to the city and choosing it as the living area have many common qualifications for both parties.

For either short or long term, one group of the residents living in a city is exchange or permanent university students. During their education, it is an undeniable fact for the city's development that this student group being young and energetic, makes great contribution to the city's economy, and brings dynamism to its social life. The most striking feature of this group is that especially, foreign students, learn, introduce and spread the Turkish culture, tradition and language in their own countries as well as receiving their education at a Turkish university which adds an important value in global education system. Therefore, this project provides information on Ankara as a home for many foreign university students through their perspectives and evaluations. In this regard, university executives and related foundations and institutions will define standards and develop strategies so as to get Ankara become internationally attractive; politicians will obtain the information to make investment on the necessary requirements and issue necessary regulations in order to bring Ankara as a preferable in terms of high standard living conditions, enriched education and technology, and socially and culturally favored and capable-to-compete with other capital cities in the world.

To achieve these goals, this study summarizes the current situation and analyzes the factors which have an impact on the city's perception as follows:

For the last five years, there has been a considerable increase in the number of students coming to Ankara for education purposes. This increase can be preserved only when the universities in the city provide education at international level, and especially on the condition that these universities support students with graduate studies and PhD programs leading exchange students' specializations in their study fields.

Compared to other cities, there is a noticeable decrease of 8% between years 2007-2011 in the number of students preferring the city which should be questioned and its reasons should be investigated.

The population of the survey covers students of different faculties contributing the view of the individuals studying at different fields: science-engineering (37%), social sciences (37%) and medicine-other (26%). The diversity in the frame of area of study justifies the robustness and unbiasedness of the study and is a good representation of the population.

Since most of these foreign students (70%) come from countries where Turkish and Islam culture are pervasive and well-known, they easily get accustomed to the city and their new living area. Concerning the rest of the group representing other countries, results show that the city provides them satisfactory conditions as well.

It is observed that foreign students take the city into account objectively and positively during the time they stay for their education. This can be increased, with the cooperation between embassies, university management and local authorities, through an 'Orientation' Program so that new comers will have shorter time to adapt to the city and their lives in Ankara.

Number of females students are recognizable fewer than those male students; mostly being registered to undergraduate programs. This illustrates female students, at age of 17-23, have considerable doubts on preferring Ankara for education. In this regard, it is essential that infrastructure and features for a foreigner young woman to live in Ankara has to be evaluated and improved.

The scholarship that is one of the main sources as income distribution is found to be mostly state grant which may be insufficient to live with during their education in the city. Income distribution shows that 53.8% of the foreign students have scholarship and money from their parents, whereas 42.3% of them are totally dependent on the money from their parents. It is concluded that, the amount of scholarship is not sufficient enough to cover their expenses.

City perception for the students having private scholarship is observed to be different compared to others. For both types of group having government or private scholarships, social facilities concerning their needs have to be arranged by universities and local authorities.

The amount of money between 1000-15000 TL is found to be allocated for social activities and facilities. This makes an undeniable contribution to the economy of the city. It was observed that students that have higher scholarships mostly prefer METU (Middle East Technical University).

Even though preferred accommodation expected to be mostly, state dormitories in the surveys, exchange students, having a significant weightsharing flats with friends is not negligible.

Foreign students prefer accommodations closer to the city centre and their friends' flats, and this is observed as primary criteria for their preferences. Concerning this result, accommodation of the students should encounter these criteria, especially, the safety assurances for female students to encourage their preference on Ankara.

The most striking factors influencing students' interaction are determined as type of faculty (social, natural sciences, engineering, etc.), nationality, language competency, and type of scholarship, accommodation and the term of duration in Ankara.

Then, it is determined that the foreign students do not face with any serious problems with Turkish students and local people; on the contrary, they experience peaceful life which may result from hospitality and kindheartedness of Turkish people.

Turkish language competency which is the most outstanding factor for them to get accustomed to social life is found to be essential for pervasive use of the language, and introduction of both the Turkish culture and people.

It is pleasing that more than the half of the exchange students in Ankara take Turkish language courses. Those universities whose medium is English language give Turkish language courses, and in this regard, similar programs should be backed up by the foundations and institutions in Ankara, which will be having an increasing impact on the adaptation to the city and culture.

The evaluation process conducted in the second stage is to set up conditions for strategies. In this phase, the evaluation of the universities in Ankara provides significant input and information.

It is found that the universities located in Ankara offer adequate services in terms of general standards, such as education, equipment, academic staff, socio-cultural standards, bureaucracy, and nourishment. This shows that the positive evaluation of exchange students on the universities for these standards should be shared with prospective students in search of universities abroad and in Turkey by means of brochures, internet etc. The results on the question if the programs ((undergraduate, graduate and PhD) in universities in Ankara recommendable to their relatives and friends indicate their level of approval for these university programs. This evaluation may differ according to the term of staying in Ankara as well.

After settling in the city, foreign students have almost no problems with enrollment, communication with the administrative staff, course selection at universities, local people, university executives, and other students, which justify the fact that universities, about their organizational structures, have taken the necessary precautions to facilitate the processes for these students. University executives, so as to increase diversity in student profiles, should present various programs at international level to foreign students.

It is remarkable that foreign students mostly gave positive feedbacks about the programs in their universities as the question on the ever regretting on their program mostly negatively answered.

Foreign students having education in private universities and living on flats are observed to have more satisfaction on the course contents than the ones living in dormitories and attending to state universities.

Making benefit of facilities at universities regarding Turkish language and positive evaluation of courses and their contents indicate that foreign students, though having different levels of Turkish language competencies, are satisfied with education and library services at their universities. In addition to that, this indicates that they interact with their Turkish friends. However, an unusual result is, foreign students from the universities where English is the medium are not good at reading and comprehension in English language, which stems from that most of these students come from Eastern and Far Eastern countries.

About the evaluation focusing on convenience level of international university education and administrative regulations, it was obtained that foreign students coming from countries, Abkhazia, Chechnya, Georgia, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan, Persia, and Iraq, gave negative feedbacks.

Foreign students' preferences of state or private universities, adequacies of universities to general standards, language and communication problems, and expectancies from the future influence their adaptation to their new life and future plans. When the university evaluation is conducted through gender, abovementioned criteria change in accordance. Therefore, students' willingness to continue their life in Ankara, and recommend the city to their friends for its education quality should be evaluated without concerning the gender variable.

It was observed that coming from Azerbaijan and TRNC (Turkish Republic of Northern Cyprus), male students at Bilkent and METU are more satisfied with the processes of selecting and enrolling a faculty/department than students of other countries.

About the evaluation of foreign students, academic staff, changes in university executives and administration offices was observed to be in the second place. Then, according to these students, it was obtained that university staff (43.7%), university executives (36.2%) and administrative staff (36.0%) do not go through much changes.

The evaluation on the facilities and standards that Ankara presents to foreign students, it was handled that because of family guidance, personal choice, recommendations from friends, internationally approved universities in the city, increasing socio-political importance of Turkey, educational quality of universities in the city, and facilities they present to foreign students are primary concerns of these students.

Then, in addition to these points, some features of Ankara, such as the chance to have a life of ease, easy transportation, center of bureaucracy, and resemblance between students' life style in their hometown and Ankara can be emphasized as other factors putting the city forward among foreign students' preferences. Supported by most students, the most striking evidence for this is students' choice to rent a flat on their own, life of ease, city's being economic resulting in choosing private dormitories to stay, and easy transportation. Moreover, that healthcare and local transportation, independent of accommodation, are marked as positive, and restaurants and cafes were evaluated by mostly students at private dormitories, and that heating was evaluated as positive by students at dormitories and flats shows the difference between students' accommodation type and amount of income.

It was found that the social facilities and services that Ankara provides to foreign students are satisfactory. As there has seen any lack of communication resulting from cultural differences, it can be claimed that Ankara has a great tolerance to foreign students.

In the survey analysis about the international recognition of the city influencing students' preference and other related variables, at university level, METU students, and faculty level, science students were obtained as the leading compared to students in other groups. This results from students preferences of universities that has foreign language medium. However, when the question about international recognition of Ankara were analyzed, the answers "I had no idea. I didn't know much about Ankara" were given more than other answers, which means that there should be more campaigns and studies so as to introduce the city.

In the analysis conducted about the life conditions, it was seen that the Institute of Sciences is a significant variable. This result shows that graduate students get accustomed to life conditions in time.

When analyzed through their nationalities, students coming from Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania, Slovakia, Russia, Ukraine, Latvia, Moldova have indicated great difference in their perception of “Life Conditions” compared to other students.

In the survey about problem during the adaptation period to the city and perception of the city after this period, it was obtained that all variable are significant; however, foreign students from Albania, Bulgaria, Macedonia, Serbia, Kosovo, Romania and Slovakia have indicated great difference in their perceptions of these above mentioned variables.

It was seen that the difficulties foreign students experience change from one university to another that students have enrolled in. It is highly possible that universities having campuses in or out of the city have different adaptation processes compared to those having campuses on different sites of the city.

Physical and social structure of the city was observed to be associated with gender and the university preference; however, the latter was expected to be independent from local governments, state government, and social interaction regarding accommodation preference.

The expectations of service and social facilities about the accommodation area are mostly from the state government. However, foreign students staying in private dormitories have expectations from local authorities.

When the survey was evaluated through adaptation to the city, it was seen that the students staying with their friends in flats have increased level of satisfaction.

In addition, staying in state dormitories or sharing a flat with a few friends are observed to be more economical.

Therefore, presenting more flats with furniture with reasonable prices is essential for foreign students to rent a flat on their own, to provide an atmosphere so as to adapt to the city life.

It was seen that Ankara has positive evaluation according to the foreign students recommending their friends and relatives to come here for university education; they can easily adapt to social life and Turkish friends showing foreign university students are satisfied with the conditions in the city. However, it was observed that they have worries about continuing their lives in Ankara and finding a job, which illustrate that it is more dominant to work at their countries instead of Turkey.

It was obtained that there is a significant difference between the genders of foreign students planning to continue their lives in Ankara after graduation.

Foreign students have mentioned that they often/very often like to do sport activities indicating that instead of attending socio-cultural activities, they prefer doing physical and mental exercises or there is not enough variety in socio-cultural activities that they can join.

In the evaluation of healthcare service and other related variables, foreign students of Hacettepe University, which has its university hospital, and students staying in a flat with their friends, and having a longer time period in the city are observed to be more satisfied than the other groups in each category.

More than half of the students living either the city center or outskirts have found that the transportation is sufficient. It was observed that transportation is not found sufficient by the students having their own flat which explains that as the rents are cheaper in the outskirts of the city, but having insufficient transportation facilities.

Foreign students staying in private dormitories find either food or heating services efficient, which means there are better services and opportunities in those dorms for students.

It was observed that most of the foreign students staying in flats prefer sharing their flats with students from their own countries.

It was also observed that students gain satisfaction from following their religions, and it is interrelated with the area they live and their income level.

Those students, however, claiming to have problems in following their religions, were seen to be from Mongolia, China, South Korea, Japan, Indonesia, Vietnamese, Russia, Ukraine, Latvia, and Moldova. Then, students having real problems in following their religions were observed to be Abkhazia, Chechnya, Georgia, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Tatarstan, Turkmenistan, and Azerbaijani.

When the long term expected results are analyzed, the increase in number of foreign students preferring Ankara, increase in the quality of services that the local government and universities provide, introducing both the country and city internationally can be regarded as the exact situation of Ankara in university choice and future plans of foreign students.

As a further study, the change in the perception can be evaluated to determine the impact of this research.

This study also provides necessary information to the local authorities to develop projects on exchange and permanent foreign students' needs and expectations which help them for the orientation of the city.

Manifesting the leading factors, this study guides universities and their managements setting long- and short-term strategies. It will also provide information on the reasons for selection criteria of certain universities and reasons on recommending their universities to their friends and environs.

Urban perception constantly changes and identified by time and it expands with regard to the environment. Therefore, there may be high possibility that there may be improvement and change in the perceptions and expectations of the foreign students through the completion of this project. However, the results of the project deliver vital and observable results about the evaluations of the mentioned points in the scope of this project.

As another aim of this study, expanding the results of the project is one that can be achieved in short or long term. It is essential that project should be developed by all participant and benefiting authorities in the sense that the same research should be repeated on a larger group of students and at a longer time span to make a comparison of the findings. Besides, university executives and administration boards, and international student communities (DAAD, Turkish Education Foundations and Fullbright) should be involved into the research to include their experiences in international education.

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1. **Appendix 1 Focus Group Questions in the Interview**How our people look like when you look from your countries perspective?

2. What are your **reasons** to study in Turkey?

3. What are your reasons of preferring the city of Ankara? What are your reasons to choose a university in Ankara?

4. How is the city of Ankara from your point of view? How would you evaluate Ankara with your opinions before coming and after coming to Ankara? **Before Coming, After Coming**

5. Did you visit any **other city / cities** than Ankara in Turkey? If so, what kind of differences you have observed between those cities and Ankara?

6. What are the **main difficulties** you encounter in Ankara?

7. Are you happy living in Ankara? If you are happy or not, can you state your reasons? **Reasons for being Satisfied or not satisfied (Unsatisfaction)**

8. Do you plan to live in Ankara after your graduation? If you think, state why? If not, state why? **Reasons of having a wish or not to live in Ankara**

9. What are your expectation form the city of Ankara?

10. What are your preference reasons for the university that you study?

11. Are you satisfied with the university that you study? State the reasons of your satisfaction or unsatisfaction.

12. What are the main problems of the university that you study?

13. What are your expectations from the university that you study?

14. What are your preference reasons of the department that you study?