A STUDY ON LISTENER PROFILE OF RADIO STATIONS AND ITS IMPLICATIONS FOR ADVERTISERS

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A B S T R A C T

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In this thesis, profile of the listeners of different radio channels (TRT-1, TRT-2, TRT-3), will be studied. The socio-economic characteristics will be the major factors in differentiating the listener groups. It is hypothesized that there are some major differences among different groups of audiences and these differences can be used in media selection analysis for commercials.

In media planning, it is necessary to differentiate the characteristics of different target groups so as to assign appropriate advertising programs that will fit the need and the wants of these groups.

This study is designed to analyse the socio-economic characteristics of the listener groups, frequency of radio listening, the most frequently listened hours for each radio station, the most preferred stations and programs.

It is found that TRT-1 is the most listened channels among others and morning hours in TRT-1 are preferred more than afternoon hours.

15-25 age group is listening to the TRT-3 more.

The study includes the literature review and the field study which is conducted through a questionnaire. The interpretation of the computer data analysis is done and the implications are presented for marketers, advertisers and acedemicians.

Ö Z E T

RADYO KANALLARININ DİNLEYİCİ PROFİLİ VE BUNUN REKLAMCILAR İÇİN YORUMU ÜZERİNE BİR ÇALIŞMA

Bu tezde, farklı radyo kanallarının (TRT-1, TRT-2, TRT-3) dinleyicilerin tanımlanması incelenmektedir. Dinleyici gruplarının birbirinden ayırt edilebilmesinde en önemli faktör sosyo-ekonomik özellikler olmaktadır. Değişik radyo dinleyici grupları arasında önemli farklılıklar olduğu ve bu farklılıkların medya seçimi analizinde kullanıldığı varsayılmaktadır.

Medya planlamasında, değişik hedef kitlelerin özelliklerinin ayırt edilmesi, bu hedef kitlelerin istek ve ihtiyaçlarına uygun reklamların bu gruplara yöneltilmesinde yardımcı olur.

Bu çalışma, radyo dinleyicilerinin sosyo-ekonomik özelliklerini, radyo dinleme frekanslarını, en fazla dinlenen kanalları, bu kanallarda en fazla dinlenen saatleri, beğenilen programları analiz edecektir.

TRT-1'in diğer kanallar içinde en fazla dinlenildiği ve TRT-1'de sabah saatleri, öğleden sonra saatlerinden daha çok tercih edildiği bulunmuştur.

TRT-3'ü ise en fazla 15-25 yaş grubu dinlemektedir.

Çalışma, bu konuda yazılmış olan makaleleri ve anket aracılığı ile yapılmış olan bir saha çalışmasını kapsayacaktır. Kompüter aracılığıyla analiz edilmiş veriler yorumlanacak ve akademisyenler ile pazarlamacılara ve reklamcılara olan katkıları sunulacaktır.

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INTRODUCTION

Advertising deals with people and how they react to the world about them. If one examines advertising as an influential factor on consumption patterns, a means of communication, a marketing tool, or a social institution, one can find that it is the one of the pervasive forces in our lives. All of us today, have been extensively exposed to advertising. It reaches from the pages of our newspapers and magazines, from our radio and TV sets, it appears on outdoor signs and posters as we travel the streets. Advertising it literally all around us in time as well as space. It is truly "big business".

Advertising deals with communication of messages from one person or group to another. It is a means by which sellers communicate with prospective buyers of their goods and services. As such, it is a basic tool of marketing which stimulates the demand in the distribution process. Advertising utilizes nonpersonal means for communicating its messages as contrasted with the methods of personal selling. There is no direct contact between individuals. The receipients of the message hear it on the radio, view it on television, or read it on the printed page. Advertising, like pricing and product innovation is a device for manipulating the firm's sales volume.

An advertisement needs an audience before it can be effective. The media bring the communicator and the audience together. By definition, media are vehicles for the transmission of advertising messages. The role of the media is mediate. As it is analyzed in marketing concept, we have to understand the different characteristics of each

group to design an appropriate product. Media planning and scheduling is an important topic in designation of promotional strategies within a firm. A well designed advertising program must be placed in an appropriate media channel. By its nature each medium can transmit a different type of message, reach different groups, and serve different interests. Selection of appropriate media to carry the sales message to prospective customers is an important part of the managment of advertising. Days of week and hour of day are important choices because they influence both the size and the composition of the advertiser's potential audience.

It is important to effectively and efficiently bring together the message and the right audience. Within the context of marketing concept relation of customer group to the marketing mix of the firm, media planning gains importance.

In this study, the radio will be analysed as one of the media vehicles. The importance of the radio in advertising, the place of the radio -as a broadcast media- in media scheduling will also be analysed.

In the first part of the study, a literature survey will take place and in the second part, a field study which is conducted via a questionnaire. The field study aims at finding support for the incomplete hypotheses like, the socio-economic characteristics of listener groups will affect the selection of media, media program and the time schedule of a particular advertising plan.

Data is analysed through computer programs like frequency distributions, cross-tabulations. The interpretations will be done in such a way to provide recommendations for future studies, marketers and media planners in advertising agencies.

The organization of the chapters as follows.

Chapter I, will introduce the media planning definition and the necessary requirements for media planning, radio as a broadcast media, the previous studies conducted on radio listening and radio com-

mercials in Turkey.

Chapter II, will present research design and findings and in Chapter III, implications and interpretations will be discussed.

I

THEORETICAL BACKGROUND OF THE STUDY: A REVIEW OF CONCEPTUAL AND EMPRICAL STUDIES

In this chapter, previous conceptual and emprical studies will be introduced under the topics of: Media Planning, Radio as a broadcast Media, Radio programs and stations in Turkey.

Under the first topic, media planning will be reviewed. Under the second topic, as a broadcast media, radio will be analysed. Its importance, its disadvantages, advantages will be discussed.

Under the third topic, radio and radio advertisements in Turkey will be evaluated.

1.1. STUDIES RELATED TO MEDIA PLANNING

1.1.1. Studies on Conceptualizing and Theorizing Media Planning

The relationship of the media to advertising has a long history of critical comment, some of it is directed at the media themselves, and some at the characteristics of the advertising in those media.

The advertisements are carried by the four major media which are television, newspapers, radio and magazines. Media expenditures covering

only press, radio, and television for all sectors in 1984 has been around 36 billion TL in Turkey (Peva, 1984; Form, 1984). In otherd words, the role of media planning is crucial to the effective expenditure of 36 billion TL in advertising funds annually.

"Selection of appropriate media to carry the sales message to prospective customers is an important part of the management of advertising. The advertiser's goal in selecting media is to find that combination which will enable him to communicate his message in the most effective manner to the largest number of potential customers at minimum cost" (Zacher, 1967; p.327).

Advertising media are dynamic and ever changing. The entire spectrum of media outlets changes almost daily. There are new magazines being published, radio stations that change their formats, new television programs, new ways to reach people by television. Media vehicles tend to follow people's life style changes in order to address consumers' needs effectively. As people's life styles, attitudes, beliefs change, media also change.

Different media forms are used for different purposes. Generally, no one specific medium can accomplish all the objectives of a media plan. The important consideration is that some combinations are better than others, media planning should be directed to those which are most favorable.

By treating this subject in a marketing framework, we should recognize that media activity is an integral part of the marketing mix and should be examined in the context of its interrelationships with other marketing variables. Product, market and creative strategy will all influence choice of a given media vehicle (Zacher, 1967, p.327). "The media planning function does not operate in a vacuum. Overall marketing objectives serve as a vital input to the media plan. The media plan interacts with product characteristics, distribution channels, promotion mix, packaging, and pricing policy. Many uncontrollable factors, such as the competitive situation and economic conditions, also have important implica-

tions for media decisions at the planning level" (Barban, Cristol, Kopec, 1982, p.2-3).

According to Jack Z. Sissors and Jim Surmanek (1982), media planning consists of a series of decisions made to answer the question for advertisers: "What are the best means of delivering advertisements to prospective purchasers of my brand or service?". Some specific questions that a media planner attempts to answer are:

- How many prospects do I need to reach?
- In which medium should I place ads?
- How many times should prospects see each ad?
- In which months should ads appear?
- In which markets and regions should ads appear?
- How much money should be spent in each medium?

Each one requires a specific answer and decision. When all questions have been asked and decisions made, the recommendations and rationale are organized into a written document called the "media plan" (Ibid, p.1-2). The media plan identifies and details the media schedule that is to be used. A media schedule specifies how the media budget is to be spent. The media plan is a quide for the selection and use of media.

It would be a mistake to think of media planning as nothing more than finding answers to a list of questions about media.

It should be thought of as a process or a series of decisions that provides the best possible answers to a set of problems. "Media Planning", can be defined as the process of designing a course of action that shows how advertising time and space will be used to contribute to the achievement of marketing objectives" (Barton, 1972, p.19). The role of media planning has changed in advertising agencies. Today, media planning ranks in importance with marketing and creative planning. The media planners must not only know more about media, but also know more about marketing, research and advertising.

The two basic words in media planning are "MEDIUM" and "VEHICLE" (Barton, 1972, p.19). A medium is a broad, general category of carriers such as newspapers, television, radio, magazines, or outdoor. The term vehicle generally is used to refer to a specific single carrier within a media category, such as Hürriyet, Ses, or "Şahin Tepesi".

"Mass media, such as newspapers, magazines, radio and television are found valuable by advertisers, because: 1) Such media may be able to deliver large audiences at relatively low costs.

2) They can deliver advertisements to special kinds of audiences who are attracted to each medium's programming.

3) They tend to develop strong loyalties among audiences who return to their favorite medium. With a high degree of regularity" (Barton, 1972, p.19).

If a planner wants to reach a special kind of audience, some media vehicles will be better suited for this purpose than others.

Mass media also have their limitations in delivering advertising messages (Zacher, 1967, p.330). "The most serious is that mass media audiences do not see, hear or read a medium solely, due to the advertising content. Media vary in their ability to get both editorial and advertising material exposed. The effectiveness of the commercial or advertisement affects the impact it will have on the consumer and the number of consumers who will read, see or hear it"(Barban, Cristol, Kopec, 1982, p.5).

"Media planning involves three basic activities (Surmanek, 1982, p.79-80).

1- First, we should define the marketing problem. We should know where the business is coming from and where the potential for increased business lies. We should know who buys and who is most likely to buy. We should decide whether to reach everybody or only a selective group of customers.

2- Second activity is to translate marketing requirements in to actionable media objectives. Forexample, if our marketing objective is to increase trial among all potential customers, then we should try to reach many people instead of few people.

3- As a third activity, we should define a media solution by formulating media strategies. Forexamle, if we want to reach a specific group, media selection should be based on reaching that group effectively and efficiently.

There are five basic components of the media plan (Surmanek, 1982, p.80).

1- Background review
2- Statement of objectives
3- Target definition
4- Media mix
5- Overall scheduling considerations

1.1.1.1. Marketing Factors That Influence Media Planning

As was mentioned before media problems are marketing problems. Marketing plans influence media decisions, because the marketing plan begins with the product itself and outlines the distribution, pricing and promotion requirements for that product. Since the media budget will be a portion of the total marketing budget, the marketing plan determines the amount of financial resources available to the media planner. This financial influence is only one of the aspects of the marketing plan's effect on media planning. We should also review the influence of product characteristics, distribution channels, pricing policy and the promotion mix (Barbon, Cristol, Kopec, 1982, p.4).

A- Product Characteristics

Product characteristics affect media planning in two ways: First, the present stage of the product in the product lifecycle affects our media objectives which must reflect the marketing objectives.

Forexample, for new products it is very important to create awareness in order to reach the largest possible percentage of the target market. But for an established product in the maturity stage of the life cycle, we can use reminder advertising in order to maximize the number of impressions delivered (Barban, Cristol, Kopec, 1982, p.4).

At the introductory stage, product awareness is low and only a small percentage of the total potential market is using the product. In the growth stage, products enjoy more widespread adoption and an upward trend in demand, but they have not yet reached their full market potential. Demand for the established product with mature when the market is saturated, and then demand diminishes and the product dies. For new products TV is the best medium due to its high penetration. For reminder advertising, frequency is much more important.

Secondly, product characteristics determine the balance of the media types that will be used to achieve media objectives (Barban, Cristol, Kopec, 1982, p.4). Forexample, food products are mostly advertised in magazines, because, magazines have high quality of mechanical reproduction which appeal appetite. On the other hand, food products that are purchased every few days may require a medium such as TV that can communicate with the consumer in a time span that is more attuned to the product's repurchase cycle. If color is mandatory this time the media planner should use radio (Surmanek, 1983, p.82).

B- Distribution Channels

"Distribution activities are concerned with making the product available to consumers by moving the product to the right place at the right time.

The planner should establish geographic targets for the smallest possible universe. The media planner establishes a target for each geographic denominator and then allocate media delivery to each in accordance with these targets" (Surmanek, 1983, p.82). Wasted coverage is the simple result of delivering advertising messages to consumers in places where

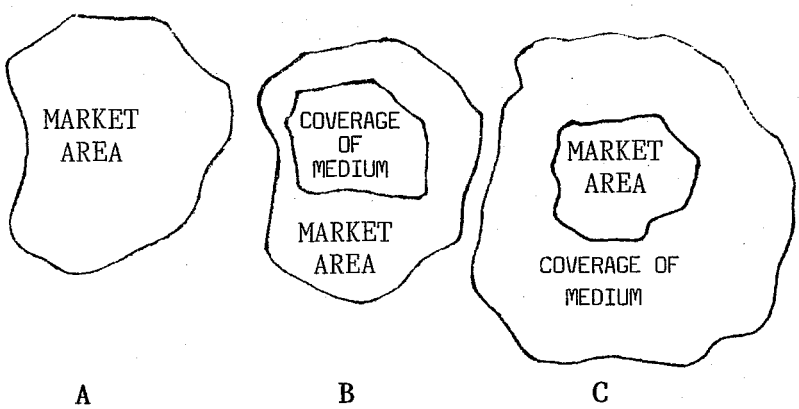
the product is not available and will not be available in the near future.

Different media reach different kinds of markets. Some include in their audiences a wide variety of people from varied socioeconomic groups. Others are more selective in terms of certain classes of people or special-interest groups.

An advertiser whose potential customers are located in all parts of the country may be interested in media whose circulation is nationwide. Another advertiser whose market is restricted to a limited geographical area may find it necessary to select only those media which can be localized." (Zacher, 1967, p.329).

Some national adversisers may find a combination of national and local media for reaching their markets intensively as well as extensively.

Figure 1.1. Relationship of coverage area of medium and market area of advertiser



Source: Zacher, "Advertising Techniques and Management", 1967, p.327.

In A, we see the area where potential customers are located. In B, the medium used to reach them covers only a small portion of the potential market. In C, the coverage of the medium extends beyond the market area, resulting in WASTE coverage. The advertiser's goal is to cover

the desired area with one or media, without paying his advertising circulated in those areas where he has no potential customers.

We should match the characteristics of the advertiser's market to the circulation pattern of media (Fletcher, 1969, p.141).

In planning, we decide on two philosophies which will be used to allocate advertising. There are two basic philosophies (Surmanek, 1983, p.86).

Advertise where the business is: This is basically a defensive approach. It protects the existing franchise and seeks to develope more business on the assumption that brand sales increases can be achieved efficiently where the brand is currently strong. It is easier to build on an existing base where product distribution has been established and where there is consumer awareness and acceptence of the product. Current non-users in these areas have a greater propensity to become users than non-users in areas where product sales are low. This strategy minimizes risks and maximizes potential.

Advertise where the business is not: This is an offensive strategy. Advertising in these areas would announce our presence and keep the brand on consumers' minds should they decide to switch brands. But in order to implement this philosophy succesfully, we must ensure other marketing factors. We must have the right product for the consumers, competitive pricing, widespread distribution, sufficient inventory, and good display. Advertising alone will not produce sales.

We can use either philosophy, or some combination of both, depending on the marketing strategy.

C- Pricing Policy:

Pricing directly affects profit margins, which in turn affects the amount of money available for advertising. This effect on the advertising budget will influence the quality and quantity of media buys. As a

second, margins within the distribution channel may affect the amount of dealer support that the advertiser can expect from channel members. When the margin is small, he has less incentive to give promotional support to the manufacturer. Large margins for these channel members tend to elicit a greater degree of support. The effect on the media plan is that if pricing policy results in larger margins for dealers, the promotional support originating at the wholesale/retail level may reduce the manufactures need for media expenditures.

Other pricing influence on the media plan is the result of the interaction between pricing strategy and product characteristics. Because price is often perceived by the consumer as an indicator of quality, many high-quality products carry prestige prices. "A prestigious product image can not be expressed fully in creative execution alone; rather, the creative appeal must be delivered in a medium that helps to convey the quality and prestigious image which price and product characteristies merit" (Barban, Cristol, Kopec, 1982, p.10).

D- Promotion:

The media plan is a component of the promotion mix, so, every activity within this mix has some significant effect on the media planning function. For every product, advertising, sales promotion, and personal selling form a unique promotion mix (Barban, Cristol, Kopec, 1982, p.10).

The two basic promotion methods are the "push" strategy and the "pull" strategy (Barban, Cristol, Kopec, 1982, p.10). These strategies are executed through very different combinations of advertising, sales promotion, and personal selling.

When a "push" strategy is employed, promotion efforts are aimed primarily at channel members so that the producer can push its product through the channel to the consumer. This strategy usually relies on trade advertising, personal selling transactions with channel members and dealer promotions, such as special incentive plans.

If we use a "pull" strategy, in this case we attempt to build brand demand through consumer advertising. Consumers pull the product through the distribution channel when the advertising has been effective in bringing about the desired behavioral change.

The potential for using each type of promotion strategy is dependent on the marketer's position as perceived by consumers and the distribution channel. Forexample, we could expect Turyağ, introduce a new detergent by using a "pull" strategy due to the company's reputation and proof of performance in the detergent industry.

D.1. Elements of the promotion mix

As an element of promotion mix, three aspects of the advertising plan especially influence media decisions: These are:

a) Advertising objectives
b) Positioning
c) Message content

D.1.a. Advertising Objectives: The function of the advertising is to communicate.

Unawareness → Awareness → Knowledge → Acceptance → Conviction → ACTION

(Barban, Cristol, Kopec, 1982, p.14).

As the consumer is exposed to an effective advertising message over time, he first becomes aware of it and eventually understands it, once he accepts it, he may decide that the next time he buys a generic product, he will choose this advertised brand. Finally, the consumer makes the actual purchase. If the advertising goal is stated in terms of achieving awareness, the media plan will usually be concerned with delivering the message to the largest possible percentage of the target market in a certain time period. So, the major portion of the media budget might be allocated to television.

Successful advertising depends on repetition and continuity of ideas. We have a Krugman's Three - Exposure Theory (Krugman, 1962, p.626-634). Herbert Krugman, suggests that insights into repetition can be gained by considering the difference between the first, second, and third exposure. The first exposure elicits a "What is it?" type of cognitive response. The audience tries to understand the nature of the communication. The second exposure is a continuation of the "what is it?" response. The first exposure may not have been adequate to gain an understanding of what it was. The audience will attempat to determine if it is relevant and convincing. The message will be evaluated. The third exposure is a reminder in case the audience has not yet acted on the message. Thus, Krugman implies that only three exposures are required. However, it is not that simple, because some audience segments may screen the advertisement until they are ready to process another exposure.

This phenomenon is particularly prevalent in television advertising where there is low involvement.

A potential purchase may stimulate an audience to be receptive to a "second exposure" experience. As a result, 24 actual exposure might occur before a "second exposure" experience occurs.

The effect of multiple exposures is not to generate a cumulative impact on an individual audience, but to capture more "second" and "third exposure" expenences.

The Classical Studies on Learning and Forgetting

One of the first psychologists to study learning and forgetting empirically was Ebbinghaus. In a series of experiments reported in 1902, he related retention and repetition with learning and forgetting phenomenon (Esomar, 1973, p.2).

He found that spaced repetitions were more effective than the same number massed together. This might imply that exposures should be spread out over time and not bunched together. He also found that diminishing

returns set in as the number of repetitions increased.

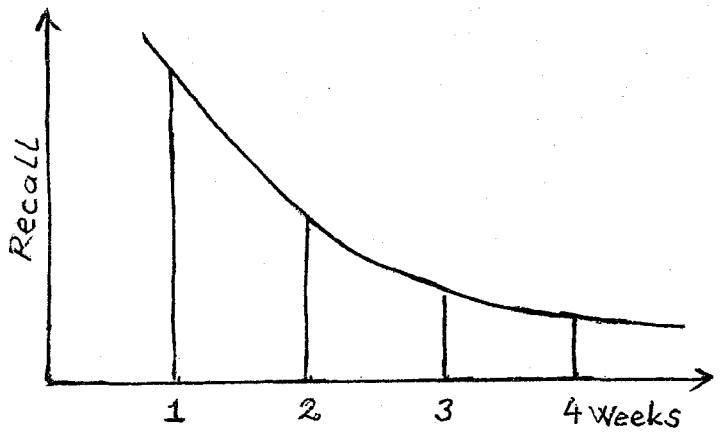
Another finding was that the amount of necessary relearning increased with the amount of time elapsed since the original learning occured, but that this increase grew smaller over time.

Other finding was that as the number of items involved increased, the number of repetitions necessary to attain a certain level of learning also increased.

We can talk about the "Law of Forgetting" which determines that the rate of forgetting decreases as the number of exposures increases.

Advertising will be quickly forgetten if the consumer is not continuosly exposed to it.

Figure 1.2. Forgetting (Naples, 1979, p.12)



Ebbinghaus states that a person completes his cycle of forgetfullness in a four month period but the major decline occurs in the first two weeks. He has also proven that at the time when forgetting phenomenon has been completed totally, a certain level of remembering exists which in advertising is called the "carry over" effect.

"The first effort to measure repetition in advertising was made by the psychologists Strong, reported in 1912. Like Ebbinghaus work, the study was conducted in a laboratory situation. Using four dummy magazi-

nes and a wide variety of advertisements, and controlling for advertisement size, he found that four weekly exposures were superior in generating recall than four exposures obtained one each day or four exposures in one sitting, confirming the Ebbinghaus (Marketing Science Institute, Aug., 1973, p.4), results. However, he found that four weekly exposures made a deeper impact than four monthly exposures. Clearly, the forgetting phenomenon starts to become important when the time between exposures becomes long. He also found that the bulk of the forgetting occurs during the first two days following an exposure.

Advertisers seek to find the minimum frequency which will provide satisfactory continuity of impressions. How often potential customers need to be exposed to advertising messages depends upon the nature of the product and its purchasing pattern. For goods of low unit price and frequent repurchase, a higher degree of continuity is necessary than any other. Buying may occur at any time and the prospective customer must have a constant familiarity with the product if he is to select it.

"Cy Freeman, American Motors' Director of Marketing, advocates an even more direct relationship between communications goals and media planning. He suggest that communications goals should be interpreted in such a way that subsidiary communications goals can be derived from them. These subsidiary goals should be narrow enough to be assigned to an individual medium or combination of media." (Adv. Age, May 1972, p.32).

Specific media should be adapted to the kind of objectives we are working with. If objectives are too broad to handle in this way, they must be divided into component parts.

D.1.b. Positioning, is another element of promotion which devise a strategy to create a "position" for a product in the prospect's mind (Adv. Age, April 1972, p.35).

Positioning may influence all areas of the marketing mix and therefore indirectly affect media decisions. In the first step, positioning strategy affects marketing activities and in the second step influen-

ces media planning. Its effect is largely indirect and not clear-cut.

Another positioning consideration is competitive media usage. Forexample if a product is not leader in its market, positioning theory suggests that this product should avoid to compete with the leader. A media implication here is that, it may not be desirable to advertise this product in the same media used by the market leader.

D.1.c. Message Content: As a third component of promotion mix, the nature of the message and its specific contents affect media planning at every level. Forexample, at the objective level employment of the creative technique in reminder advertising will require emphasis in media objectives on the frequency of impressions delivered. At the strategy level, selection of media type is influenced by the nature of the message. A message announcing a product innovation may be delivered in newspaper. Messages revolving around demonstration of the product are wellsuited to television (Barban, Cristol, Kopec, 1982, p.16-17).

E- Uncontrollable Variables

We have also internal and external uncontrollable variables that affect the environment for media decisions. Most variables in the marketing mix are beyond the control of the media planner. In addition to the constraints imposed by these variables and by the size of the advertising budget, media planning is constrained by other factors within the firm which are company policy and company image. The media planner should match the company's advertising with corporate policy and an image for the company.

Competitive efforts, economic conditions the legal and cultural environment, seasonality, and media environment are other external uncontrolable variables that directly affect media planning (Barban, Cristol, Kopec, 1982, p.20).

1.1.1.2. Media Objectives

Each component of the marketing mix system interacts to move the product to consumers in a defined target market. A single marketer can not satisfy all the wants and needs of all consumers. To do an efficient marketing job, marketers must define a target group of consumers as the prospects for purchasing their products.

"Marketing plan provides a framework in which media decisions are made. Each area of the marketing mix is connected with a defined target market. The product itself is tailored to that market, distribution must work to get that product to the right place at the right time, making it available to the right people.

Pricing decisions must be made in light of what consumers in the target market are willing and able to pay. Within the promotion mix, advertising must communicate with the right people in order to sell to those whose needs or wants can be best satisfied by the advertiser's brand. The media planner tries to use those media vehicles which have audiences that closely parallel the description of the target market. The answer to the question "To whom should we advertise?" implies that not everyone should be the target for advertising" (Barban, Cristal, Kopec, 1982, p.20).

We can define the target markets interms of 1) demographic variables, 2) sociopsychological variables, 3) and product usage (Sissors, Surmanek, 1982, p.114).

1- Demographic Variables

The planner must consider a number of factors in analyzing how consumers buy certain products. The first is to find those demographic segments that use the product most. Other considerations are:

a) Whether any segment of product users must be singled out for special treatment, such as heavy users only, medium users, light users, or combinations.

b) Whether users of the advertised brand differ from users of the product category in general;

c) Whether the creative strategy positions the brand to appeal more to one demographic segment than another, and

d) Whether some other kind of target identification, such as psychographics, should be used instead of or in addition to demographics (Sissors, Surmanek, 1982, p.114).

In order to define the target group, we should primarily use the demographic data. The planner wants to know which demographic segments of the market should be considered as targets. Demographic variables include age, sex, income, occupation, education, family size, social class, religion, geographic region, population density etc. There are specific breakdowns within each category. Forexample:

TABLE: 1

Demographic Breakdowns

Variable	Breakdowns
Age	Under 6; 6-11; 12-17; 18-34; 35-49; 50-64; 65+
Sex	Male; Female
Income	Under 10.000; 10.000-20.000, 20.000-30.000; 30.000-50.000; 50.000+
Occupation	Professional and technical, managers, officials, students, housewives, craftsman, laborers
Education	Grade school or less; some high school, graduated high school, some college, graduated college
Family Life Cycle	Young, single; married; no children, young, married, youngest child 6 or over; other.
Family size	1-2; 3-4; 5+
Social Class	Lower-Lower; upper-lower; lower-middle; upper-middle; lower upper; upper-upper.
Population Density	Urban, Suburban, rural.

Source: Kotler, "Marketing Management", 1978, p.170.

A is not necessary to use all demographics in defining a target market. Each time another demographic variable is added to the definition.

"The target should be defined specifically enough so that the media planner will know what type of audience to look for in making media comparisons, but should not be defined so narrowly that a significant number of real customers are excluded from the target" (Barban, Cristol, Kopec, 1982, p.31).

Market segmentation is the process of subdividing of a market into homogeneous subsets of customers, where any subset may be selected as a market target to be reached within a distinct marketing mix (Kotler, 1978, p.170). The marketer tailors his product to satisfy a segment of the market that can be described in terms of the breakdowns within each demographic variable. It is the media planner's job to deliver the marketing message to consumers in that segment.

There is a study conducted by Henry Assael and Hugh Cannon (Journal of Adv. Research. Dec. 1979, p.7-8-9-10). On the role of demographics in media selection. According to the study, media and markets are matched indirectly, using demographics, and more recently, life style, as mediating variables. Direct matching can be assumed to be the more effective method because media selection is based on the principle of optimal reach to a defined target group. Use of mediating variables will decrease the efficiency of any such match. But, planners continue to use indirect matching because; indirect matching has been the accepted procedure by media departments in advertising agencies, direct matching may not be possible if data on media and product usage are not available from the same source. Their study is sufficient to compare direct and indirect matching. They used three classes of variables to compare direct to indirect matching. Product usage -demographics- media usage.

They found that, there is substantial loss in efficiency in indirect matching through the utilization of demographic criteria.

This analysis supports the use of product-or brand usage criteria in the selection of media without the use of demographics as intervening variables. The introduction of demographic variables decreased the efficiency of the media-product match by almost one-half.

These results should encourage advertisers to question the use of demographics in media selection when media and product-usage data are available from the same source.

2- Sociopsychological Variables

Most of the time we find that different consumers within the same segment may have very different values and attitudes, different living patterns. Then we should add another dimension to target market definition which is a sociopsychological variables. Under the sociopsychological variables, "psychographics" and "life-style" are considered (Sissors, Surmanek, 1982, p.120). Psychographics are measures of consumer and attitudes, interest, and opinions. They are used to classify consumers in terms of personality characteristics. Life-style involves attitudes and interests.

Two consumers, although their demographics are very similar, can not be reached with equal effectiveness by the same advertising media.

Psychographics are used to differentiate among prospects with the same demographic characteristics (Plummer, 1971-72, p.79).

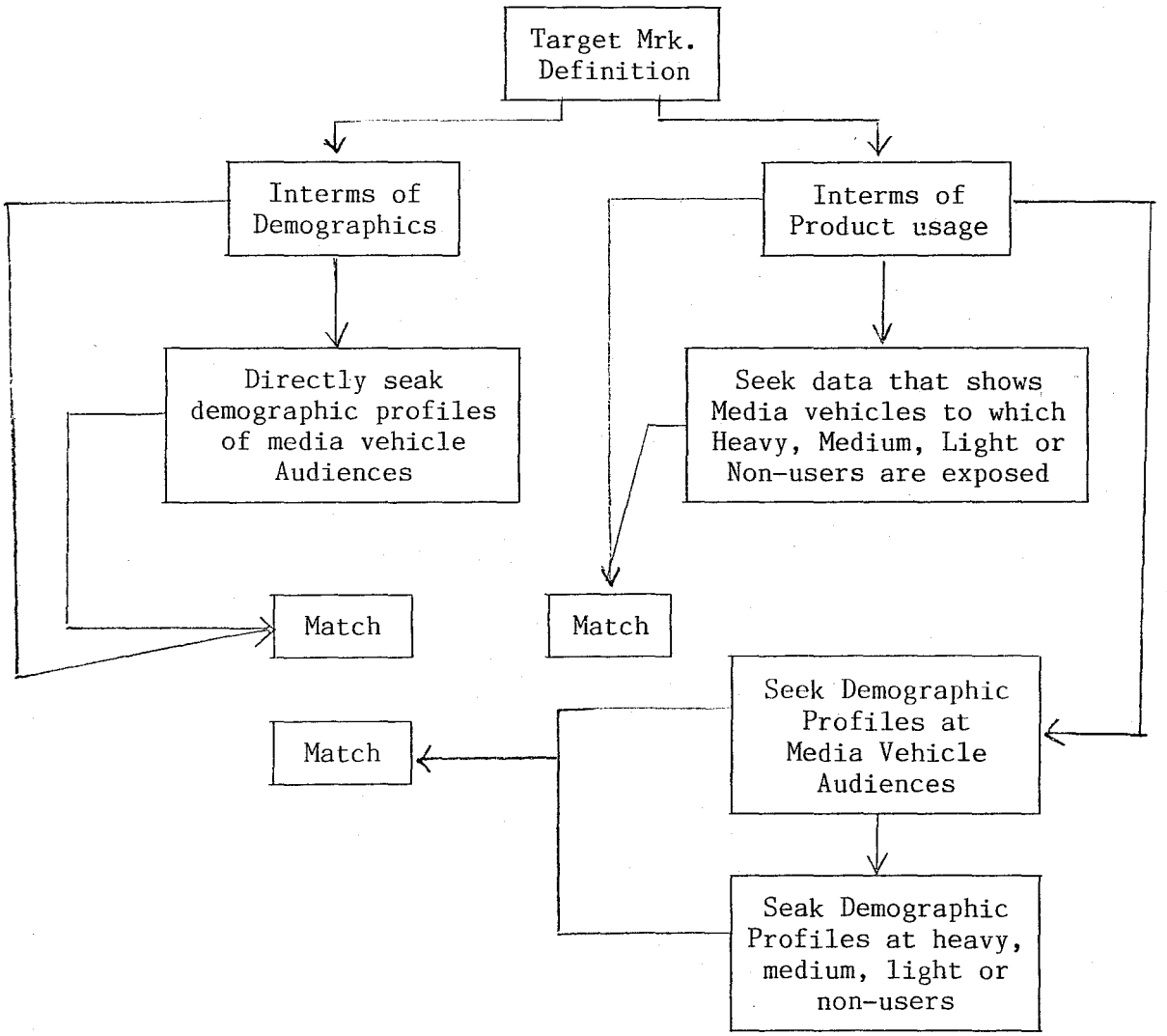
For better target audience definitions, media planners find psychographic definitions radically different from demographics. Psychographics can be useful in media planning when certain conditions are met. If a market has been identified demographically then psychographic analysis may provide new dimensions of the target audience.

3- Product Usage Variables

As a third variable, we can use product usage variables in target

Figure: 1.3

Alternative Approaches to the Media-Market Matching Process



Source: Barban, Cristol, Kopec, 1982, p. 45),
"Essentials of Media Planning".

The simplest way in media-market matching process is defining the target market in terms of demographic characteristics. In this case, the media planner may seek demographic profiles of media vehicle audiences and select those vehicles whose audiences most closelly approximate the target market description.

If the target market is defined in terms of product usage, in this case, there are two options that affect the media-market match (Barban, Cristal, Kopec, 1982, p.46).

The first one to seek data that shows to which media vehicles the heavy, medium, light, or non-users are exposed. Forexample, if the target market is the heavy users, the media planner can directly identify the vehicles to which heavy-users of the product are exposed.

The second alternative involves a two-step process of seeking "matchable" information. The first step is to seek the demographic profiles of media vehicle audiences. The second step is to seek demographic profiles of heavy, medium, light, or non-users of the product. The audience profiles are matched to the profiles of product users.

In Turkey, there is no data related to product users' media exposure. Target markets are often broken down into a primary market, a secondary market. Each receives a certain degree of advertising emphasis. Forexample, for Coca Cola, the primary market is young persons between 15-25 age-group. The secondary market is households (Source: 1980, McCann Research Department).

We may illustrate such a breakdown with a situation in which the product's end user and purchasing agent are not one and the same. For example, the end-user of a children's toy will be a child, but the purchasing agent will be a parent.

The planner must determine the relative value of each of these markets in terms of their influence on the purchasing decision. If research shows that the child has significant influence on the parent's de-

cision to purchase this particular product, the marketer may define children as the primary market and parents as the secondary market. This indicates that more marketing communication emphasis will be placed on children. So, major part of the media effort might be channelled into those vehicles which reach effectively to the child.

1.1.1.3. Media Selection

An elementary principle for selecting media is to select those vehicles that reach a large number of targets at a cost-efficient price. The principle is to determine the full extent of each vehicle's value in terms of the desired criteria and then select from among those that best meet the criteria. The most important criterion in determining media values is a combination of two principles (Sissors and Surmanek, 1982, p.170):

1- Finding vehicles that reach a large number of targets.
2- Selecting from among these only those with the lowest cost-per-thousand.

An important part of the media selection process, consists of matching the characteristics of the advertiser's market to the profile pattern of media. Decisions on whether to use television, magazines, newspapers or some other medium is the selection process. Once media classes.

Have been selected, then decisions about specific vehicles within classes will follow. In media selection process, there are two steps that should be taken:

a) Intermedia Comparisons: (Sissors and Surmanek, 1982, p.170).

First, the media planner must make intermedia comparisons which are the comparisons among different media. Forexample, the planner first makes comparisons about using TV, newspaper, magazine, radio or other medium.

b) Intramedia Comparisons: (Bauer and Greyser, 1968, p.182)

Comparisons among media vehicles in the same class, such as among newspapers Hürriyet, Milliyet and Güneş, are called intramedia comparisons.

Intermedia comparisons should be made before intramedia comparisons. The important point is that some combinations are better than others and proper managment of the media selection function should be directed toward arriving at those which are most favorable. There is no one best medium for all advertisers.

In planning, the planner may decide to use a single medium or a number of media. When more than one medium is used, the result is called a media mix (Sissors and Surmanek, 1982, p.110). Media mix means that the media plan mixes a number of media classes to reach certain target audiences.

A planner uses a media mix because a single medium such as TV cannot reach the target market in sufficient numbers to attain a media objective. When a planner does not define the target market narrowly, the targets represent such a broad spectrum of consumers that the only way to reach them is through multiple vehicles.

Generally, vehicles within one media class can reach a substantial part of a market. The percent of the market not covered may not be worth the extra cost of employing an additional medium. Most of the time, it may be inefficient to try to reach more with additional, but different, media. Inefficiency means that the additional media have higher costs-per-thousand than the original medium (Sissors and Surmanek, 1982, p.187).

There are times when a medium covers a market, but heavy users are only lightly exposed to the medium. Generally it is better to reach heavy users who are heavily exposed to a given medium under consideration (Meskill, Jan. 1979, p.1-2).

There ase some important reasons for using a media mix (Meskill, Jan. 79, p.1-2).

1- To extend the reach of a media plan
2- To flatten the distribution of frequency so that there is a more even distribution of those who are exposed to a medium.
3- To add gross impressions, assuming that the second or third medium is cost efficient.
4- To reinforce the message by using different kinds of stimuli.
5- To reach different kinds of audiences
6- To provide unique advantages in stressing different benefits based on the different characteristics of each medium.
7- To allow different creative executions to be implemented.

The media effort is weighted by time segments. When more than one media type is used, the interrelationships between those media offer the oppurtunity to choose from more timing options there are three major methods of scheduling advertising (Surmanek, 1983, p.162-163).

1- Continuity
2- Flighting
3- Pulsing

1- Continous Advertising

Continuity is needed when an advertiser has a message that it does not want consumers to forget continuous advertising works as a reminder, keeping the message always before the consumer.

With continuous advertising, the entire purchase cycle will be covered because there will be no gap in time periods. This assures the planner that most of the customers are reached at all times.

2- Flighting Advertising

Flighting advertising, involves gaps of time when no advertising

is done. If advertising were done once a month, this might be called flighting. With flighting advertising, the advertiser may be able to meet competition better by placing advertising at the most favorable times relative to competition. Advertising can be concentrated in high sales potential times.

Flighting is also used when there are budgeting limitations or sharp sales fluctuations. Flighting allows the planner to support advertising in one medium by using some other medium at the same time. If an advertiser plans to use television as the basic medium, then flighting allow concentration of radio and newspaper support at the same time.

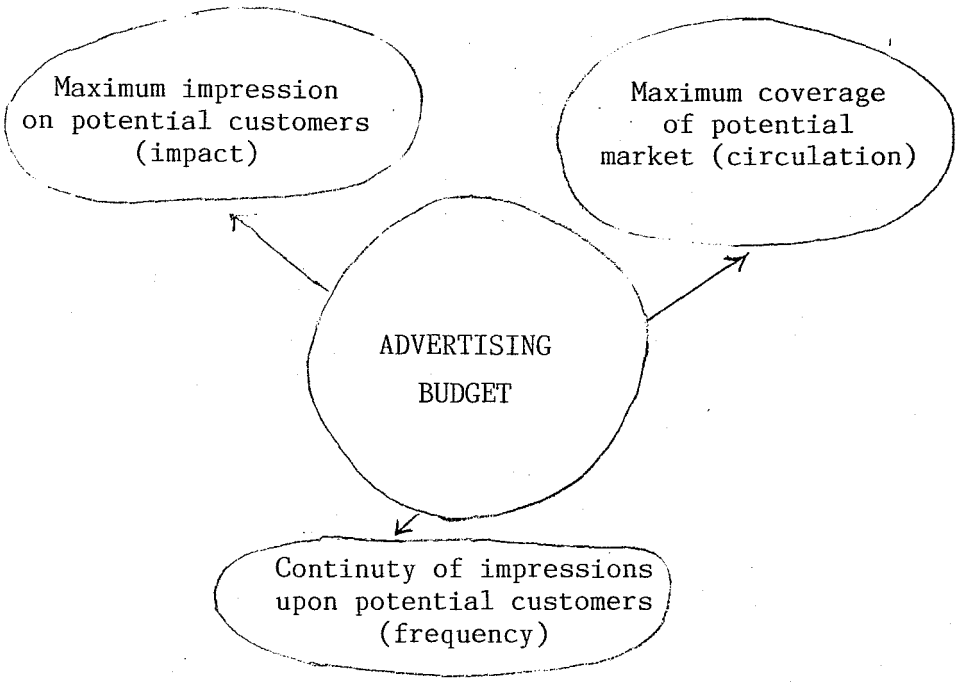
3- Pulsing

Pulsing, is a mixture of continuity and flighting. It is the safest of the three, because it covers different marketing situations. It best fits those product categories that are sold all year round.

Among the media decisions, the most important is to select the vehicles. Planners tend to select one or more vehicles that effectively reach an optimum number of prospects with an optimum amount of frequency, at the lowest cost-per-thousand prospects reached (called cost efficiency), with a minimum of waste, and within a specified budget (Matthews, 1972, p.32).

When we prepare a media scheduling, we should consider three interrelated factors which are "maximum coverage", "optimum frequency", and "the greatest possible impact" on each occasion. But, the desire to reach the maximum number of people with the greatest possible impact as often as possible may require a compromise to fit the limits of the budget.

Figure: 1.4. Effective Usage of Advertising Budget



Source: Dunn, "Advertising", 19.., p.282.

1.1.1.4. Quanttative Part of the Media Planning

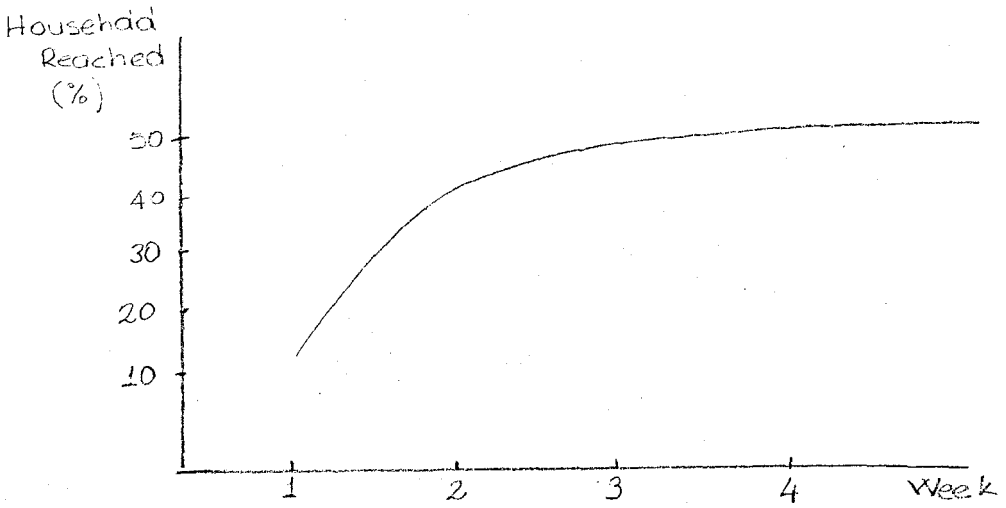
There are basic measurements and calculations used in media planning. Trems such as reach, frequency, rating or cost-per-thousand are examples of unique media language (Surmanek, 1983, p.13).

One of the principles of media planning is that media should be selected to reach the largest audience of prospects at the lowest unit cost. Rather than compute a single unit cost, the advertisers prefer to compute a cost-per-thousand. It is a comparative device.

It enables the planner to compare one medium or media vehicle with another to find those that are the most efficient. The lowest cost-per-thousand medium is the most efficient. Generally, the media with the lowest-cost-per-thousand are selected, but not always. Whenever a very special kind of target group is required, and there are few or no media which reach them, then the cost-per-thousand comparisons may be ignored (Sissors, 1982, p.53).

Reach and frequency are the concepts which are indispensable to the media planner in formulation of the objectives "Reach, is a form of audience accumulation. It is a measure of how many different households or audience members were exposed at least one time to one or more media vehicles over a period of time" (Surmanek, 1983, p.15).

Figure: 1.5. The Shape of a Typical Reach Curve.



Source: Sissors and Surmanek, "Advertising Media Planning", 1982, p.61.

Forexample, we cann suppose that the reach of radio advertising programs in the morning 35.000.000 women, aged 18 to 34. This means that if the planner places a commercial in this program, it is estimated that 35.000.000 women, aged 18 to 34 will have an opportunity to listen one of the total commercials within the vehicle.

"Coverage is different from reach. It means potential to be exposed to the advertising, while reach refers to those people who actually are exposed. Frequency is the average number of times that audiences are exposed to a program within a four-week period." (Sissors and Surmanek , 1982, p.62).

Reach is a measure of message dispersion indicating how widely the message will be received in a target universe. Frequency is a measure of repetition, indicating to what extent audiences were exposed to the same vehicle or group of vehicles.

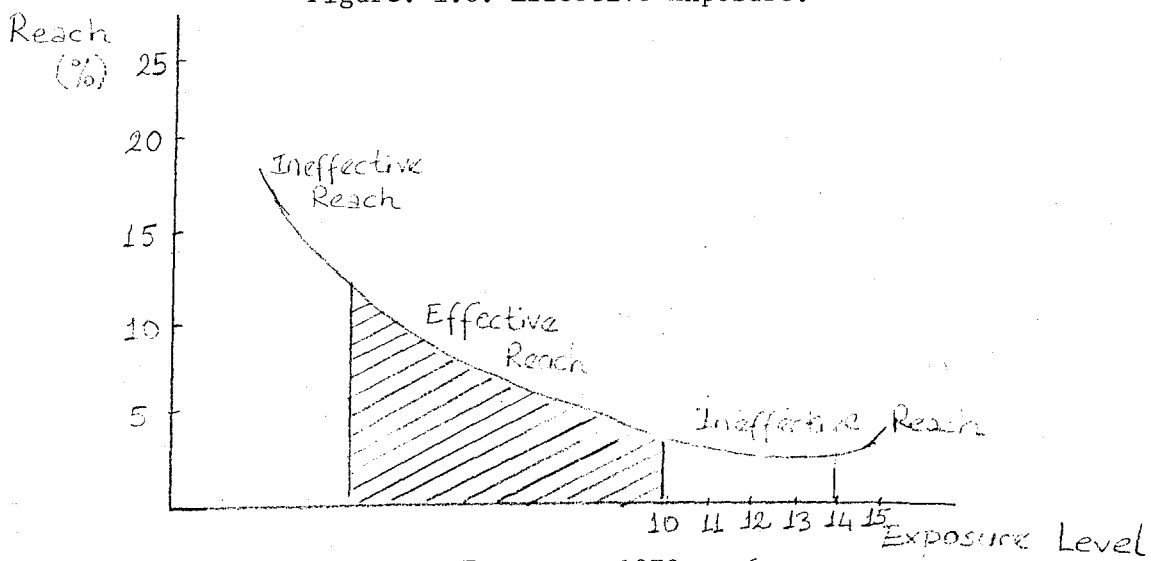
"Exposure is a measure of media effectiveness. One of the most significant measurements used to compare and select media vehicles is exposure. It is the minimum measurable relationship between an individual and a given vehicle.e There is a great difference between being exposed and not being exposed. To be exposed means that a reader or viewer has the opportunity to see the advertisements within a particular vehicle. Thus, the number of individuals exposed to a vehicle within a given measuring period constitutes its audience." (Sissors and Surmanek, 1982, p.62).

Effective reach and frequency are the most recent advances in media planning. The concept of effective reach was developed by Alvin Achenbaum (Journal of Advertising, Oct. 1978, p.73).

Traditional reach and frequency date are based on exposure to media vehicles. They may be accepted as ineffective, because, the data do not contain evidence that audience members either saw ads within the vehicles, remembered the contents of the ads.

On the other hand effective reach and frequency, means that an audience member who was reached has been affected by the communication in some way. The person may have seen the ads within a vehicle.

Figure: 1.6. Effective Exposure.



Source: Thompson, 1973, p.6.

The curve is an incremental curve, showing the percentage of a target audience added at each frequency level.

The shaded part is the effective reach. At the zero exposure level, there is no reach because no one has seen the vehicles being used. The audience in the 3 to 10 exposure areas would be the effective reach (Thompson, 1973, p.6).

A number of experimental studies were performed, as was mentioned before, on the recall of advertisements in various vehicles at various frequency levels to analyze at what levels of frequency the recall of advertising begins to rise and at what point it declines. The three to ten frequency levels represent those points. For every frequency level between three and ten there are effective reach levels that should be considered in planning. We might say that the reach obtained to the third exposure is ineffective exposure; that after ten it is excessive exposure, and that after the fifteenth it is negative exposure. It is important to note that exposure from the eleventh through the fifteenth is not all waste. But the evidence on where effective exposure truly begins and ends is far from definitive. But the narrower the range of exposure used, the lower the effective exposure, the broader the range, the larger the effective exposure (Naples, 1979, p.60).

In summary, the media planning should have the following goals:

1- Media decisions should be based on marketing objectives. The aim of the planner is to select and use media to help to attain overall marketing objectives.
2- The first step in media planning should be to create media objectives. Media objectives implement the marketing objectives and strategy.
3- Media strategy should be created after the objectives have been written.

While media planning is very important within advertising agencies, it is not performed efficienty due to lack of data.

Media planners always require more data about markets and media. Some data never will be available, either because audiences can not be measured or the data are too expensive to collect. Forexample, no continuing research service measures the audience exposure to Am radio listening in every region in Turkey. There are also inadequate research data showing the amount of money that competitors spend yearly for radio advertising, forexample. In television planning, measurements of the audience size for commercial messages are not available.

1.2. STUDIES RELATED TO RADIO AS A BROADCAST MEDIA

In this section some selected studies will be reviewed. First articles conceptualizing the broadcast media and radio will be reviewed.

Radio and television constitute the broadcast media. In using these types of advertising, an advertiser purchases units of time for communicating the message. The term electronic media is also applied by some people to radio and television because of the way in which the message is produced by electronic means. They are time rather than space-oriented. Broadcast media convey their messages by means of signals carried to receiving sets in homes or places where people may listen or view (Zacher, 1967, p.442).

There are three segments to broadcast advertising:

1- AM radio (or amplitude modulated): Standard broadcasting for radio. Audio signal is applied to the radio frequency carrier wave.
2- FM Radio (or frequency modulated). The distinction between AM and FM lies in the band of frequencies to which the stations are assigned.
3- Television: In addition to the aural message, a visual message in motion may be presented.

FM and AM broadcasts do not interfere with each other since they

are on widely separated bands. A study conducted by the National Association of Broadcasters (Riso, 1972, p.230). Which surveyed the listening habits of American young and old, rich and poor, professional and blue collar, found that two out of every three listeners said that they did not know how they could get along without radio.

More than nine out of every ten Americans, 12 years of age and over, listen to the medium at least once a week. The reason for this high percentage of listening is the infinite variety of program formats that are broadcast by more than 7118 operating AM and FM radio stations. The time periods for the listeners of radio are the hours between 6 aim and 10 a.m. and 3 to 7 pm. Monday through Saturday. For housewives the 10 to 3 p.m. Monday through Friday period is most desirable.

A report by Brand Rating Research Audience Studies, New York (Riso, 1972, p.230). Shows that almost 146 million people listen to radio during a week and they listen an average of 3 hours and 3 minutes per day.

The appearance of television declined the amount of radio listening and thus the function of radio as an important medium also declined. Radio's problem is to retain an audience against the competition of television, especially in the evening. Radio does an excellent job in the area of news. It is the most appropriate advertising medium for communicating emergency. It also does an excellent job sending music to listen - ers.

When television became the family medium, radio happened to be an individual medium. Radio is now a medium of more specialized audiences. It is a more selective medium than it was before television. In Turkey, especially in rural areas, radio is still an important vehicle when it is compared to TV.

It is more difficult for the consumer to screen out advertisements in radio and TV than advertisements in the print media. In the broadcast media, physical presence and conscious exposure are closer.

Radio and television are intrussive forms of communication. The listener or viewer must catch the message when it is broadcast or not at all. There is no opportunity to go back and reread the advertising or give it further explanation if the meaning is not clearly understood.

Radio and television are often considered more intimate media. The human voice provides a sense of personal contact which can not be obtained from the print media. These media bring the advertiser right into the people's home as a friend and confidant.

The radio or television commercial is isolated in time, because there is no direct competition with another advertising message at the moment it is broadcast.

The broadcast media provides the opportunity for greater frequency in delivery of the advertising message.

The advertiser gets the benefit of a high degree of geographical selectivity from these media. On the other hand, if he wishes national coverage, he may obtain it through use of either a radio or television network or through use of a sufficient number of stations chosen to secure the desired audience. The geographical flexibility is an important advantage of these media. The local coverage characteristics of the newspaper and the national coverage characteristics of the magazine are both available to advertisers making use of radio or TV. In radio and television, the facilities used by advertisers are subject to governmental regulation.

The audience available to radio and television is essentially a cross section of the total population. About 97 percent of all Turkish homes have one or more radio sets and television set ownership has reached a level of 94 percent in 1981 (PİAR, 1981, p.3).

Radio audience characteristics is somewhat different from the television. Television programing is directed toward maximum audience size. On the other hand radio reaches segmented markets.

Radio and television advertisers are concerned with the exposure to their commercials.

There are several approaches that are used for audience measurement for radio. The most frequently employed are based upon one of the following (Zacher, 1967, p.445).

1- Potential Audience: Based upon the number of people or homes with receiving sets within the station's signal strenght coverage area.

2- Cumulative Audience: The number of people or homes actually exposed to a station's programing.

3- Program Audience: The number of people or homes who are tuned to a given station or program during a specific time segment and measured by program ratings which means the percentage of homes tuned to a particular program.

Somewhat peculiar to radio is the difficult problem of measuring out of home listening. There are millions of sets in such places as barbers, shops, hotel lobbies, stores, clubs, restaurants, schools, hospitals. There are millions of portable radios which go with consumers to beaches and parts, on picnics and vacations. There are the automobile radios. Personal interviews, diaries, and questionnaires have all been used to learn more about this circulation (Kirkpatric, 1973, p.248).

The methods of collecting listener information are the same for radio as for television. A few trends obtained by radio research are as follows (Dumn, 1966, p.502).

1- During most of the forenoon, more people listen to radio than watch television on the other hand, evening hours are devoted more heavily to television, and here radio has lost the position it once occupied in the American home.

A study made by J.A.Ward in 1953, found that 37 percent of the

morning listening took place in the living room and 40 percent in the kitchen.

2- Radio offaers seasonal listening peaks. In summer radio may reach a larger audience than television does.

3- Audiences listen to radio for news and music. The music and news format which has become so popular in radio programming seems to be based on listeners' tastes.

4- FM radio has attracted audiences who are not heavy users of AM radio or TV.

5- The first people to acquire television were those who had previously been the heaviest radio listeners. However, as these people become used to television and their viewing becomes more selective, they again listen more to the radio.

6- Radio turned sharply toward the middle-income segment of the U.S. population.

7- Millions of people on the move can be more readly reached by radio than by other media.

8- Radio can often reach demographic groups not easly reached by other media. Forexample, radio reaches 99 per cent of all teen-agers.

"The radio rate structure has undergone complete revision in recent years as a result of television competition, and listening audience size at various hours of the day has changed, drastically.

In U.S. most radio stations now set their highest rate during the period from 6 to 9 AM. This is the period when households have radios on while they are dressing and break fasting. This is also a period when there is substantial auto radio listening" (Zacher, 1967, p.492).

When commercial television came to the scene, there were some people who thought radio was finished as a major advertising medium. As television moved into the home and listening habits changed, radio programming content changed also. Radio tried to offer types of programs not found on television. Today, television is a much more important national advertising medium than is radio (Kirkpatric, 1972, p.240).

Radio has had its troubles and it has undergone basic changes, but it is both a major medium. While the pattern of use of radio has changed considerably, radio remains a dynamic medium.

People will have a continuing need for radio, especially when television watching is impractical, such as when get up in the morning, going to and from work, while working, studying, relaxing.

Radio is now, the most fragmented of the major media. It has an ability to attract very selective audiences that have specific demographic and lifestyle patterns. Advertising expenditures for radio is increasing, but at a slower rate than the other major media (Peva and Form, 1984). This gives radio a relative cost advantage over other major media forms. Radio stations offer audiences of all types the specific programming they want: All news all day, classical music, talk and interviews, Jazz, etc. (Fabian, July 1971).

While radio is lacking in the ability to picture goods or to demonstrate their use, it possesses many of the characteristics of television.

The Radio Advertising Bureau (RAB), in the USA, suggests the use of radio as an advertising medium for the following reasons: (Mandell, 1974, p.355-356).

1- Women listen to radio an average of three hours daily. Men average two hours daily.

2- Radio reaches more adults than television during the summer.

3- Auto radio listeners, 97 percent of car radio owners, average

4- More than 100 million radios were old in the last two years - more than the total number of TV sets sold in the last eight years; more than the combined circulation of all daily newspapers in the country.

5- Radio's selling personality has such qualities as sincerity, warm personal appeal, and friendlines.

6- Radio offers room-to-room coverage in homes.

7- Radio is preferred when fast-breaking news events occur.

Radio is a medium that affords the opportunity to match the advertiser's demographics to those of the station because stations position themselves to attract specific market segments.

There are those who say that radio is no longer a primary advertising medium. Today, it is used by many advertisers as a supplement to other media, but it can be and is used by other advertisers as an effective primary medium.

We can not make any generalization about its relative importance. Like any other medium, its use depends upon the media plan objectives and strategy.

Radio has a personal, intimate quality, a flexibility in use, and an opportunity for frequent delivery of the advertising message.

The size of the audience reached on a TV will tend to be much larger than that on radio because of the extreme segmentation of the radio market, but even on a cost-per-thousand basis, radio will be less costly than TV.

A study by the American Broadcasting Company explained that under some circumstances radio may be more effective than other media in (Zacher, 1967, p.488).

1- Presenting a serious message: Radio can add personal warmth and intimacy without interfering with the message.

2- Creating a mood: Radio can offer greater stimulus to the lis-

tener's imagination.

3- Presenting exaggerated claims: Radio can be used to present exaggerated claims with greater authority and credibility and without alienating the listener.

4- Overcoming resistance to products with negative cannotations: Radio can maintain a favorable selling climate for controversial products.

5- Reinforcement of favorable attitudes.

The study also indicated that radio was at a disadvantage where demonstration is very important for selling and where visual sensory appeals could not be matched by stimulation of sensory imagination through sound:

"Radio rating data in recent years have been widely criticized. Because the problem of adequate measurement of listening has been greatly compliated by the widespread use of automobile radios and portable sets. Since much of the audience may be out of the home, conventional in-home listening data have lost much of their value" (Zacher, 1967, p.496).

Radio has both advantages and disadvantages in use. The main reasons for using the radio are as follows: (Sissors and Surmenek, 1982, p.178).

1- Reach of Special Kinds of Target Audiences:

Unlike television, radio provides a practical, low-cost vehicle for reaching a specialized audience. Radio is able to reach certain kinds of audiences very well. If we want to reach special kinds of audiences, such as men, women, teenagers, the elderly etc. radio is used widely.

2- A High Frequency Medium

Radio may be the ideal medium, when a great deal of repetition is necessary. The total cost is relatively low.

3- A Good Supporting Medium

Because of the low cost and good reach of special target markets, radio is often used as a supporting medium. When a planner uses TV or print dominantly, radio can be added at low cost to bring sound into the plan.

4- Mobility

Radio is extremely mobile. It follows the housewife from room to room, goes to the beach, rides in the car. There are few places it can not go. It can even follow workers to their business. Radio becomes a means of reaching people while they are traveling.

5- Summertime Exposure

Radio is an excellent medium to reach those who are traveling during the summer months. In the summer months, when TV listening falls off, radio listening picks up (Mandell, 1974, p.348).

6- Flexibility

Radio may be used regionally or nationally. Copy can be changed quickly, and added or eliminated from a program quickly.

7- Local Coverage Availability

Local radio is usually used because it reaches a given market very well.

8- Immediacy

Surveys show that listeners expect to find the latest news on radio.

In a study of radio listening for the Henry I. Christal stations,

Alfred Politz asked people, "suppose you were at home and heard a sudden rumor that war had broken out. What would you do to find out if the rumor were true?" Over half the people interviewed said they would turn on the radio.

There are also some limitations in radio usage:

1- Fleeting Messages

Like television, radio messages are fleeting and may be missed or forgotten if only partially heard. The message is not available for reference or for rereading.

2- Lack of Research Data

Although there are several audience survey methods in common use, there is not the concerted attempt to find information that there is in television. Today, a great deal of money is being spent on television research.

It is very important in radio advertising to keep the advertisement simple and to define the objective specifically. Also, the five I's - idea, impact, interest, information and impulsion - are important just as they are in any commercial communication (Dunn, 1966, p.204).

The structure of the radio commercial is time-oriented and simple and there is emphasis on showmanship." (The Copywriter's Quide, McCann Research Department).

Broadcast messages are made in terms of time, print messages in terms of space. Due to the time orientation and partly because audiences react the way they do, almost all broadcast commercials are simple. Optical and sound effects, jingles, jokes are used to make the product message as attention-compelling and entertaining as possible. Copy for radio must depend on what can be perceived by the human ear. In the early days of radio many thought the copywriter's job was to adapt printed ads to

this new medium. Today, the situation is different. Research has proved that each medium has a form all its own (Dunn, 1966, p.403).

The broadcast audience is also differ from the print media readers. Research conducted by Ann Arbor to show that how the 1919 families in one nationwide sample rated the media as primary and secondary sources of entertainment in U.S. indicates that people listen to or watch the broadcast media for entertainment (Public Impact of Science in Mass Media, p.12).

The consumer's use of radio is interesting. Consumers as a group listen to radio for entertainment and information. For the typical individual, the time spent each day listening to radio is less than the amount of time spent watching television. 50 millions of consumers listen to radio if only from habit. Radio can accompany the individual as he awakens, as he gets up and dresses, as he eats his breakfast, as he drives his car to work, as he does his work, as he drives home, and as he goes to sleep. The easy mobility of radio within the home permits the consumer to listen wherever he or she prefers.

Radio makes modest demands of listeners. In contrast to television, the housewife can listen while engaged in other activities because radio does not demand 100 percent of her attention. There is nothing for her to look at, there is nothing for her to read.

Research has reported that housewives like radio because they can do other things while listening. The fact that a consumer can do something else while listening is both a plus point and a minus point so far as the advertiser is concerned (Kirkpatrick, 1972, p.241).

In the print media readers can start at any point in the ad they like. They can review points that interest them or read the copy in detail. On the other hand, the advertiser has control in the case of television and radio. The listener or viewer must take the material as provided by the copywriter. Television and radio bring people into our living room, bedroom, or kitchen or into our automobile. Broadcast per-

sonalities are humanized to an extent impossible in the print media. People seldom sit down primarily to listen to the radio. People may be working, reading, playing cards, or doing something else at the time they are listening to the radio. Key words or sounds are even more important in the broadcast media than in print. Forexample, if the opening words of a radio commercial about accident insurance are descriptive, chances are that a lot of listeners will not stay with it. But if the commercial begins with the wail of a siren, the audience might be brought to attention.

If we analyze the radio commercials, we can see that radio is a unique medium in one important respect it is non visual (Dunn, 1966, p. 403). Sound alone must accomplish the communication job. But radio writing is less complex than television writing. Radio is written for the ear alone, television for the eye and the ear.

The consumer hears the commercial copy, he does not see it. Because he is unable to see anything, he must be spared the need for anything visual, he must be able to grasp the advertiser's message and to understand it through oral communication. Repetition of key names, numbers, and words helps to make up for the non-physical, non-visual character of the message. Sound effects may help also (Kirkpatrick, 1972, p. 267).

Types of Radio commercials in the U.S. as listed by the Radio Advertising Bureaue:

1- Singing commercials or jingles
2- The one-minute program or narrative
3- The straight commercial
4- The personality commercial (Zacher, 1967, p.230-231).

1- Jingles

The jingle is usually a catchy tune. They may combine the sales message with an element of entertainment. Because of its "catchy" quality

it may be much more easly remembered than other forms of commercials. It makes possible a greater use of repetition. If the Jingles are to be used the melody should be simple. The brand name and the buyer benefit should be heard clearly. Selling value is essential.

2- Narrative

The narrative commercial has a story to tell. Since the time is quite short for plot development, many commercials depend on humor. It is essential that the point of the story be relevant to the product reward we are trying to emphasize (Dunn, 1966, p.404).

3- Straight

This type of commercial is delivered by one person and is much like straight-line copy in the print media. No special devices are used to disquise the message. It lacks any special attention - getting properties and tends to have lesser impact upon listeners than some other types. It is most effective when it can be presented by a distinctive announcer with a "personality" appeal (Kirkpatrick, 1972, p.267).

4- Personality

Certain personalities are used in commercial. There is a danger here, that the personality with get in the way of the message or the copy will not be suited to the style of the personality (Dunn, 1966, p.405).

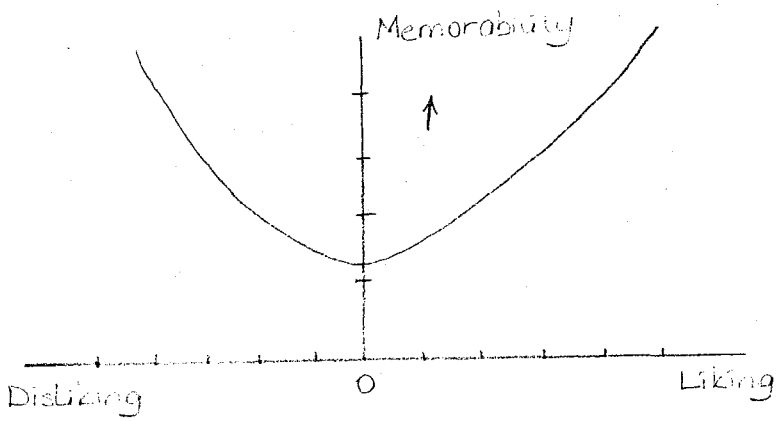
Radio commercials are written to be spoken. The radio message, is more personal. Radio is basicly conversational in its presentation. One person talks to another, even though they do not actually come face to face. The construction of radio copy follows a less rigid grammatical pattern due to its conversational character. People do not speak in the formal design used in writing.

There are important factors which must be considered in effective radio commercials. Radio commercials must be understood, believable and

remembered. The radio commercials poses special problems in securing adequate communication with the listener. While the spoken word can be absorbed as easly as the written word, confusion can occur if the listener does not grasp word meanings at the time they are voiced. There is no opportunity for audience to read again. Some words are difficult to understand. When spoken, they may be easly confused with other words which are similar in sound (Zacher, 1967, p.232).

Also, the more personal nature of the spoken word makes it easier to impart belief to the radio message than to the cold impersonality of the printed page. The words are spoken by a person and project warmth and feeling to the listener. Research has shown that those commercials which tend to be remembered strongly are those which produce the greatest emotional reaction in listeners. This may be either a feeling of "liking" or of "disliking".

Figure: 1.7. Memorability According to Liking and Disliking



Source: Zacher, Advertising Techniques and Management, 1967, p.233

Remembering by the listener is not the same thing as being sold on the product or service being advertised. While for some products familiarity with a brand name. May be an important factor in selection, there are also the long-term effects of negative attitudes to be considered. Actually, commercial, which are well liked may make as strong an impression as those which are equally disliked (Zacher, 1967, p.234).

The radio listener must create the image in his own mind. There is no way in which the advertiser can show him the product or demonstrate its use. This must be developed within the listener's imagination. So, word selection is very important in radio commercials. An important consideration in word selection is the ease in pronunciation which a given combination of words may achieve.

The major points to be observed in good writing are summarized by Dunn at follows:

"1- Make pronunciation easy. Monoloques and conversation must sound natural. Otherwise the audience loses interest in what is said.

2- Spell out the product name: This gains importance, if the name is confusing.

3- Use short words and sentences: This gives the copy better emphasis.

4- Supply the visual if needed: If a product has a green label and it is the only one that has, we can get the package identification by saying so.

5- Repeat basic ideas: Repetition is the heart of radio.

6- Use showmanship. Some famous showmen can be used in advertising

7- Use rhythm." (Dunn, 1966, p.405).

The writer of the commercial must also consider that the "half-listening" of the radio audience does not provide the optimum setting for effective communication. So various attention - getting devices are employed to increase audience attention to the commercial message. These may include unusal sound effects.

According to a study of radio commercials prepared, by Daniel Yankelovitch (1965), there are eight elements which are essential if the copy is to be effective:

Four positive elements are:

1- Meaningful content.

2- Stimulation of product associations.
3- Identification by the listeners with the situation posed in the message.
4- Good fit with Listener's expectations.

Four negative elements to avoid in writing commercials include:

1- Alienation of the listener
2- Suspicion and disbelief
3- Confusion that distracts listener from the message
4- Dullness.

There must be a message which has some significance to the listener. Meaningfull information which is presented in an interesting manner provides the best basis for effective radio commercial writing.

The writing must be simple because it is not seen; in addition one may have observe that the audience is a mass audience and they may listen with less than 100 per cent attention. Emphasis, emotion, persuasion and conviction must be in the announcer's voice as well as in the written copy. No commercial on radio is any better than its delivery (Kirkpatrick, 1972, p.268).

There are some studies conducted on radio listening. One of them is the study of Sy Collins and Sol Jacobson (1978) which analyse the intrusiveness of radio commercials.

In their study, authors referred to the fact that radio is generally heard while its listeners are engaged in some other activity. A successful radio commercial must intrude enough to capture the listener's attention from his other interests at that time. In their view, none of the available radio copy-testing systems measured commercial intrusiveness in a satisfactory manner. Forexample while Telephone calls technique measures recall, it does not measure intrusiveness, because the respondent's attention is directed, consciously to the radio commercial. The method measures only memorability, which is not the same thing. In

another approach, the commercial is aired at the same given time on all radio stations in a market with callback interviews conducted after commercial airing. The problem is that it produces low nondiscriminating recall scores. In response to the need for a valid measure of radio-commercial intrusiveness, another approach, was designed by the research department of Doyle Done Bernbach. This approach, exposes the respondent to the test radio commercial while he is engrossed in a simulated car drive in which radio is heard.

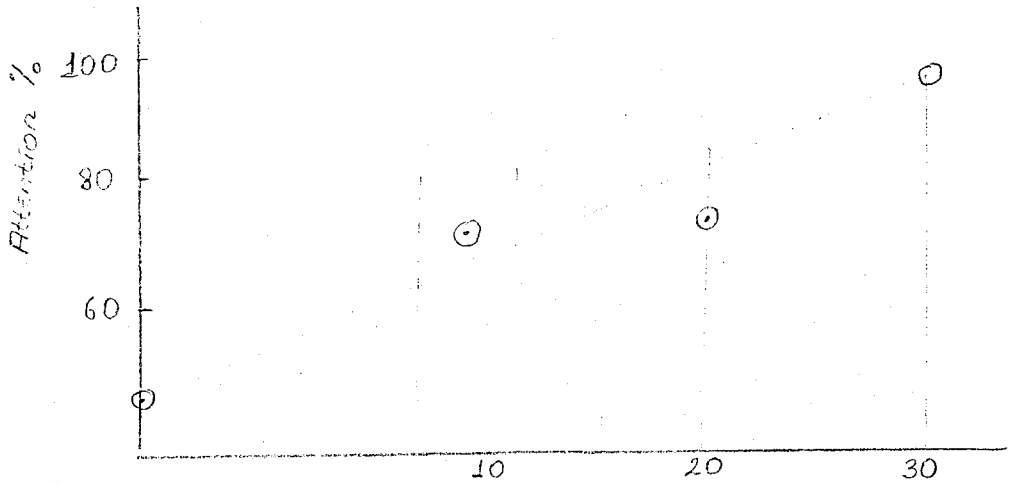
They found that a commercial which is intrusive enough to register its brand name will not necessarily do equally well at communicating its message. Also, the position of a commercial within the program sequence can affect its intrusiveness. When a commercial was aired in the last position, it tended to achieve its highest overall level of intrusiveness. This automobile simulator offered a viable system for testing radio commercials by providing a realistic measure of relative intrusiveness and yielding scores which discriminate among different commercials for the same brands.

Another study was conducted by Robert C.Grass, Wallace H.Wallace and Wayne G.Robertshow (1983) in which a research method for evaluating radio commercials that would be meaningful in the real world.

Authors moved from a point of accepting radio as basically a "background" medium. They believe that listening is always accompanied by simultaneous activity that places varying demands on the individual's attention process. This concept of NON-LISTENING ATTENTION DEMAND is referred to in this study as the "NOLAD" level. The hypothesis on which the NOLAD concept is based is that the higher the NOLAD level, the more difficult it will be for a radio commercial to penetrate the individual's concentration. For radio commercials, if the NOLAD hypothesis is correct, the ability of the commercial to break through this NOLAD barrier should depend on the individual characteristics of the specific commercial. This means that while two radio commercials may operate equally effectively at a low. NOLAD level, one may prove to be much superior to the other at higher NOLAD level. The first problem in studying the NOLAD concept was

how to measure the NOLAD level quantitatively. For experimental purposes, they developed a system. If one combines the responses for attention devoted to the radio game and the responses for attention devoted to thinking at each game condition, the NOLAD level can be seen as a continum represented by the curve in figure.

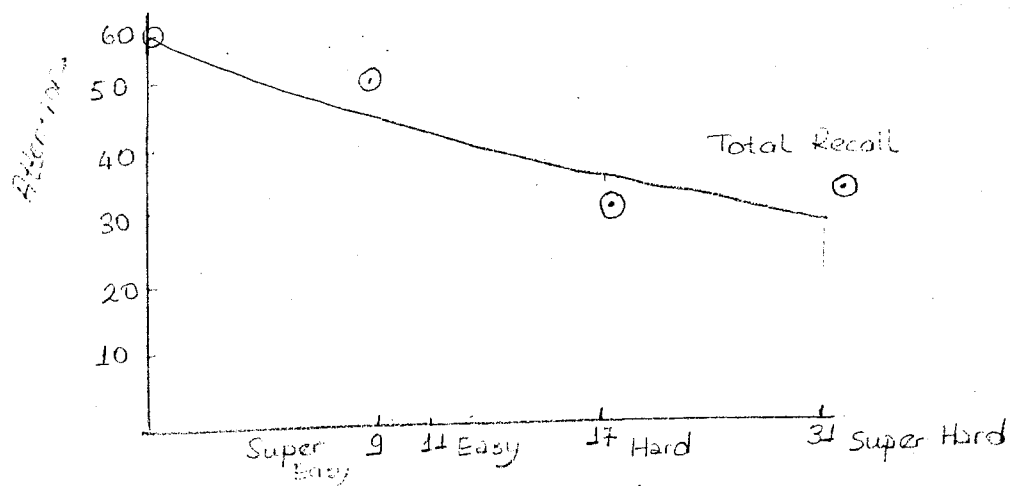
Figure: 1.8. Nolad Level Curve



Source: From Journal of Adv. Research. Feb./March 1983, Vol.23

The first objective of the research was to determine whether the NOLAD hypothesis is a reality. Does the communications task facing radio commercials increase as the non-listening demand on the attention of individuals increases? Following figure shows that communication declines steadily as the NOLAD level increases.

Figure: 1.9. Nolad Level Curve



Source: From Journal of Adv. Research. Feb./March 1983, Vol.23

It would seem safe to conclude that the NOLAD concept is a real phenomenon operating in the world of radio communications.

In summary, the following conclusions are drawn from this research project.

1- Radio commercials vary in their abilities to overcome the NOLAD level depending on their creative strategies and intrusive characteristics.

2- Use of the procedure developed in this project can serve as a pretest to provide quantitative measures of the success of the commercial in the real world.

3- Results of the pretest are useful in making decisions about commercial scheduling.

Due to increasing costs of broadcast media, advertisers are searching for ways to increase the impact of the commercials. Mostly, they are trying to decrease costs through reducing the length of the commercials. But this time the advertiser should be careful about the increasing rate of information flow within this short time period. This tendency brings some questions with it like.

1- Would fast-paced commercials generate listener interest?
2- Would the listener recall messages presented at a fast rate?
3- Would face-paced messages be effective in actually persuading the listener to buy the product?

Priscilla La Barbera and James MacLachlan (1979) tried to answer these questions by reviewing psychology and developing three experiments which use fast-paced messages in radio broadcast situations.

The underlying theory in this study was the findings of David Berlyne (1960). Which explaines that audiences prefer a rate of information transmission that is neither too fast nor too slow. If the speed of

presentation is too slow, subjects will find the presentation boring. This type of speech can not get the attention of the audience effectively. If a message is too fast, in this case, comprehension will be difficult.

The results of the experiments suggest that a rate of information transfer somewhat faster than the rate of speech typically used in broadcasting could result in cutting the casts of making an impact on audiences. Economic savings from using time-compressed speech might be considerable.

The faster commercials were found to be substantially more interesting, they would be more effective in holding listener attention when radio is being listened to as a casual, companionable medium.

William Massy (1962) studied the audience characteristics of five radio stations by using discriminant Analysis. He searched for how similar are the audiences of two or more advertising vehicles. The usual procedure is to collect data for each audience group on several variables, compute the means of the variables, and then compare them among the audience groups. The problem becomes much more complicated when comparing three or more group of audiences.

He analysed the method of N-way multiple discriminant analysis which can provide a set of aggregate similarity indices for a given number of audiences. The individual is assigned to the audience group whose characteristics are most like his own. Since, it is known beforehand which group the person actually belongs to, we can prepare a table of correct and incorrect classifications.

This confusion matrix provides the basis for the desired similarity indices. The fewer the misclassifications of individuals to audience groups, the more distinct or dissimilar the audience groups. He made the application of the confusion matrix method in measuring the similarity of audiences for five Boston FM radio stations.

An analysis of the extreme positive and negative discriminant coefficients produced the following audience profiles.

In one channel, the audiences are ownership of a bigger or never car, or more than one car, going seldomly to movies. Sports or cultural events, in other channels, the occupational status of the audiences are high, they are younger than the audiences of other channel. They prefer jazz and popular music to opera. These groups are considered in lower middle class.

A recent research was conducted to investigate the reasons of the declining rate of the listeners of Radio Luxemburg in a competitive environment.

Audience research showed the average evening audience of Radio Luxemburg had declined drastically. It was evident that the station had retained its regular listeners, but had last causal listeners. The company defined its objectives as:

1- Raising its audience by making the programme more attractive.
2- To increase the frequency of listening by casual listeners.

They tried to find out that what programming policy will persuade casual listeners to become regular listeners white attracting current regular listener to extent their listening hours.

The rationale behind the objectives was:

The amount of time the public have to spent listening to the radio in the evening is limited. Listening to the radio is not an activity in itself as is viewing television. In order to attract a new listener, the station must not only produce programmes that attract a wider audience, but must also market the program through another medium.

Could current listeners be persuaded to listen more frequently or for a longer period of time if there was a greater variety of music played.

Research results suggested that there was a disparity between a person's record buying habits and the type of music preferred for evening radio listening. The question that the study could resolve was the type or types of music Radio Luxembourg Listeners wanted to hear on the station in the evening. The station's musical output war four-fifth disco. The result showed that the station would have to programme a balanced mix of music.

Considerating Radio Luxemburg was a popular music station, it was interesting that all respondents wanted it to continue its news service. The image of Radio Luxembourg was perceived as modern and in touch with contemporary trends. The findings of this study encouraged the station to reduce the number of disco programmes and to introduce easy listening and oldies. The show which is broadcast every night was still very popular and therefore was retained.

In this part, some empirical studies about radio were explained. In the next part the radio in Turkey will be discussed.

1.3. RADIO AS A MEDIUM, AND RADIO COMMERCIALS AND SOME STUDIES ABOUT RADIO LISTENERSHIP IN TURKEY

Before TV broadcasting, radio was the main medium in Turkey. Today, the importance of radio listening decreased drastically, due to TV broadcasting.

In Turkey, there are three channels of radio; namely TRT-1, TRT-2, TRT-3 (FM).

TRT-1 (AM) is the main channel that covers all the regions. It has all kinds of programs in it.

TRT-2 also uses national broadcasting. But it has special programs in it. It is not as general as TRT-1. There are educational programs, news, classical music in this channel.

TRT-3 is also called as FM. It is mainly a music station. But nowadays, the content of TRT-3 has changed to include more diverse programs.

Commercials are broadcast only in TRT-1. In other two channels, commercials do not take place.

In TRT-1, there are three types of advertisements, namely, they are, (TRT, Radio Commercials Guide)

1- Programmed Advertisements
2- Direct spots and
3- Special Informative Advertisement Programmes.

1- Programmed Ads

They are broadcasted twice a day. Once in the morning and once in the afternoon. The morning commercial belt is named as "Nationwide Broadcasting" covering all the regions. The afternoon commercial belt is "Regional Broadcasting". The regional radios of TRT are: İstanbul-Ankara-İzmir-Çukurova-Antalya-Diyarbakır-Erzurum-Trabzon. Nationwide Broadcasting in the morning covers all of these stations. Morning commercial breaks are broadcasted only in weekdays. At the weekends, TRT-1 has no commercials in the morning. Regional Broadcasting which is broadcasted in the afternoon continues seven days a week.

Programmed ads, contain educational and entertainment parts in it, in addition to the commercial spots, these are not prepared by TRT; but by individual firms. Spots are desired to be broadcasted in the program ads, are sent to the radio for supervision before they are broadcasted.

2- Direct Spots

They can take place both in "nationwide" and "regional" broadcasting. Direct spots should be delivered to the General Director of TRT before 1 week of its broadcasting date. The hours of direct spots that are broadcasted are as follows:

Nationwide		Regional
Everyday	12.55	Everyday 12.05 (except saturday-sunday)
Saturday	11.00	Everyday 18.55 (except Friday)
Sunday	8.00	
Monday-Wednesday-Friday		

Source: TRT, Radio Commercials Quide.

3- Special Informative Advertisement Programmes

Which are broadcasted outside the commercial belts are mainly of two kinds:

a) Broadcasted only for once. This is of informative nature either referring to the firm or to the product.

b) Periodical special advertisement programmes with commercial ads taking place only in the beginning and at the end. Within the programme no commercial ads can take place.

Radio commercials are charged on the basis of words.

The price of radio commercials are as follows (TRT, Price List of Radio Commercials, July 1984):

TABLE 2

Cost of Radio Commercials

Broadcasting	Cost/Word
Nationwide	5.000.-
Istanbul	1.600.-
Ankara	1.100.-
İzmir	600.-
Çukurova	600.-
Antalya	450.-
Trabzon	00.-
Erzurum	400.-
Diyarbakır	400.-

TRT has some rules for radio commercials (TRT, Radio Commercials Quide). In general:

- In programmed ads, a maximum of 5 announcers can take part to read the spots.

- Spots to be broadcasted in the advertisement programmes should be sent for "pre-supervision". Music announcing the start of the spot can be added to the beginning and end of the spot if desired.

- An extra of one word price is charged for the music in addition to the number of words the spot itself contains. For spot bands -special designed spots- an extra price of two words is charged in addition. In spot bands, celebrity (special annauncer) or only special jingle or music can be used.

In Turkey, there are very little research about radio listening behaviour. A field study was conducted by TRT about radio listeners. It was done in Ankara in 1977. Some of the results of this research are as follows:

- Audiences are listening to the radio mostly at weekends.

- Listeners with university degrees prefer to listen to the radio on Saturdays. Listeners with primany school education are mostly listening to the radio on Fridays and Sundays.

- Listeners between 15-20 age group are listening to the radio on Sundays; while listeners between 21-25 age group are listening on Saturdays.

- Radio is mostly listened between hours of 9-13 and 17-21.

- Audiences are listening to the radio for news, entertainment and education.

- 87% of audiences are listening to the FM stations.

There is also another research about radio listening rates conducted by PIAR with 1500 respondents in 1981.

Some findings are:

TABLE: 1.1.

Listeners Characteristics

	General	TRT-1	TRT-2	TRT-3
General	65.2	69.7	20.1	15.9
Males	64.0	67.4	20.8	14.2
Females	66.3	72.0	19.4	17.7
15-24	67.1	65.1	16.4	24.8
25-44	63.5	73.6	19.7	14.3
45+	65.0	88.6	25.5	7.9
Upper income: A	64.7	45.5	21.3	41.0
Upper middle: B	63.3	63.2	21.6	17.8
Middle : C	65.9	72.7	20.3	13.0
lower middle: D	67.6	73.2	11.1	14.3
Low income : E	25.0	100.0	-	50.0

Source: PİAR, Omnibus 1981.

According to the resilts, TRT-1 is the most preferred station. TRT-1 is listened mostly, by people who are over 45 and low income groups. TRT-3 is mostly listened by people who are between 15-24 ages and high income groups.

TRT-1 is listened mostly between the hours of 9-12.
TRT-2 is listened all day long.
TRT-3 is listened mostly after 17.00

The most preferred programs are: "Arkası Yarın", "News" and "Music Programs".

In 1984, similar research was conducted by PEVA with 1200 respondents.

Some findings are as follows:

- 71.9% of listeners are listening to the radio.
- Radio is listened 73.4% of the time at working places in the morning, 69.2% at home, 66.2% in the car.
- Listenership rates of TRT-1 is 76.4, of TRT-2 is 26.7, of TRT-3 is 25.6%. It is seen that TRT-1 is the most listened channel among others.
- Radio commercials are listened mostly in weekdays.
- Morning commercials are listened by 35.4% of the sample where as afternoon commercials are listened by 30.6%.

In this chapter, first the definition and role of the media planning, radio as a communication medium, its importance, rules for effective radio advertisements and radio, radio commercials in Turkey were discussed. Some studies related to radio commercials and radio listening were presented.

The methodology and findings of a field study in Istanbul will be presented in the following chapter.

II

A FIELD STUDY ON LISTENER PROFILES

2.1. RESEARCH DESIGN AND METHODOLOGY

2.1.1. Problem Formulation and Research Purpose

Today, with its theories and application, communication became a science. "Communication is usually concerned with WHO says WHAT to WHOM through WHICH channel, with WHAT EFFECT". (Surmanek, 1983, p.120). TV and radio, today, are the main communication vehicles. Among media vehicles, radio has its special characteristics in carrying the message to audience. When television came on to the scene, there were some who thought radio was finished as a major advertising medium. But although radio advertising expenditures decreased, in terms of total potential audience, radio can be considered as an important medium. Unlike television, radio provides a practical, low-cost vehicle for reaching a specialized audience. Also, radio has an important role as an extended media among the electronic media due to limited TV hours. In U.S.A., there are a number of studies on effectiveness of radio as a media vehicle. All of the studies were related to the effectiveness of radio listening, and some measurement techniques that were developed to measure radio effectiveness. Only a few were related to characteristics of radio listenership and all were conducted with American samples.

Advertising expenditures in Turkey are increasing every year. It is important to spend these funds, effectively by knowing the characteristics of media vehicles. In media planning, it is necessary to dif-

The group were stratified according to age groups. The age groups were taken as: a) 15-24 b) 25-34 c) 35-44 d) 45 and over. The percentages of each group among the general population of the country were the stratifying factors. The sample was found by dividing four age groups according to these percentages. The total population percentages for these age groups are 20% (15-25), 14% (26-35), 10% (36-45) and 17% (46 and over).

Sample elements were contacted by convenience.

The necessary data for this study was collected from primary sources by self-administered, structured and undisguised questionnaire which is presented in Appendix 1. This method of data collection was chosen, since, there is a greater degree of control over data gathering and the response rate is higher. Questions are presented with exactly the same wording and in exactly the same order to all respondents. The main aim of this was standardization and guarantee of the comparability of the responses. Apart from a few open-ended questions, the responses, as well as the questions are standardized, which has the advantage of being simple to administer and easy to tabulate and analyze (Churchill, 1979). All respondents received a questionnaire which consisted of 27 questions, in total (See: Appendix 1).

The first 2 questions of the questionnaire are related to the respondents frequency of radio listening.

The next 2 questions (3-4) concern the preferred channels and reasons of listening to those channels. Question 4 is open-ended.

Questions 5-6-7 are asked to analyse the most listened days and hours of the three channel.

Question 8 is the ranking question related to the radio listening reasons of the respondents.

Question 9 includes a series of questions about radio listening

at work, listening of radio commercials and behaviour of the respondents about folowing radio programs from newspapers and magazines.

Question 10 is related to preferred programs. Frequency of listening certain programs is asked. There are 4 scales which are named as "always listened", "mostly listened", "sometimes listened" or "never listened to".

Question 11 is an open-ended question that is concerned with the radio commercials recall.

Question 12 is related to optimism.

Question 13 to 27 are demographics. Among then questions 23 and 27 are asked to analyze the newspaper, magazine readership and leisure time activities of the respondents.

2.1.4. Limitations of the Study

This study has certain limitations which should be taken into account.

Sample size and the sampling procedure are the important limitations of this study. 99 resopndents are not sufficient enough to generalize for a country, even for the city of Istanbul.

Data collection procedure and analysing it has consumed a recognizable level of accuracy and effort. Nevertheless, this study has some limitations either caused by the sample, or the way the questions are directed to the respondents. Questionnaires were filled by the professional interviewers. Some errors can happen due to response and interviewer bias.

Lack of time is another limitation which prevented to be made analyses related to optimum and ownership of home appliances.

2.2. RESEARCH FINDINGS

In this part of the capter three, the results of the study will be presented. The initial analysis involved the computation of frequencies which presented a summary of the relative rate of mentions across all the items of the questionnaire.

Then, the cross tabulation analysis were run to test whether there are significant relationships between radio listening habits and demographic/socio-economic characteristics of the respondents.

The relevant SPSS programs were used to perform the analyses mentioned above.

2.2.1. Summary Findings on Variables Studied

In this section, the results of the frequency analysis regarding the socio-economic composition of the sample will be illustrated in the form of a table, where a short explanation will be given at the end.

TABLE: 2.1

Socio-Economic Composition of Survey Respondents

Socio-Economic Variables	No	%
SEX (Q.13)		
Female	58	58.8
Male	41	41.2
	99	100.0
AGE (Q.14)		
15-25	24	24.5
26-35	40	40.8
36-45	20	20.4
46+	15	14.3
	99	100.0
Marital Status (Q.15)		
Single	30	30.6
Engaged	8	8.2
Married	53	54.1
Widow/Divorced	8	7.1
	99	100.0
Occupation (Q.16)		
Student	11	11.1
Public Employee	9	9.1
Independent	15	15.2
Housewife	15	15.2
Professional	30	30.3
Academicians	10	10.1
Retired Person	6	6.1
Worker from Private Sector	3	3.0
	99	100.0

TABLE: 2.1 (Continued)

Socio-Economic Variables	No	%
Education Level (Q.17)		
Literate	2	2.0
Primary School	9	9.1
MİDDLE-School	29	29.3
High School (Licee)	28	28.3
Graduate	31	31.3
	99	100.0
Place of Residence (Q.18)		
1) Suadiye-Göztepe-Kızıltoprak-Erenköy-Çınardibi-Şaşkınbakkal-Moda-Kalamış-Etiler-Levent-Ataköy	35	35.7
2) Göztepe-Esentepe-Mecidiyeköy-Bakırköy-Şişli	37	37.8
3) Bahçelievler-Fındıkzade-Ziverbey-Küçükyalı-İdealtepe-Kazasker	27	26.5
	99	100.0
Place of Residence in which respondents stay for 5 years (Q.19)		
The same	59	59.2
Has changed	40	40.8
	99	100.0
Home Owners (Q.20)		
Yes	69	69.7
No	30	30.3
	99	100.0
Amount of Rent (Q.21)		
15.000 or less	9	9.1
16.000-30.000	10	10.1
31.000-45.000	6	6.1
46.000 or over	5	5.0
Home owners	69	69.7
	99	100.0

TABLE: 2.1 (Continued)

Socio-Economic Variables	No	%
Expectations about the state of Turkish economy in the next five years period (Q.12)		
No answer	3	3.1
Optimist	35	35.7
Same	28	28.6
Pessimist	33	32.7
	99	100.0
Expectations that the respondent will change to a better place of residence in the next five years period (Q.22)		
Yes	27	27.3
No	72	72.7
	99	100.0
Newspapers which are read* (Q.23)		
Tan	16	9.5
Günaydın	18	10.7
Güneş	18	10.7
24 Saat	2	1.2
Hürriyet	47	27.8
Bulvar	5	2.9
Milliyet	31	18.3
Cumhuriyet	20	11.8
Tercüman	10	5.9
Posta	2	1.2
	169	100.0

* Base: 169. There are more than one answer.

TABLE: 2.1 (Continued)

Socio-Economic Variables	No	%
Magazines which are read (Q.23)		
None	42	32.3
Ses	10	7.6
Burç	1	1.0
Onyedi	2	1.5
Fırt	4	3.1
Samanyolu	3	2.3
Gırgır	6	4.6
Haftasonu	10	7.7
Kadın	1	1.0
Bilim Teknik	5	3.8
Hey	1	1.0
Milliyet Sanat	2	1.5
Ev Kadını	3	2.2
Hayat	5	3.8
Yıllar Boyu	1	1.0
Kadınca	8	6.1
Toplum Bilim	1	1.0
Erkekçe	5	3.8
TV 7	6	4.6
Bravo	2	1.5
Video Sinema	1	1.0
Gelişim Sinema	1	1.0
Yankı	2	1.5
Nokta	6	4.6
Sizin İçin	2	1.5
	130	100.0

TABLE: 2.1 (Continued)

Socio-Economic Variables	No	%
Number of Children (Q.24)		
1	4	4.1
2	14	14.3
3	26	26.5
4	25	25.5
5 or more	27	27.6
No answer	2	2.0
	99	100.0
Income (Q.26)		
50.000 or less	8	8.3
50.000- 99.000	37	38.1
100.000-149.000	32	33.0
150.000 or more	16	16.5
No answer	4	4.1
	97	100.0
Leisure time Activities (Q.27)		
Music/Book	49	33.1
Cinema/Theather	22	14.8
Housework/Baby Care	25	16.8
Spor	10	6.7
To be with friends	7	4.7
TV/Video	1	1.0
Rest	3	2.0
Other (i.e.: Playing an instrument, going out for eating, going for a walk)	31	20.9
	148*	100.0

* Base: 148. There are multiple responses.

As seen from the above table, the socio-economic characteristics are quite balanced across sub categories.

To describe the general characteristics of the sample, the table shows that 58.8% of the respondents are women, 41.2% of them are men. 40.8% of the respondents are in the 26-35 age group and 54.1% of them are married. 31.3% of the respondents are graduated from university.

The sample mostly consisted of respondents who have an income between 50.000-99.000 TL (37.4%). 27.6% of the respondents have 5 or more children.

Place of residence is divided into three socio-economic subgroups based on the experience is taken as A socio-economic group (upper income group, 35.7%), second is as B socio-economic group (upper-middle, 37.8%), third is as C socio-economic group (middle, 26.5%).

Those respondents who are home-owners constitute (69.7%) of the total sample.

Ownership of home appliances and amount of rent are used as criterian for socio-economic level of the respondents.

Thirty three point one percentage of the respondents listen to the music or read books in their leisure time. 14.8% of the resondents go to the cinema or theatre. 16.8% of them do housework or take care of their children. 6.7% of the respondents deal with sport activities.

Findings show that the most read newspaper is Hürriyet among the resondents (27.8%). The second most read newspaper is Milliyet (18.3%).

It is also seen that magazine readership rate is very low. 32.3% of the respondents do not read magazines. The most read magazines are Ses and Haftasonu (7.6%). The second most read magazine is Kadınca (6.1%).

2.2.2. Summary of the Survey Related to the Respondents' Radio Listening Behaviour

In this section, the results of the frequency analysis related to the respondents radio listening behaviour will be given in the form of tables.

First, the general findings will be given, then findings related to the each channel will be presented.

TABLE: 2.2

Survey Resondents' Radio Listening Behaviour

	No	%
Are you listening to the radio (Q.1)		
Yes	62	62.6
Sometimes	37	37.4
No	-	-
	99	100.0
Frequency of Radio Listening (Q.2)		
Everyday	53	53.5
Several Days in a week	37	37.4
A few days in a week	7	7.1
Other (e.i. Once a week, etc.)	2	2.0
	99	100.0
Channels they prefer to listen (Q.3)		
TRT-1	52	52.5
TRT-2	5	5.1
TRT-3	41	41.4
All of them	1	1.0
	99	100.0
Reasons for listening to the preferred channels (Q.4)		
. All kinds of programs/It has programs that I enjoy (TRT-1)	35	35.7
. There is a music in high quality (TRT-3)	42	42.9
. My radio has only that channel (TRT-1)	2	2.0
. Accustomed (TRT-1)	5	5.1
. Other (e.i. Hours of that channel are suitable for me; for news only; my husband listens to that channel)	14	14.3
	99	100.0

TABLE: 2.2 (Continued)

	No	%
Reasons for radio listening (Q.8)		
Both entertainment and education		2.5
For entertainment		2.4
For news		2.0
For education		1.9
To pass the time		1.7
To increase culture		1.6
For advertisements		1.6
Other (e.i. Listen to the music)		2.4
		16.1
* Weighted averages were taken.		
Listenin to the radio at work (Q.9/a)		
Yes	37	37.4
No	15	15.2
Sometimes	11	11.1
No answer	36	36.4
	99	100.0
Following the radio programs from newspapers/magazines (Q.9/c)		
Yes	18	18.2
No	56	56.6
Sometimes	11	11.1
No answer	14	14.1
	99	100.0
Reasons for following the programs		
To learn the program	21	72.0
To learn the hours of the program	8	28.0
	29	100.0

TABLE: 2.2 (Continued)

	No	%
Reasons for not following the programs		
It is not necessary	8	40.0
It makes no difference	3	15.0
Having no time	1	5.0
It is not interested in	8	40.0
	20	100.0

Frequency of listening to the radio programs (Q.10)

	(3) Always	(2) Mostly	(1) Sometimes	(0) Never	Weighted Averages	Rank %
Haberler	31	34	27	5	2.0	6.0
Gece ve Müzik	15	18	30	21	1.8	5.0
Arkası Yarın	33	11	17	31	2.3	6.0
Klasik Batı Müziği	10	10	27	43	1.6	4.6
Günaydın	11	10	26	39	1.7	5.0
Radyo Tiyatrosu	14	14	21	33	1.9	5.0
Türk Halk Müziği	13	16	27	26	1.8	5.0
Türk Sanat Müziği	22	19	30	15	1.9	5.0
Hafif Batı Müziği	39	19	30	7	2.1	6.0
Reklamlar	23	18	36	16	1.8	5.0
Öğle Üzeri	19	18	27	22	1.9	5.0
Okul Radyosu	10	5	11	52	2.0	6.0
Günün İçinden	25	13	29	23	1.9	5.0
Sabah İçin Müzik	33	20	27	13	2.1	6.0
Sizin İçin	17	13	24	25	1.9	5.0
Öğleden Sonra	12	17	31	23	1.7	5.0
Köyümüz Köylümüz	3	8	9	51	1.7	5.0
Olayların İçinden	8	20	23	24	1.7	5.0
Other	6	3	1	1	2.3	6.0
					36.1	

The above table shows that those respondents in the sample who are always listening to the radio are (62.6%) of the sample, while 37.4% of respondents are sometimes listening to the radio.

The largest percentage of the respondents listen to the radio everyday (54.5%), while 37.4% of then listen to the radio on several days of the week. This shows that radio is listened to everyday by most of the respondents.

Findings show that, the most preferred channel is TRT-1 (52.5%), the second preferred channel is TRT-3 (FM) (41.4%). These results indicate that TRT-2 is the least listened channel among the three (5.1%).

Findings also show that TRT-1 is preferred mostly due to its program contents (35.7%). It includes all kinds of programs. TRT-3 is listened to due to its high quality music broadcasting (42.9). 5.1% of the respondents listen to the TRT-1 only because they are accustomed to. 14.3% of the respondents indicated that they listen to the TRT-1, because programs are at suitable hours and because husbands are listening to that channel.

Results indicate that respondents listen to the radio mostly for entertainment. Radio is listened by respondents also for both entertainment and education. News is another program for which respondents listen to the radio. It is seen that less amount of the respondents listen to the radio for passing the time. If we analyze the three choices of the respondents, it is seen that radio is mostly listened for entertainment.

Findings show that 37.4% of the respondents always listen to the radio at their work places. 11.1% of the respondents listen to the radio at their work places, sometimes. Those who do not listen to the radio at work constitute the 15.2% of the sample.

Findings also shown that respondents do not follow the radio programs from newspapers or magazines (56.6%). Only 18.2% of the respondents are always following the programs, while 11.1% of them are following the programs from newspapers or magazines, sometimes.

Respondents are following the programs from newspapers or magazines in order to learn which programs will be broadcast and to know about the hours of the program.

Respondents who do not follow the radio programs because they state that they know the programs and hours, so it is unnecessary. Also, they are not interested in following the programs. Some of the respondents state that it makes no difference because they already know the programs and hours, and also they have no time for it.

The most preferred radio programs are "Hafif Batı Müziği", "Sabah İçin Müzik", "Arkası Yarın", "News", "Okul Radyosu", "Türk Sanat Müziği", "Öğle Üzeri", "Günün İçinden", "Radyo Tiyatrosu" and "Sizin İçin" among the respondents.

TABLE: 2.3

Stations Listened To

Days and hours of listening for TRT-1 (Q.5)

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
6- 9	29	29.6	30	29.6	24	24.2	23	23.5	24	24.2	20	20.2	13	13.1
9-10	27	27.3	28	28.3	28	28.3	29	29.3	28	28.3	22	22.2	12	12.1
10-11	39	39.8	36	36.4	36	36.4	36	36.4	36	36.4	35	35.4	13	13.1
13-15	36	36.4	38	38.4	32	32.3	35	35.4	33	33.3	31	31.3	13	13.1
15-17	17	17.2	14	14.1	13	13.1	10	10.1	10	10.1	13	13.1	5	5.1
17-19.30	16	16.2	20	20.2	14	14.1	16	16.2	15	15.2	14	14.1	3	3.0
19.30-20	5	5.1	6	6.1	4	4.0	3	3.0	3	3.0	2	2.0	-	-
20-24	18	18.2	19	19.4	15	15.2	14	14.1	13	13.3	13	13.1	8	3.1

TABLE: 2.3 (Continued)

Days and hours of listening for TRT-2 (Q.6)

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
6- 9	17	17.2	22	22.2	19	19.2	17	17.2	14	14.1	13	13.1	5	5.1
9-10	6	6.1	5	5.1	5	5.1	6	6.1	6	6.1	5	5.1	4	4.0
10-11	2	2.0	2	2.0	2	2.0	2	2.0	3	3.0	3	3.0	2	2.0
11-13	4	4.0	8	8.1	7	7.1	4	4.0	4	4.0	8	8.1	2	2.0
13-15	1	4.0	7	7.1	4	4.0	4	4.0	4	4.0	7	7.1	2	2.0
15-17	7	7.1	9	9.1	7	7.1	7	7.1	7	7.1	7	7.1	-	-
17-19.30	7	7.1	11	11.1	6	6.1	5	5.1	5	5.1	5	5.1	4	4.0
19.30-20	1	1.0	2	2.0	1	1.0	2	2.0	2	2.0	2	2.0	1	1.0
20-24	4	4.0	4	4.0	2	2.0	3	3.1	2	2.0	2	2.0	1	1.0

TABLE: 2.3 (Continued)

Days and hours of listening for TRT-3 (Q.7)

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
6- 9	7	7.1	8	8.1	8	8.1	6	6.1	6	6.1	8	8.1	5	5.1
9-10	5	5.1	5	5.1	6	6.1	6	6.1	6	6.1	10	10.2	6	6.1
10-11	14	14.1	14	14.1	12	12.1	12	12.1	12	12.1	18	18.2	9	9.1
11-13	11	11.1	9	9.1	9	9.1	9	9.1	9	9.1	20	20.2	15	15.2
13-15	6	6.1	5	5.1	6	6.1	4	4.0	5	5.1	16	16.2	9	9.1
15-17	20	20.2	25	25.3	15	15.2	15	15.2	14	14.1	19	19.2	9	9.1
17-19.30	27	27.3	30	30.3	29	29.3	28	28.3	27	27.3	23	23.2	13	13.1
19.30-20	3	3.0	5	5.1	4	4.0	5	5.1	5	5.1	3	3.0	4	4.0
20-24	27	27.3	27	27.3	22	22.2	21	21.2	21	21.2	21	21.2	17	17.2

It is also seen that there is no distinctive difference in listening among the days of the week.

But it is seen that Sunday is the least preferred day among others. This is due to TV broadcasting starting in the morning.

The most listened hours are 10-11 a.m. for all days (39.8%, 36.4%, 36.4%, 36.4%, 36.4%, 35.4%), respectively. 13-15 p.m. is another time period which is listened, mostly (36.4%, 38.4%, 32.3%, 35.4%, 33.3%, 31.3%), respectively.

It can be seen from the table that, morning hours listening rates are higher than the afternoon hours. The least listened to hours are between 19.30-20.00 p.m. througout the week. Monday (5.1%), Tuesday (6.1%), Wednesday (4.0%), Thursday (3.0%), Friday (3.0%), Saturday (2.0%), respectively.

Among the channels, TRT-2 is the least listened channel. But, it is seen that, in TRT-2 again, the least listened to day is Sunday. The listening rates of Sunday is very low.

For TRT-2, the most favorite hours are 6-9 a.m. In these hours, there is a popular music program. The least listened to hours are between 19.30-24.00 p.m. This is primarily due to TV broadcasting in the evening.

Findings show that TRT-3 is listened to more on Saturday when compared with other days. There is no significant change among other days. Their listening rates are nearly alike.

The most listened hours are 15-17 p.m. 17.00-19.30 p.m. and 20.00-24.00 p.m. respectively.

The least listened hours are 19.30-20.00 p.m. and between 6.00-10.00 a.m.

TABLE: 2.4

Commercial Listening Habits and Commercials Recalled

	No	%
Listening to the radio commercials (Q.9/b)		
Yes	31	31.3
No	28	28.3
Sometimes	26	26.3
No Answer	13	13.1
	98	100.0
Reasons for listening to the radio commercials (Q.9/b)		
. For its "small plays"	11	19.0
. For its "music"	17	30.0
. For product knowledge	4	7.0
. For both its music and small plays	5	9.0
. If the radio is open	14	25.0
. No answer	6	10.0
	57	100.0
Reasons for not listening to the radio commercials (Q.9/b)		
. Having no time	9	32.0
. Do not like, boring/not interested in	4	14.0
. The channel that is listened to has no commercials	1	4.0
. No answer	14	50.0
	28	100.0

TABLE: 2.4 (Continued)

	No	%
Recall test of the radio commercials (Q.11)		
Do not remember	39	39.4
Akbank	2	2.0
Alo	16	16.2
Omo	1	1.0
Bohemia Kristal	1	1.0
Demirbank	2	2.0
Osmanlı Bankası	3	3.0
AEG Lavamat	1	1.0
Arçelik	3	3.0
Şekerbank	1	1.0
Mintax	1	1.0
Cin Cin	1	1.0
Diyarbakır Pazarı	1	1.0
Anlılar Mağazası	1	1.0
Moda Yünleri	2	2.0
Ponki	2	2.0
Pamukbank	2	2.0
Ülker	2	2.0
Aksu Yün	1	1.0
Aymar	2	2.0
Lassa	1	1.0
Lezzo Ananas	1	1.0
Emsan Tencere	1	1.0
Eti Bisküvi	2	2.0
İmar Bankası	1	1.0
Mintax Sıvı	1	1.0
Akfa	1	1.0
Aygaz Katalitik	1	1.0
Bio Tursil	1	1.0
Tarma Giyim	3	30
Ülkü Takvimi	1	1.0
Balinler Önlük	1	1.0
	99	100.0

The percentage of the respondents who always listen to the radio commercials is 31.3%, while the percentage of "some-times listeners" is 26.3%. So, it can be stated that 57.6% of the respondents can be classified as radio-commercial listeners. Those who do not listen to the radio commercials are 28.3% of the sample.

Respondents who do not listen to the radio commercials, either state that they have no time (32.0%), or that they are bored and not interested in radio commercials (14.0%).

30.0% of the respondents listen to the radio commercials for its music, 19.0% of the respondents listen to the commercials for its "short plays" 25.0% of the respondents state that they do not listen to the radio commercials especially, but if their radio is open at the time, when the commercials are broadcasted, they listen to them. 5.1% of the respondents listen to the commercials for both its music and its short plays. 7.0% of the respondents listen to the commercials for the aim of having knowledge about the new product.

Most of the respondents (39.4%) do not remember any brand from radio commercials. The most remembered brand is ALO (16.2%). An important findings is that 39.4% of the respondents do not remember any of the radio-commercials which indicates that the effectiveness of this media for commercials is very insignificant.

In this section, the frequencies of radio listening, preferred channels; the most preferred days and hours in radio listening, reasons for radio listening and frequencies of radio listening at work, radio commercials listening behaviour and preferred radio programs were analyzed.

In the next section, findings related to cross-tabulation analysis will be presented and a listener profile for each radio channel will be developed.

2.2.3. Findings on Listener Profiles

In this chapter, findings on socio-demographic characteristics (sex, age, education, marital status, occupation), of the listeners and cross-tabulations related to the radio listening behaviour will be presented(1). Cross-tabulation analysis were run to test whether there are statistically significant relationship between demographic variables and the radio listening behaviour.

2.2.3.1. Radio Listening and Sex, Age, Marital Status, Occupation, Education, Place of Residence, Income Level

No significant relationship is found between sex of the listeners and whether radio is listened to or not. It can be said that both women and men listen to the radio.

The relationship between age and radio listening was supported by the data. There is a moderate assosication between the variables. 42.6% of the resondents in 26-35 age group always listen to the radio. 37.8% of the respondents who are in the 15-25 age group listen to the radio, sometimes.

(1) For detailed information, computer outputs in Appendix II can be seen.

TABLE 2.5

Relations Between Radio Listening Behaviour and Demographics

Variables	Sex	Age	Marital Status	Occupation	Education	Place of Residence	Income
A. Radio Listening (Q.1)	.779	.05	.0114	.0330	.042	.9310	.248
B. Frequency of radio listening (Q.2)	.405	.031	.023	.30	.7834	-	.947
C. The most preferred channel (Q.3)	.0130	.8326	-	.0092	.0688	-	.0832
D. Reasons for radio listening (Q.8)	.0656	.4368	.4505	-	.8879	-	.5143
E. Radio listening at work (Q.9/a)	.0059	.0333	-	.0000	.0574	-	-
F. Following radio programs from newspapers (Q.9/c)	.2743	.0209	-	-	.2988	-	.1633
G. "News" (Q.10)	.2057	.1032	-	-	.004	-	-
H. "Gece ve Müzik" (Q.10)	.9799	.5326	-	-	.2119	-	-
I. "Arkası Yarın" (Q.10)	.0000	.0018	-	-	.0043	-	-
J. "Günaydın" (Q.10)	.0152	.4878	-	-	.0316	-	-
K. "Classical Music" (Q.10)	.7316	.3815	-	-	.1745	-	-

TABLE: 2.5 (Continued)

Variables	Sex	Age	Marital Status	Occupation	Education	Place of Residence	Income
L. "Radio Theatre"	.0219	.8132	-	-	.1412	-	-
M. "Türk Halk Müziği"	.4595	.0083	-	-	.0107	-	-
N. "Türk Sanat Müziği"	.9812	.0291	-	-	.1349	-	-
O. "Foreign Pop Music"	.4508	.0329	-	-	.6523	-	-
P. "Öğle Üzeri"	.0001	.4647	-	-	-	-	-

Therefore, it can be stated that always-listeners of the radio are in the 26-35 age group.

It is seen that there is a significant relationship between marital status of the respondents and radio listening. The Cramer's V is .34 meaning that there is a moderate association between the variables.

Those who are married always listen to the radio (55.7%). Sometimes-listeners are those who are single (45.9).

Findings show that there is a relationship between occupation of the respondents and radio listening. The Cramer's V is .39 indicates the moderate association between variables. It is seen that 37.1% of the respondents are housewives who always listen to the radio. Students who constitute 21.6% of the sample listen to the radio, sometimes.

It is seen that there is a significant relationship between education level and the radio listening. Cramer's V is .32 shows that moderate association exists between variables. Of "always-radio listeners" 37.1% have graduated from middle-school. "Sometimes-radio listeners (45.9%) have graduated from university.

This finding show that always-radio listeners are mainly those who graduated from middle-school, while sometimes-radio listeners are those who graduated from university.

The relationship between both the place of residence and income level with radio listening were not supported significantly by the data.

Findings show that there is no significant relationship between sex and the frequency of radio listening.

The relationship between age and frequency of radio listening was supported by the data, significantly. The contingency coefficient value was found to be .40 meaning more than a moderate association exists between the two variables. The respondents who listen to the radio less

than a few days a week were found to be in the 36-45 age group (57.1%). Those who listen to the radio several days in a week were found in 15-25 age group (56.5%).

The relationship between marital status and frequency of radio listening was also supported. Contingency coefficient is .41 shows that there is a strong association between the variables. 85.7% of married respondents listen to the radio less than a few days in a week, while 50.0% of single respondents listen to the radio several days in a week.

Relationship between both occupation and education level with frequency of radio listening was not supported by the data, significantly. Findings show that there is also no significant relationship between income level and the frequency of radio listening.

The relationship between sex and the most preferred channel was supported by the data, with Cramer's V value of .32 showing that there is a moderate association between these variables. It is seen that 70.0% of women appreciated TRT-1 in the first place.

The relationship between age and the most preferred channel was not supported by the data.

Findings show that there is a moderate association between education level and the most preferred channel. It is seen that those who are graduated from high school appreciates TRT-1 in the first place (68.0%).

Another relationship was found between occupation and the most preferred channels, with Cramer's V value of .41 which shows that there is a strong association. It can be seen that 45.1% of housewives rank TRT-1 in the first place.

The relationship between income level and the most preferred channels was not supported by the data.

The relationship between sex and the reasons for radio listening

was supported by the data with Cramer's V value of .35, showing that there is a moderate relationship between the variables. It is seen that 84.6% of men listen to the radio for news. 36.4% of men listen to it for entertainment. Only 6.7% of women listen to the radio for both passing the time and increasing their culture.

The relationship between age and the reasons for radio listening was not supported by the data. Also the relationships among marital status, education, income level with the reasons for radio listening was not supported by the data.

The relationship between sex and radio listening at work place was supported by the data with a Cramer's V value of .36, indicating that there is a moderate association. It can be observed that men listen to the radio at work more than women respondents (56.8%).

The relationship between age and radio listening at work was supported by the data, with a Cramer's V value of .25. Those respondents who mostly listen to the radio at work are in the age group of "26-35" (54.1%).

The relationship between occupation and radio listening at work was also supported by the data with a Cramer's V value of .54, indicating that there is a strong association.

Those who are working independently listen to the radio mostly at their working place (32.4%).

The relationship between education and radio listening at work was supported by the data. Cramer's V value is .26, shows moderate association. 45.9% of respondents who are graduated from middle school listen to the radio mostly at work. 53.3% of the respondents who are graduated from university do not listen to the radio at work.

THe relationship between sex and following the programs from newspapers was not confirmed by the data.

But the relationship between age and following the programs from newspapers was supported by the data with a contingency coefficient value of .41, showing that there is a strong relationship. It is seen that 41.2% of respondents who follow the radio programs from newspapers are in the 15-25 age group. Those respondents who are in the 26-35 age group, do not follow the radio programs from newspapers (46.4%).

The relationship between both education and income level with following radio programs from newspapers was not supported by the data.

Also in this study, some programs were analyzed by cross tabulation of sex, age, marital status, education and income level.

There is no relation between listening to the "news" and sex. Also, the relationship between "news" and age was not supported by the data, A significant relationship exists between education level and the "news". Cramer's V value was found as .35 which shows a moderate association between the variables. It was found that "news" always listened by those who are graduated from middle-school (48.4%). News mostly listened to by those who are graduated from university (47.1%). Non-listeners of the news are those who are high-school graduates (60.0%).

No relationship exists between both sex and age with "Gece ve Müzik". No significance relationship exists between education and "Gece ve Müzik".

There is a significant relationship between sex and "Arkası Yarın", with a Cramer's V value is .63 which shows a strong association between variables.

90.9% of women listen to the "Arkası Yarın" mostly, where as 83.9% of men do not listen to it. It is seen that men are non-listeners of the program.

A relationship was found between age and "Arkası Yarın". Contingency coefficient value is .31, showing a moderate association. Those

respondents who are in the 26-35 age group mostly listen to "Arkası Yarın" (54.5%). Those respondents who are in the 36-45 age group do not listen to the program (25.8%).

The relationship between education level and "Arkası Yarın" was supported by the data. At twelve degrees of freedom, the significance value is .0043, with a Cramer's V value of .32.

"Always-Listeners" are those who are graduated from middle-school (42.4%): "Mostly-Listeners" are the high-school graduates (54.5%). 44.8% of university graduates are "non-listeners".

There is a significant relationship between sex and "Günaydın". With a Cramer's V value of .35, showing that there is a moderate association.

100.0% of women are "mostly-listeners" of "Günaydın". 51.3% of men do not listen to the "Günaydın". This program is basicly listened by women.

There is no relationship between age and "Günaydın" program.

Significant relationship exists between education and "Günaydın". At twelve degrees of freedom, the significance level was .0316, with a Cramer's V value of .30.

"Non-Listeners" are university graduates (43.6%), "Sometimes-Listeners" of the program are those who are graduated from middle-school (42.3%). "Always-Listeners" are those who are graduated from primary school (27.3%).

There is no relationship exists between sex and classical music listening. It can be said that both women and men listen to the classical music. The relationship between age and education level with classical music was not supported by the data.

There is a significant relationship between sex, and the listening of the "radio theatre". At three degrees of freedom, the significance level was found .0219, with a Cramer's V value of .35 which shows a moderate association between the variables.

Men do not listen to the program (60.6%). Women always listen to the radio theatre program (84.6%).

There is no significant relationship between age and listening of the "Radio Theatre".

We have no significant relationship between education level and "radio theatre" listening. At twelve degrees of freedom, the significance value was found .1412, with a χ^2 value of 17.229.

No significant relationship found between sex and the program of "Türk Halk Müziği".

There is a significant relationship between age and "Türk Halk Müziği" listening. At nine degree of freedom, the χ^2 value is 22.184 and the significance level is .0083, with a contingency coefficient of .30.

It is seen that the "non-listeners" of this program are those respondents who are in the 15-25 age group (63.2%). Those respondents who are in the 36-45 age group listen to the program, sometimes (61.1%).

A significant relationship between education level and "Türk Halk Müziği" listening was supported by the data. At twelve degrees of freedom the significance level is .0107, with a Cramer's V value of .33.

Findings show that 100.0% of resondents who are literate listen to the program, mostly. 44.4% of the primary school graduates listen to the program, sometimes. Those respondents who are graduated from university (51.9%) are "non-listeners" of the program.

The relationship between sex and the program of "Türk Sanat Müzi-

ği" was not supported by the data. Both men and women listen to the program.

There is a significant relationship between age and "Türk Sanat Müziği" listening. At nine degrees of freedom, the significance level was found to be .0291, with χ^2 value of 18.573 and contingency coefficient of .27.

It is seen that 15-25 age group is the "non-listeners" of the program (42.1%). Those respondents who are in the 26-35 age group listen to "Türk Sanat Müziği", always (50.0%). 36-45 age group listen to the program, mostly (38.9%).

No significant relationship found between education level and the program of "Türk Sanat Müziği".

The relationship between sex and "Foreign Pop Music" program was not supported by the data, significantly. It can be stated that both women and men listen to "Foreign Pop Music".

There is a significant relationship, between these two variables. χ^2 value is 18.204 and contingency coefficient is .25.

It is seen that "always-listeners" of the program are those who are in the 15-25 age group (56.5%). 26-35 age group listen to the program, sometimes (44.8%). Those respondents who are "non-listeners" of the program (57.1%) are in the 36-45 age group.

No significant relationship was supported by the data between education and "Foreign Pop Music".

The significant relationship exists between sex and "Öğle Üzeri" listening. At three degrees of freedom, the significance level is .0001, with a Cramer's V value of .49.

It can be seen that 78.9% of women always listen to the program

while men are the "non-listeners" of the program (81.8%).

The relationship was not supported by the data, significantly between age and "Öğle Üzeri". There is also no significant relationship between the education level and "Öğle Üzeri".

2.2.3.2. Stations Listened to and Sex, Age, Education, Marital Status, Occupation, Income

2.2.3.2.a. The relationship between sex and the days and hours of TRT-1, TRT-2, TRT-3 listening.

The relationship between sex of the listeners and the hours and days which are listened was supported by the data only for some days and hours.

As seen from the table, in TRT-1, on Monday' the hours between 10-11 A.M. and 15-17 A.M.; On Tuesday, Wednesday, Friday and Saturday, the hours between 10-11 A.M. an on Thursday, the hours between 9-10 A.M. and 10-11 A.M. are statistically significant.

On Monday the hours between 10-11 A.M. and 15-17 P.M. in TRT-1, are mostly listened by women. Percentages are (76.3%) and (88.2%), respectively. On Tuesday and Wednesday, the hours between 10-11 A.M. are listened by women (83.3% and 77.8%), respectively. On Thursday, the hours 9-10 A.M. are listened by 75.9% of women, the hours 10-11 A.M., are listened by 77.8% of women. On Friday and Saturday, women listen to the radio in the hours of 10-11 A.M. by 80.6% and 80.0%, respectively.

This relationship which was supported in TRT-2, only for Tuesday, between the hours 20-24 P.M. Those who are men listen to the TRT-2 mostly (100.0%).

The relationship between sex and the days and hours of TRT-3 listening was supported by the data only for 11-13 A.M. on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. And also for 10-11 A.M. on

Saturday.

On Monday, the hours 11-13 A.M. are listened mostly by men (81.8%). On Tuesday, Wednesday, Thursday and Friday, the hours 11-13 A.M. are listenled by men 77.8%, equally. Men listen to the hours 11-13 A.M. in TRT-3 on Saturday (70.0%). 10-11 A.M. on Saturday are mostly listened men (64.7%).

Sex / TRT-1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10 AM	-	-	-	α=.0446	-	-	-
10-11 AM	α=.0073	α=.0004	α=.0067	α=.0067	α=.0017	α=.0029	-
15-17 PM	α=.0144	-	-	-	-	-	-

Sex / TRT-2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
20-24 PM	-	.0549	-	-	-	-	-

Sex / TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10-11 AM	-	-	-	-	-	α=.0583	-
11-13 AM	α=.0099	α=.0474	α=.0474	α=.0474	α=.0474	α=.0074	

2.2.3.2.b. The relationship between age and the days and hours of TRT-1, TRT-2, TRT-3 listening.

The relationship between age and the days and hours which are listened in TRT-1 war supported by the data for certain hours of the days. On monday, Tuesday, Wednesday, Thursday, Friday and Sunday the hours between 6-9 AM and 10-11 AM are statistically significant. On Saturday, the relationship between age and the listened hours in TRT-1 was supported only for the hours of 10-11 AM. 42.9% of respondents who are between 26-35 age group listen to the TRT-1 on Monday between 6-9 A.M., and 31.6% does between 10-11 A.M. On Monday, the hours between 10-11 A.M. are listened by 26.3% of the respondents who are in the 36-45 age group.

On Tuesday, the hours between 6-9 A.M. and 10-11 AM are mostly listened by those who are in the 26-35 age group. Those who are in the age group of "46 and more" also listen to TRT-1 6-9 A.M. by 27.6%, and at. 10-11 A.M. by 27.8%.

On Wednesday, those who are in the age group of 26-35 listen to TRT-1 both in the hours of 6-9 A.M. and 10-11 AM. by 37.5% and 36.1%, respectively.

On Thursday, those who are in the age group of "26-25" and "46 and more" listen to TRT-1 in the hours of 6-9 A.M. by 348%, equally. But the hours between 10-11 AM are listened 36.1%, by those who are in the age group of 26-35.

On Friday, 6-9 AM and 10-11 AM are listened 37.5% and 33.3% by those who are in the 26-35 age group. Those who are in the "46 and over" age group listen to TRT-1 33.3% at 6-9 AM and 27.8% at 10-11 AM. Those who are in the 36-45 age group listen to TRT-1 at 10-11 AM, 25.0%.

On Saturday, 10-11 AM are listened by those who are in the 26-35 age group (34.3%) and are in the 36-45 age group (28.6%). Those who are in the "46 and more" age group listen 10-11 AM on Saturday (22.9%).

Those who are in the 26-35 and "46 and more" age group listen to the radio in the hours of 6-9 AM. On Sunday by 41.7%, equally. The hours between 10-11 AM are mostly listened by those who are in the age group of "46 and over"(38.5%).

Those who are in the age group of 26-35 listen to TRT-1, at 10-11 AM by 30.8%.

In TRT-2, on Monday, Tuesday, Wednesday, Thursday and Friday, the hours between 13-15 PM; again, on Monday, Tuesday, Thursday, Friday, Saturday and Sunday. 17-19.30 PM and on. Tuesday and Saturday 20-24 PM were supported by the data significantly.

On Monday, Tuesday, Wednesday, Thursday and Friday, the hours between 13-15 PM are listened in TRT-2 by those who are in the "36-45 age group". The percentages are 75.0%, 85.7%, 75.0%, 75.0%, 75.0%, respectively.

The hours 17-19.30 PM on Monday are listened by those who are in the 36-45 age group (71.4%), on Tuesday, the same hours are listened by the same age group (60.0%). On Thursday, Friday and Saturday, those who are in the 36-45 age group listen to the hours 17-19.30 PM by 80%, equally. On Sunday, those who are in the. 36-45 age group listen to the 17-19.30 PM. In TRT-2 (75.0%).

On Tuesday and Saturday, the hours 20-24 PM in TRT-2 are listened by those who are in the 36-45 age group. The percentages are 100.0% and 75.0% respectively.

This relationship between age and both the days and hours of TRT-3 listening was significant for Monday 19.30-20 PM, for Friday 20-24 PM and for Saturday both 11-13 AM and 13-15 PM, with the significant levels of .0229; .0479; .0306; .0487 respectively at three degrees of freedom.

On Monday, 19.30-20 PM are listened by those who are in the 15-25 age group (100.0%).

On Friday, those who are in the 15-25 age group listen to the TRT-3 in 10-24 PM (40.0%).

On Saturday, 11-13 AM and 13-15 PM are listened by those who are in the 15-25 age group (50% and 50.0%) respectively.

Age / TRT-1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6- 9 AM	α=.0065	α=.0503	α=.0192	α=.0157	α=.0192	-	α=.0090
10-11 AM	α=.0118	α=.0133	α=.0444	α=.0444	α=.0105	α=.0586	α=.0405

Age / TRT-2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
13-15 PM	α=.0468	α=.0002	α=.0468	α=.0468	α=.0468	-	-
17-19.30 PM	α=.0014	α=.0053	-	α=.0053	α=.0053	α=.0053	α=.0274
20-24 PM	-	α=.0386	-	-	-	α=.0468	-

Age / TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
11-13 AM	-	-	-	-	-	α=.0306	-
13-15 PM	-	-	-	-	-	α=.0487	-
19.30-20 PM	α=.0229	-	-	-	-	-	-
20-24 PM	-	-	-	-	α=.0479	-	-

2.2.3.2.c. The relationship between marital status and the days and hours of TRT-1, TRT-2, TRT-3 Listening

This relationship was supported by the data for certain days and hours.

As seen from the table, there is a significant relationship between marital status and TRT-1 listening on Monday in the hours of 9-10 AM, 10-11 AM, 15-17 PM, 17-19.30 PM and 19.30-20 PM with a significance levels of .0457, .0239, .0567, .0585 and .0420, respectively.

On Tuesday, the hours between 9-10 AM and 10-11 AM are statistically significant with the significance levels of .0998 and .0436, respectively.

On Wednesday, the hours 9-10 AM, 10-11 AM, 11-19 AM, 17-19.30 PM and 19.30-20 PM are significant with the significance levels of .0398, .0243, .0336, .0334 and .0074, respectively.

The hours 10-11 AM, 11-13 AM, 17-19.30 AM and 19.30-20 AM on Thursday have the significance levels of .0436, .0298, .0585 and .0019, respectively.

On Friday, the hours 9-10 AM, 10-11 AM, 11-13 AM and 19.30-20 PM are statistically significant with the significance levels of .0398, .0243, .0298 and .0019, respectively.

The hours of 9-10 AM, 10-11 AM and 19.30-20 PM on Saturday have the significance levels of .0383, .0473 and .0000, respectively.

The hours 9-10 AM, 15-17 PM and 17-19.30 PM on Sunday also have the significance levels of .0567, .0537 and .0019, respectively.

On Monday, the hours 9-10 AM and 10-11 AM are mostly listened by married respondents 63.0% and 65.8%, respectively. The hours 15-17 PM are listened by married respondents by 41.2% and single respondents by 23.5%.

On Monday, the hours between 17-19.30 PM and 19.30-20 PM are listened by single respondents (43,8%) 40,0% respectively.

On Tuesday, 9-10 AM and 10-11 AM are mostly listened by those who are married (64.3%, 46.8%).

On Wednesday, the hours 9-10 AM, 10-11 AM and 11-13 AM are again mostly listened by those who are married (64.3%, 69.4%, 53.6%). While, On Thursday, the hours 10-11 AM and 11-13 AM are mostly listened by those who are married (66.7%, 51.9%); the hours 17-19.30 are firstly listened by those who are single (43.8%). Married respondents listen to TRT-1 at 17-19.30 on Thursday, by only 25,0%. The hours between 19.30-20 PM on Thursday are listened by engaged respondents (66.7%).

On Friday, the hours 9-10 AM, 10-11 AM and 11-13 AM are listened by those who are married by (64.3%, 69.4% and 51.9%, respectively). The hours between 19.30-20 PM are listened by those who are engaged (66.7%).

On Saturday, 9-10 AM and 10-11 AM are listened mostly by married respondents by 63.6% and 71.4%, respectively. The hours, between 19.30-20 on saturday, are listened by those who are engaged (100.0%).

On Sunday, maried respondents listen to TRT-1 at 9-10 AM by 66.7% and single respondents listen to it by 34.9%. 15-17 PM are listened mostly by married respondents (60.0%), whereas 17-19.30 PM are mostly listened by those who are engaged (66.7%).

The relationship betweenage and the days and hours of TRT-2 listening was not supported by statistically.

The relationship between marital status and the days and hours of TRT-3 listening was supported by the data for certain days and hours.

On Monday, and Tuesday, 9-10 AM; on Wednesday, Thursday, Friday, 10-11 AM; and on Saturday 13-15 PM and on Sunday 15-17 PM are statistically significant.

9-10 AM, on Monday are listened by single respondents (100.0%). Again, On Tuesday the same hours are listened by those who are single (80.0%).

10-11 AM on Wednesday are listened by those who are engaged (58.3%). 10-11 AM both, on Thursday and Friday are listened by single respondents with the percentages of 58.3% and 50.0%, respectively.

Single respondents mostly listen to the TRT-3 on Saturday 13-15 PM (56.3%) and on Sunday 15-17 P.M. (37.5%).

Marital Status TRT-1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10 AM	α=.0457	α=.0398	α=.0398	-	α=.0398	α=.0383	α=.0567
10-11 AM	α=.0239	α=.0436	α=.0243	α=.0436	α=.0243	α=.0473	-
11-13 AM	-	-	α=.0336	α=.0293	α=.0298	-	-
15-17 PM	α=.0567	-	-	-	-	-	α=.0357
17-19.30 PM	α=.0585	-	α=.0334	α=.0585	-	-	=.0019
19.30-20 PM	α=.0420	-	α=.0074	α=.0019	α=.0019	α=.0000	-

Marital Status TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10 AM	α=.0076	α=.0336	-	-	-	-	-
10-11 AM	-	-	α=.0334	α=.0334	α=.0334	-	-
13-15 PM	-	-	-	-	-	α=.0471	-
15-17 PM	-	-	-	-	-	-	α=.0427

2.2.3.2.d. The relationship between occupation and the days and hours of TRT-1, TRT-2, TRT-3 Listening

The relationship between occupation and the listened days and hours of TRT-1 was supported by the data for certain days and hours.

Those days and hours which are statistically significant are Monday, Tuesday, Wednesday, Thursday, Friday and Saturday, between the hours of 9-10 AM, 10-11 AM and 11-13 AM.

On Sunday the relationship between occupation and hours and days of TRT-1 listining was not supported by the data.

Findings show that on Monday, the hours 9-10 AM, 10-11 AM and 11-13 AM are listened by house wives (59.3%, 63.2% and 593.%). 10-11 AM is also listened by those who works indepently (15.8%).

On Tuesday, the hours 9-10 AM, 10-11 AM and 11-13 AM are listened by housewives (60.7%, 66.7%, 59.3%).

On Wednesday, the same hours are listened by housewives (60.7%, 63.9%, 57.1%).

These hours, also listened by those who work, independently (10.7% 16.7%, 10.7%).

The hours between 9-10 AM, 10-11 AM and 11-13 AM on Thursday are listened by housewives (62.1%, 63.9%, 59.3%).

On Friday, the same hours are listened by those. Who are housewives (60.7%, 66.7%, 59.3%).

On Saturday, housewives listen to TRT-1 at the hours of 9-10 AM and 10-11 AM by 59.1%, 60.0%, respectively.

It is seen that, TRT-1 is listened by housewives, mostly in the morning hours.

The relationship between occupation and the days and hours of TRT-2 listening was supported significantly, for saturday 10-11 AM, 19.30-20 PM; and for Tuesday, Thursday and Sunday, 20-24 PM.

On Saturday, 9-10 AM are listened in TRT-2 by those who are housewives (40.0%) and professionals (40.0%). 19.30-20 PM are listened by those who are retired (50%) and professionals (50%).

On Tuesday and Thursday, 20-24 PM are listened by those who work in the private sector (50%) and 66.7%, respectively). On Sunday, 20-24 PM again are listened by the respondents who work in the private sector (100.0%).

In TRT-3, the relationship was also supported by the data.

For Tuesday 19.30-20 PM; for Wednesday, Thursday and Friday 20-24 PM; for Saturday both 11-13 AM and 19.30-20 PM; for Sunday 6-9 AM, 9-10 AM, 10-11 AM, 11-13 AM, 19.30-20 PM and 20-24 PM, this relationship was supported, significantly by the data.

On Tuesday 19.30,20 PM are listened by those respondents who are employees (60.0%). Public and private employees (27.3%) and students (18.2%) mostly listen to the TRT-3, on Wednesday 20-24 PM. On Thursday and Friday 20-24 PM are mostly listened by those who are public employee (28.6%) equally. Students also listen to TRT-3 in the same hours and days (19.0% equally).

Students (25.5%) listen to TRT-3 on Saturday 11-13 AM. On Saturday 19.30-20 are mostly listened by public and private employees (66.7%).

On Sunday 6-9 AM are listened by public and private employees (33.3%). 9-10 AM on Sunday are mostly listened by those who are employees (50.0%).

10-11 AM and 11-13 AM on Sunday again are mostly listened by those who are employees. The percentages are 44.4% and 26.7%, respectively

Employees also listen to the TRT-3 on Sunday 19.30-20 PM (75.0%) and 20-24 PM (33.3%). On Sunday, 11-13 AM are also listened by those who are student (26.7%).

Occupation TRT-1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10 AM	α=.0070	α=.0029	α=.0029	α=.0011	α=.0029	α=.0213	-
10-11 AM	α=.0000	α=.0000	α=.0000	α=.0000	α=.0000	α=.0003	-
11-13 AM	α=.0235	α=.0156	α=.0449	α=.0268	α=.0268	-	-

Occupation TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10-11 AM	-	-	-	-	-	α=.0154	-
19.30-20 PM	-	-	-	-	-	α=.0211	-
20-24 PM	-	α=.0122	-	α=.0021	-	-	α=.0284

Occupation TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6- 9 AM	-	-	-	-	-	-	α=.0422
9-10 AM	-	-	-	-	-	-	α=.0522
10-11 AM	-	-	-	-	-	-	α=.0184
11-13 AM	-	-	-	-	-	α=.0467	α=.0070
19.30-20 PM	-	α=.0061	α=.0866	-	-	α=.0015	α=.0001
20-24 PM	-	-	α=.0234	α=.015	α=.0153	-	α=.0062

2.2.3.2.e. The relationship between education level and the days and hours of TRT-1, TRT-2, TRT-3 Listening

This relationship is significant on Monday, Tuesday, Wednesday, Friday in the hours of between 10-11 AM and, 11-13 AM, on Saturday at 10-11 AM and on Sunday in the hours of 8-9 AM in TRT-1.

On Monday, the hours 10-11 AM in TRT-1 are listened by those who are graduated from highschool (39.5%) and from middle school (26.3%).

On Monday the hours between 11-13 AM are listened by those who are graduated from middle-school (33.3%) and from high school (29.6%).

On Tuesday, the hours 10-11 AM are listened by high-school graduated respondents (41.7%). Respondents who are graduated from middle-school also listen to TRT-1 at these hours (27.8%). The hours 11-13 AM are mostly listened by middle-school graduates (33.3%) and high school graduates (25.9) on Tuesday.

On Wednesday, the hours 10-11 AM are listened by those who are graduated from high school (69.4%). 11-13 AM are listened by those who are graduated from middle-school (32.1), and from high school and primary school (25,9%), equally.

On thursday, those who are graduated from high school listen to TRT-1 at 10-11 AM (38.9%). THe hours 11-13 AM are listened by those who are graduated from middle-school (29.6%).

Those who are graduated from high school listen to TRT-1 at 10-11 AM on Friday (38.9%). Middle school graduates are 27.8% at 10-11 AM.

On Friday, the hours between 11-13 AM are listened by those who are graduated from middle-school (29.6%).

On Saturday, the hours between 10-11 AM are mostly listened by those who are graduated from high school (37.1%) and from middle-school (34.3%).

On Sunday, the hours between 6-9 AM are listened by those respondents who are graduated from middle-school (41.7%).

In TRT-2, this relationship was supported only for Sunday 19.30-20 PM and Tuesday, 20-24 PM significantly.

On Sunday, 19.30-20 PM are listened by those who are graduated from primary school.

But this result is not significant for making any generalization.

This relationship between education and the days and hours of TRT-3 listening was supported by the data, significantly for Monday, Wednesday, Thursday and Friday, 20-24 PM and also on Sunday 11-13 AM.

On Monday, 20-24 PM are listened by those respondents who are graduated from university (44.4%). On Wednesday, Thursday 20-24 PM again listened by those who are university graduates. The percentages are 45.5% and 47.6%, respectively. On Friday 20-24 PM are listened by university graduates (42.9%).

University graduates listen to the hours of 11-13 AM on Sunday, in TRT-3 (66.7%).

Education / TRT-1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6- 9 AM	-	-	-	-	-	-	α=.0304
10-11 AM	α=.0040	α=.009	α=.0141	α=.0279	α=.0036	α=.0081	-
11-13 AM	α=.0278	α=.0300	α=.0068	α=.0063	α=.0063	-	-

Education / TRT-2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
19.30-20 PM	-	-	-	-	-	-	α=.0387
20-24 PM	-	α=.0576	-	-	-	-	-

Education / TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
11-13 AM	-	-	-	-	-	-	α=.0164
20-24 PM	α=.0226	-	α=.0271	α=.0104	α=.0374	-	-

2.2.3.2.f. The relationship between income level and the days and hours of TRT-1, TRT-2, TRT-3 Listening.

The relationship between income level and the days and hours of both TRT-1 and TRT-2 listening was not supported by the data, significantly. In can be stated that all income groups listen to TRT-1 and TRT-2.

The relationship between income level and the days and hours of TRT-3 listening was supported by the data for certain hours of the days.

The significant hours and days are on Monday, Thursday and Friday 11-13 AM withi the significance levels of .0457, equally at five degrees of freedom.

11-13 AM on Tuesday, Thursday and Friday, in TRT-3 are mostly listened by those who have income level of 50.000-99.000 TL. The percentages are 55.6%, equally.

Income Level TRT-3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
11-13 AM	-	α=.0457	-	α=.0457	α=.0457	-	-

2.2.3.3. Commercial Listening habits and sex, age, marital status, occupation, education and income level.

The relationship between sex and radio commercials listening was supported by the data, with a significance level of .0150 at 3 degrees of freedom. Cramer's V value is .33, showing a moderate association.

71.0% of women listen to the radio commercials, whereas 66.7% of men do not listen to the radio commercials.

It is seen that the percentage of women who listen to the commercials is significantly more than the men.

This relationship between age and the radio commercials listening was supported by the data, statistically. The significance level is .0036 at nine degrees of freedom, with a contingency coefficient value of .45, indicating that there is a strong association.

45.2% of respondents who are in the 26-35 age group listen to the radio commercials.

No significant relationship was found between the variables both marital status and occupation with radio commercial listening. The relationship between education level and radio commercial was not supported by the data. The relationship between income level and radio commercial listening was not also supported by the data significantly. So, it can be stated that marital status, education and income level are not important factors in radio commercial listening.

TABLE 2.6:

Relationship Between Radio Commercial Listening and Demographics

Variables	Sex	Age	Marital Status	Occupation	Education Level	Income Level
Radio Commercial Listening (Q.9/b)	α=.0150	α=.0036	α=.1753	α=.0680	α=.6599	α=.7582

III

CONCLUSIONS AND IMPLICATIONS

In this chapter conclusions on the findings will be drawn and implications for several concerned parties will be discussed.

3.1. CONCLUSIONS

The study was conducted on 99 female and male respondents via data collection procedure of questionnaire. The questionnaire included questions related to frequency of radio listening, most preferred channels, days and hours of listening for each channel, radio listening reasons and the most preferred programs. The filled-up questionnaires were analysed by using computer program. Like cross-tabulations, frequency distributions.

In the following paragraphs, the findings of the study will be interpreted and some conclusions will be reached.

In this study, it is found that radio is both a major and effective medium. Radio listening frequency is very high. It is listened by all the people. Also, everyday listening rate of the radio is very high. People are listening to the radio, at least, several days a week. This shows that people have a habit of listening to radio.

Another finding is about preferred radio channels. It is found

that people mostly listen to the TRT-1. Frequency of TRT-1 listening is higher than the two other channels. The second preferred channel is found to be TRT-3 (FM). Among three channels, the least preferred one is TRT-2 which includes some special programs like foreign language courses.

TRT-3 is listened by the people due to its high quality of music broadcasting. People who listen to the TRT-1 is listening to all kinds of programs which broadcast in TRT-1.

For TRT-1, the frequency of listening is significantly high in morning hours. It is found that especially the hours between 10 AM and 15 PM have higher listening frequency. In TRT-1, 19.30-20 PM are the least listened hours.

It is also interesting to note that, Sunday radio listening is significantly different from other days of the week. The radio listening frequency is decreasing on Sunday. It is clear that, in TRT-1, there is no significant listening difference among the days, except Sunday, but the listening difference exists among the hours.

As it is mentioned above, the frequency of TRT-2 listening is very low in comparison to the TRT-1 and TRT-3 (FM). This finding can be explained by the fact that respondents are not accustomed to listening to TRT-2. The most preferred hours in TRT-2 were found to be 6-9 AM. In these hours, there is a popular music program. Across the days of the week, except Sundays, there is no significant listening difference.

For TRT-3, it is found that on Saturday, people listen to the channel more in comparison to other days. In TRT-3, there is a significant difference among listening hours. 10-11 AM in the morning, 15-17 PM, 17-19.30 PM and 20-24 PM have the highest listening frequency. In these hours, there are pop music programs which are liked by the people. On Saturdays, TRT-3 is listened to by people from 9 AM to 19.30 PM. Radio listening rate on Sunday is low again, in TRT-3.

It was found that people listen to the radio for the purpose of entertainment.

The second important reason for radio listening was found to be education. People want to educate themselves through radio listening. News is another program which creates a reason for radio listening.

People listen to the radio in their working place.

The listening frequency of radio commercials is not so high but commercials are listened generally, by the respondent. Especially, morning radio commercial listening rate is higher than the afternoon. Usually people listen to the commercials if their radio is turned on. Another main reason for listening the radio commercials is music which takes place in the commercial. Radio commercials are listened more by women than men.

It is also found that there is not much interest in following radio programs from newspapers and magazines. People reported that it is not necessary to follow the programs from newspapers because they already know the program's hours which they listen. Those who follow the programs from newspapers want to get a more detailed information about the programs.

Among the radio programs, "news", "Hafif Batı Müziği", "Sabah İçin Müzik", "Radio Commercials", and "Arkası Yarın" are the most frequently listened ones. "Okul Radyosu" and "Köyümüz Köylümüz" are listened in a very low frequency. It is also found that, programs like "Arkası Yarın" are listened to either always or not.

It is found that radio commercials are not as effective as television commercials. The recall rates of radio commercials are very low in comparison to the television commercials. This is due to intrusive characteristic of the radio. The listener must catch the message when it is broadcast or not at all. People can listen to the radio commercials, while doing other things. Radio is lacking in the ability to picture goods. Radio commercials which are jingle has the highest rate of recall, as was found in the case of ALO commercial.

Most radio listeners are in the 26-35 age group. 15-25 age group also listen to the radio. Married people listen to the radio more than single ones. It is also found that women, especially housewives are listening to the radio more than others. Students are also important as radio-listeners. 36-45 age group listen to the radio less than a few days in a week.

An association of education and radio listening was observed in the study. Most of the radio listener are middle-school graduates university graduates listen to the radio sometimes. This shows that they are selective in listening.

TRT-1 is mainly listened to by women, while TRT-2 is listened by men. TRT-3 is also listened by men.

TRT-1 listeners were found to be high-school graduates. Those who are graduated from middle-school also listen to the TRT-1. University graduates do not listen to TRT-1 as much as middle and high school graduates. Women are mainly listening to the TRT-1 in the morning hours. 10.00-11.00 AM has the highest frequency among women. In these hours, a radio series "Arkası Yarın" takes places, which is very popular among housewives. TRT-1 is mostly listened, because most of the people are accustomed to it. It was the first channel started broadcast in Turkey.

The main listeners of TRT-1 are those who are in the 26-35 age group. 36-45 age group also listen to the TRT-1 especially in the morning hours "46 and more" age group listen to the TRT-1 in the early morning hours, 6-9 AM.

Most of the TRT-1 listeners are married people. 17-19.30 PM period in TRT-1 also listened to by those who are single. It can be concluded that "19.00 PM news" are listened to by both married and single people.

TRT-2 listeners are in the age group of "36-45" and men. Professionals and retired persons listen to the TRT-2 more than other occupation groups.

TRT-3 (FM) is listened mainly by those who are in the 15-25 age group. It is said that TRT-3 is more younger people oriented among other channels. Also, TRT-3 listeners are mainly single people. Single ones are listening to the TRT-3 (FM) more than married ones. University graduates constitute a high percent of TRT-3 listeners. Among TRT-3 (FM) listeners, students and employees take the larger portion in terms of occupation.

Men listen to the radio for the purpose of news and entertainment. Women reported that they listen to the radio for passing the time.

It is found that men listen to the radio at work more than women. 26-35 age group listen to the radio mainly in their working place. Those who work independently listen to the radio at work independently listen to the radio at work more than other occupation groups. Also, middle-school graduates are listening to the radio at work. It was found that university graduates do not listen to the radio, at work.

The main listeners of the radio commercials were found to be women. The percentage of women who listen to the commercials is significantly higher than the men. 26-35 age group listen to the radio commercials more than the other age groups. Both married and single people listen to the radio commercials. An association of both occupation and education level with radio commercial listening was not found in the study.

Another finding is that 15-25 age group mostly follow the radio programs from newspapers and magazines.

"News" is listened by both women and men. Middle-school and university graduates are the main listeners of the "news".

Main listeners of the "Arkası Yarın" are women. Men are non-listeners of the program 26-35 age group listen to the "Arkası Yarın". 15-25 age group listen to the program, sometimes. Middle-school graduates are the "always-listeners" of "Arkası Yarın".

"Günaydın" is another program which is listened by women, mostly.

"Non-listeners" of the program are university graduates. Primary and middle-school graduates listen to this program, mainly.

"Radio Theatre" is listened by women.

"Türk Halk Müziği" is listened by those who are in the 36-45 age group. 15-25 age group do not listen to the program. Findings show that literate and primary school graduates listen to the "Türk Halk Müziği" more than others. University graduates are non-listeners of the program.

"Türk Sanat Müziği" is another radio program which is listened by those who are in the 26-35 age group and 36-45 age group. 15-25 age group is "non-listeners" of the program.

It is found that 15-25 age group mainly listen to the "Hafif Batı Müziği". 36-45 age group listen to the program, least.

Women also listen to the program "Öğle Üzeri" more than men.

All of these above findings are expected to have implications on marketer's, acedemicians, advertisers and the readers. The implications and recommendations will be discussed in the following section.

3.2. IMPLICATIONS OF THE STUDY

To use media planning, effectively, is one of the crucial subjects of advertising. When the marketer and agencies have information on media planning and apply the useful methods, then; they are going to operate in an environment where no uncertainties and hesitation are present. Knowing about media vehicles, the marketers can make their decisions about media planning, effectively.

This particular study is expected to have contributions in the media planning and also provide the necessary base for future research because it is one of the very few similar studies conducted on Turkish

sample and has a recency effect.

For a media planner, the characteristics of the media vehicle which is used is very important, because the aim of the planner is to match the product and the right target group, efficiently. Radio is a media vehicle on which a very few researches are conducted.

Since the appearance of television, the amount of radio listening decreased and thus, the function of radio as an important medium also declined. Radio's problem is to keep an audience against the competition of television. There is no research conducted about both TV and radio effectiveness together in comparison with each other. This type of research which is not included in the context of this study, also proposes another area of future study.

Radio has its certain characteristics. It is a medium for more specialized audiences. Radio brings the advertiser right into the people's home and provides higher frequency in delivery of the advertising message. The geographical flexibility is an important advantage of this media vehicle. There fore products that are suitable to the characteristics of radio can be advertised in this vehicle. For such products which require demonstration, radio is not a suitable vehicle, but for informative type of commercials are likely to suit to the radio.

Radio does an excellent job in the area of news and sending music to listeners. It is found that men listen to the news more than women. Therefore, 13.00 AM and 19.00 PM news can be excellent commercial hours for products used by males. TRT-1 uses direct commercials at these hours. So, media planner can reach his high percentage of the target group by using these hours, for his product.

The study also indicated that, the morning hours in TRT-1 are mainly listened by women, especially housewives. Therefore, it is important for the media planner to advertise a product used by females in TRT-1 morning commercial break in order to guarantee a higher level of involvement with the message and to reach higher coverage. Forexample, dish-

washing detergents, detergents, washing machines. Creams, etc can be best advertised in the morning break.

It is found that consumers as a group listen to radio for entertainment and information. For the individual, the time spent on listening to radio is less than the amount of time spent watching television. So, most of consumers listen to radio only because of habit. In contrast to television, people can listen to radio while engaged in other activities. Therefore, in order to increase effectiveness, and raising its no of listeners, TRT has to make programmes more attractive and try to increase the frequency of listening. TRT can make improvements in the nature of the some programs. It is found that TRT-1 is the most listened channel among others and radio commercials are in the TRT-1, both in the morning and in the afternoon. The afternoon commercial break hours can be changed, because, afternoon hours in TRT-1 have less listening rates. Some attractive programs can be placed in such hours which are suitable for working people. Because, radio listening in working place is limited.

It is also indicated by the sample that on Sundays radio listening rate is decreasing. So, for the media planner it is important not to use commercial breaks on Sunday. Otherwise he can suffer from the wasted coverage.

In TRT-3 certain hours have higher rate of Listenership, Such as 15-17.30 PM. So, TRT can place radio commercials at these hours which attract young population. In these break, some products which are directed to young people can be best advertised, for instance, Coca-Cola, Pepsi-Cola, Mobilet, Tadella, etc.

For media planning decisions, it is apperant that morning hours commercials are more effective than the afternoon hours. Thus, the media planner will give emphasis on morning commercial break, in order to be effective.

The study provides some insights for advertising decisions. It shows that pop music is the most preferred program type among others. Ad-

vertisers can use pop music in their advertising programs in order to able to attract their consumers. It is found that jingles are more effective than the conversation type of commercials. An advertising agency can prepare jingle for their products to be remembered.

In TRT-2, the 8.00-9.00 AM music program is popular among the listeners and its listenership rate is higher. So, TRT can use direct spots at the beginning and at the end of the program. This direct advertising spots can reach higher percentage of the target group.

The study show that all income groups listen to radio. There is no listening difference among the income groups. So, all kinds of products directed both higher income groups and lower income groups can be advertised in radio commercials.

Selection of suitable media vehicle to carry the message to the customers is an important part of the media planning. Days of week and hours of day are important choices, because they affect both the size and the composition of the customers.

This study was carried on a particular sample. The same type of a study can be conducted with other samples in which respondents are selected randomly. Thus the problem of referring to a particular sample is overcome and this type of a study will be more helpfull for media plan - ners in their decision making.

Another suggestion for future studies will be a design which will take multidimensional view of listener's world and their various roles into consideration, that is involve life-styles other than certain demographics and psychographics which are unidimensional. This study is expected to be more explanatory for radio listening behaviour.

This study has included a combination of radio listener's profile and radio listening behaviour. As it is conducted in Turkey where a few studies have been made on this field clearly indicates its contribution to advertising studies in Turkey. Regardless of its shortcomings it has

two important contributions. First is to the literature. It is the most recent study carried in Turkey where hardly any literature exists, and secondly, the study provides some quidelines for media planners in the agencies, to aid them in their decisions of radio as a media vehicle.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE

1- Radyo dinliyor musunuz?

( ) Evet
( ) Arasıra
( ) Hayır

2- Radyo dinleme sıklığınızı belirtiniz (İlk soruyu "Evet" veya "Arasıra" olarak cevaplayanlar için).

( ) Hergün
( ) Haftada birkaç gün
( ) Daha seyrek
( ) Diğer (Belirtiniz) _____

3- Aşağıda belirtilen kanallardan en fazla dinlediğinize (1), en az dinlediğinize (3) değerini veriniz:

( ) TRT-1
( ) TRT-2
( ) TRT-3
( ) Hepsini aynı sıklıkta dinlerim
( ) Diğer (Belirtiniz): _____

4- En fazla dinlediğiniz kanalı neden tercih ediyorsunuz?
Lütfen Belirtiniz.

_____

5- TRT-1'i dinlediğiniz gün ve saatleri işaretleyiniz. Lütfen o gün ve saatlerde dinlediğiniz programları isim olarak belirtiniz.

	P.Tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
06.00-09.00							
09.00-10.00							
10.00-11.00							
11.00-13.00							
13.00-15.00							
15.00-17.00							
17.00-19.30							
19.30-20.00							
20.00-24.00							

6- TRT-2'yi dinlediğiniz gün ve saatleri işaretleyiniz. Lütfen, o gün ve saatlerde dinlediğiniz programları da isim olarak belirtiniz.

	P.Tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
06.00-09.00							
09.00-10.00							
10.00-11.00							
11.00-13.00							
13.00-15.00							
15.00-17.00							
17.00-19.30							
19.30-20.00							
20.00-24.00							

7- TRT-3'ü dinlediğiniz gün ve saatleri işaretleyiniz. Lütfen o gün ve saatlerde dinlediğiniz programları da isim olarak belirtiniz.

	P.Tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
06.00-09.00							
09.00-10.00							
10.00-11.00							
11.00-13.00							
13.00-15.00							
15.00-17.00							
17.00-19.30							
19.30-20.00							
20.00-24.00							

8- Aşağıdaki radyo dinleme nedenlerinden sizce en önemli olan üç tanesini; en önemli (1), en az önemli (3) olmak üzere sıralayınız.

( ) Eğlendirdiği için
( ) Haberleri izlemek için
( ) Eğittiği için
( ) Kültürümü artırdığı için
( ) Vakit geçirmek için
( ) Hem eğittiği, hem de eğlendirdiği için
( ) Reklamları izlemek için
( ) Diğer (Belirtiniz) _____

9-

	Evet	Hayır	Arasıra	
a) Çalışıyorsanız, işyerinizde radyo dinler misiniz?				Neden?
b) Radyoda yayınlanan reklam programlarını dinler misiniz?				
c) Radyo programlarını gazete ve dergilerden takip ediyor musunuz?				

10- Aşağıda belirtilen programları ne sıklıkta dinlediğinizi belirtiniz.

	Her zaman Dinlerim	Çoğunlukla Dinlerim	Arasıra Dinlerim	Hiç Dinlemem
Haberler				
Gece ve Müzik				
Arkası Yarın				
Klasik Batı Müziği				
Günaydın				
Radyo Tiyatrosu				
T.Halk Müziği				
T.Sanat Müziği				
Hafif Batı Müziği				
Reklamlar				
Öğle Üzeri				
Okul Radyosu				
Günün İçinden				
Sabah İçin Müzik				
Sizin İçin				
Öğleden Sonra				
Köyümüz Köylümüz				
Olayların İçinden				
Diğer: (Belirtiniz) _____				

11- Radyoda dinlediğiniz en son reklamı belirtiniz.

_____

12- Türkiye'nin ekonomik durumu önümüzdeki 5 yıl içinde:

( ) Daha iyi olacak
( ) Aynı kalacak
( ) Bugünden daha kötü olacak

13- Cinsiyetiniz

( ) Kadın ( ) Erkek

14- Yaş Grubunuz:

( ) 15-25 ( ) 26-35 ( ) 36-45 ( ) 46+

15- Medeni Durumunuz:

( ) Bekar ( ) Nişanlı ( ) Evli ( ) Dul/Boşanmış

16- Mesleğiniz:

_____

17, Eğitim Durumunuz:

( ) Okur-yazar ( ) İlkokul ( ) Ortaokul ( ) Lise
( ) Yüksek Okul

18- Oturduğunuz Semt:

_____

19- Son 5 yıldır oturduğunuz semtler veya illeri belirtiniz.

_____

20- Eviniz kira mı, kendinizin mi? Belirtiniz.

_____

21- Kira ise, kira miktarını belirtiniz.

_____

22- Önümüzdeki 5 yıl içinde daha iyi bir yere taşınmayı düşünüyor musunuz?

_____

23- Sürekli okuduğunuz gazete ve dergileri belirtiniz.

_____

24- Ailedeki toplam fert sayısını belirtiniz.

_____

25- Aşağıda belirtilenlerden sahip olduklarınızın markasını belirtiniz.

( ) Çamaşır Makinası _____
( ) Buzdolabı _____
( ) Araba _____
( ) Televizyon _____
( ) Video _____
( ) Bulaşık Makinası _____
( ) Elektrik Süpürgesi _____

26- Ailenizin toplam aylık gelirini belirtiniz.

( ) 50.000'den az
( ) 50.000- 99.000
( ) 100.000-149.000
( ) 150.000 ve daha fazla

27- Boş vakitlerinizde ne yaparsınız?

_____

APPENDIX 2

VARIABLE LIST

KEY TO APPENDIX 2

The codings used in the study are presented in this section to provide practical usage to the reader:

V2 : Are you listening to the radio?
1. Yes 2. Sometimes 3. No

V3 : Frequency of the radio listening.
1. Everyday 2. Several days in a week
3. A few days in a week 4. Other

V4 : Channels they prefer to listen to:
1. TRT-1 2. TRT-2 3. TRT-3 4. All of them
5. Other

V11 - V79 : The listening hours and days of TRT-1

V81 -149 : The listening hours and days of TRT-2

V151-V219 : The listening hours and days of TRT-3

V220 : Reasons for radio listening.
1. Entertainment 2. News 3. Education 4. Increase culture 5. To pass the time 6. Both education and entertainment. 7. Commercials 8. Other

V223 : Radio listening at working place
1. Yes 2. No 3. Sometimes

V224 : Radio commercials listening
1. Yes 2. No 3. Sometimes

V226 : Following radio programs from newspapers and magazines.
1. Yes 2. No 3. Sometimes.

V228-V246 : The most preferred programs

V248 : Sex

1. Female 2. Male

V249 : Age group

1. 15-25 2. 26-35 3. 36-45 4. 46+

V250 : Marital status

1. Single 2. Engaged 3. Married 4. Widow/Divorced

V251 : Occupation

1. Student 2. Worker in public sector 3. Worker in private sector 4. Independent 5. Housewive 6. Professional 7. University member 8. Worker 9. Retired

V252 : Education

1. Literate 2. Primary school 3. Middle school 4. High school 5. University

V277 : Income level

1. 50.000 and less 2. 50.000-99.000 3. 10.000-149.000 4. 150.000 and over.

V002	V249	1.	2.	3.	4.	ROW TOTAL
1.	COUNT	10	26	13	12	61
	ROW PCT	16.4	42.6	21.3	19.7	62.2
	COL PCT	41.7	65.0	65.0	85.7	
	TOT PCT	10.2	26.5	13.3	12.2	
2.	COUNT	14	14	7	2	37
	ROW PCT	37.8	37.8	18.9	5.4	37.8
	COL PCT	58.3	35.0	35.0	14.3	
	TOT PCT	14.3	14.3	7.1	2.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

CHI SQUARE = 7.79976 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0503
CRAMER'S V = .28212
CONTINGENCY COEFFICIENT = .27152
LAMBDA (ASYMMETRIC) = .10811 WITH V002 DEPENDENT. = .00000 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .04211
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .00266 WITH V002 DEPENDENT. = .03164 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .04205
KENDALL'S TAU B = -.23697 SIGNIFICANCE = .0057
KENDALL'S TAU C = -.27405 SIGNIFICANCE = .0057
GAMMA = -.40171
SOMERS'S D (ASYMMETRIC) = -.18262 WITH V002 DEPENDENT. = -.29154 WITH V249 DEPENDENT.
SOMERS'S D (SYMMETRIC) = -.23198
ETA = .28212 WITH V002 DEPENDENT. = .25906 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 1

V002	COUNT / ROW PCT / COL PCT / TOT PCT	V250 1.	2.	3.	4.	ROW TOTAL
1.		13	7	34	7	61
		21.3	11.5	55.7	11.5	62.2
		43.3	87.5	64.2	100.0	
		13.3	7.1	34.7	7.1	
2.		17	1	19	0	37
		45.9	2.7	51.4	.0	37.8
		56.7	12.5	35.8	.0	
		17.3	1.0	19.4	.0	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

CHI SQUARE = 11.06467 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0114
CRAMER'S V = .33601
CONTINGENCY COEFFICIENT = .31851
LAMBDA (ASYMMETRIC) = .10811 WITH V002 DEPENDENT. = .00000 WITH V250 DEPENDENT.
LAMBDA (SYMMETRIC) = .04878
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .10520 WITH V002 DEPENDENT. = .06410 WITH V250 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .07960
KENDALL'S TAU B = -.23371 SIGNIFICANCE = .0076
KENDALL'S TAU C = -.24865 SIGNIFICANCE = .0076
GAMMA = -.43167
SOMERS'S D (ASYMMETRIC) = -.20650 WITH V002 DEPENDENT. = -.26451 WITH V250 DEPENDENT.
SOMERS'S D (SYMMETRIC) = -.23193
ETA = .33601 WITH V002 DEPENDENT. = .25320 WITH V250 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 1

V002 / V251		1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
1.	COUNT	3	7	8	11	23	5	2	3	62
	ROW PCT	4.8	11.3	12.9	17.7	37.1	8.1	3.2	4.8	62.6
	COL PCT	27.3	77.8	53.3	73.3	76.7	50.0	33.3	100.0	
	TOT PCT	3.0	7.1	8.1	11.1	23.2	5.1	2.0	3.0	
2.	COUNT	8	2	7	4	7	5	4	0	37
	ROW PCT	21.6	5.4	18.9	10.8	18.9	13.5	10.8	.0	37.4
	COL PCT	72.7	22.2	46.7	26.7	23.3	50.0	66.7	.0	
	TOT PCT	8.1	2.0	7.1	4.0	7.1	5.1	4.0	.0	
COLUMN TOTAL		11 11.1	9 9.1	15 15.2	15 15.2	30 30.3	10 10.1	6 6.1	3 3.0	99 100.0

CHI SQUARE = 15.24272 WITH 7 DEGREES OF FREEDOM SIGNIFICANCE = .0330
CRAMER'S V = .39239
CONTINGENCY COEFFICIENT = .36527
LAMBDA (ASYMMETRIC) = .18919 WITH V002 DEPENDENT. = .01449 WITH V251 DEPENDENT.
LAMBDA (SYMMETRIC) = .07547
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .12389 WITH V002 DEPENDENT. = .04302 WITH V251 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .06387
KENDALL'S TAU B = -.09315 SIGNIFICANCE = .1475
KENDALL'S TAU C = -.11591 SIGNIFICANCE = .1475
GAMMA = -.14475
SOMERS'S D (ASYMMETRIC) = -.07009 WITH V002 DEPENDENT. = -.12380 WITH V251 DEPENDENT.
SOMERS'S D (SYMMETRIC) = -.08051
ETA = .39239 WITH V002 DEPENDENT. = .13795 WITH V251 DEPENDENT.

V002 / V252	1.	2.	3.	4.	5.	ROW TOTAL
1.	2	7	23	16	14	62
	3.2	11.3	37.1	25.8	22.6	62.6
	100.0	77.8	79.3	57.1	45.2	
	2.0	7.1	23.2	16.2	14.1	
2.	0	2	6	12	17	37
	.0	5.4	16.2	32.4	45.9	37.4
	.0	22.2	20.7	42.9	54.8	
	.0	2.0	6.1	12.1	17.2	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

CHI SQUARE = 9.92481 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = .0417
CRAMER'S V = .31662
CONTINGENCY COEFFICIENT = .30185
LAMBDA (ASYMMETRIC) = .08108 WITH V002 DEPENDENT. = .13235 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .11429
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .08276 WITH V002 DEPENDENT. = .03971 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .05367
KENDALL'S TAU B = .28114 SIGNIFICANCE = .0012
KENDALL'S TAU C = .32813 SIGNIFICANCE = .0012
GAMMA = .46963
SOMERS'S D (ASYMMETRIC) = .29553 WITH V002 DEPENDENT. = .35048 WITH V252 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .27445
ETA = .31662 WITH V002 DEPENDENT. = .30274 WITH V252 DEPENDENT.

V003	COUNT / ROW PCT / COL PCT / TOT PCT	V249 1.	2.	3.	4.	ROW TOTAL
1.		9	22	9	13	53
		17.0	41.5	17.0	24.5	54.6
		39.1	55.0	45.0	92.9	
		9.3	22.7	9.3	13.4	
2.		13	15	7	1	36
		36.1	41.7	19.4	2.8	37.1
		56.5	37.5	35.0	7.1	
		13.4	15.5	7.2	1.0	
3.		1	2	4	0	7
		14.3	28.6	57.1	.0	7.2
		4.3	5.0	20.0	.0	
		1.0	2.1	4.1	.0	
4.		0	1	0	0	1
		.0	100.0	.0	.0	1.0
		.0	2.5	.0	.0	
		.0	1.0	.0	.0	
COLUMN TOTAL		23	40	20	14	97
		23.7	41.2	20.6	14.4	100.0

CHI SQUARE = 18.34331 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0314
CRAMER,S V = .25107
CONTINGENCY COEFFICIENT = .39879
LAMBDA (ASYMMETRIC) = .09091 WITH V003 DEPENDENT. = .03509 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .05941
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .10558 WITH V003 DEPENDENT. = .07527 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .08789
KENDALL,S TAU B = -.17381 SIGNIFICANCE = .0282
KENDALL,S TAU C = -.14596 SIGNIFICANCE = .0282
GAMMA = -.27034
SOMERS,S D (ASYMMETRIC) = -.15410 WITH V003 DEPENDENT. = -.19604 WITH V249 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.17256
ETA = .31047 WITH V003 DEPENDENT. = .29476 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 2

V003 / V250		1.	2.	3.	4.	ROW TOTAL
1.	COUNT	14	5	30	4	53
	ROW PCT	26.4	9.4	56.6	7.5	54.6
	COL PCT	46.7	71.4	56.6	57.1	
	TOT PCT	14.4	5.2	30.9	4.1	
2.	COUNT	15	1	17	3	36
	ROW PCT	41.7	2.8	47.2	8.3	37.1
	COL PCT	50.0	14.3	32.1	42.9	
	TOT PCT	15.5	1.0	17.5	3.1	
3.	COUNT	1	0	6	0	7
	ROW PCT	14.3	.0	85.7	.0	7.2
	COL PCT	3.3	.0	11.3	.0	
	TOT PCT	1.0	.0	6.2	.0	
4.	COUNT	0	1	0	0	1
	ROW PCT	.0	100.0	.0	.0	1.0
	COL PCT	.0	14.3	.0	.0	
	TOT PCT	.0	1.0	.0	.0	
COLUMN TOTAL		30	7	53	7	97
		30.9	7.2	54.6	7.2	100.0

CHI SQUARE = 19.23692 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0233
CRAMER,S V = .25711
CONTINGENCY COEFFICIENT = .40681
LAMBDA (ASYMMETRIC) = .02273 WITH V003 DEPENDENT. = .02273 WITH V250 DEPENDENT.
LAMBDA (SYMMETRIC) = .02273
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .07053 WITH V003 DEPENDENT. = .06148 WITH V250 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .06569
KENDALL,S TAU B = -.04608 SIGNIFICANCE = .3119
KENDALL,S TAU C = -.03543 SIGNIFICANCE = .3119
GAMMA = -.07947
SOMERS,S D (ASYMMETRIC) = -.04463 WITH V003 DEPENDENT. = -.04758 WITH V250 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.04606
ETA = .05086 WITH V003 DEPENDENT. = .14735 WITH V250 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 2

V004	COUNT / ROW PCT / COL PCT / TOT PCT	V248 1.	V248 2.	ROW TOTAL
1.		35	15	50
		70.0	30.0	58.1
		68.6	42.9	
		40.7	17.4	
2.		11	8	19
		57.9	42.1	22.1
		21.6	22.9	
		12.8	9.3	
3.		5	12	17
		29.4	70.6	19.8
		9.8	34.3	
		5.8	14.0	
COLUMN TOTAL		51	35	86
		59.3	40.7	100.0

CHI SQUARE = 8.67973 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = .0130
CRAMER'S V = .31769
CONTINGENCY COEFFICIENT = .30278
LAMBDA (ASYMMETRIC) = .00000 WITH V004 DEPENDENT. = .20000 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .09859
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .05206 WITH V004 DEPENDENT. = .07468 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .06135
KENDALL'S TAU B = .28356 SIGNIFICANCE = .0031
KENDALL'S TAU C = .29854 SIGNIFICANCE = .0031
GAMMA = .49640
SOMERS'S D (ASYMMETRIC) = .30924 WITH V004 DEPENDENT. = .26001 WITH V248 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .28250
ETA = .31058 WITH V004 DEPENDENT. = .31769 WITH V248 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 13

V004	COUNT / ROW PCT / COL PCT / TOT PCT	V251 1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
1.		2	4	9	7	23	3	3	0	51
		3.9	7.8	17.6	13.7	45.1	5.9	5.9	.0	58.0
		22.2	66.7	64.3	50.0	79.3	33.3	60.0	.0	
		2.3	4.5	10.2	8.0	26.1	3.4	3.4	.0	
2.		3	1	4	1	5	4	1	0	19
		15.8	5.3	21.1	5.3	26.3	21.1	5.3	.0	21.6
		33.3	16.7	28.6	7.1	17.2	44.4	20.0	.0	
		3.4	1.1	4.5	1.1	5.7	4.5	1.1	.0	
3.		4	1	1	6	1	2	1	2	18
		22.2	5.6	5.6	33.3	5.6	11.1	5.6	11.1	20.5
		44.4	16.7	7.1	42.9	3.4	22.2	20.0	100.0	
		4.5	1.1	1.1	6.8	1.1	2.3	1.1	2.3	
COLUMN TOTAL		9 10.2	6 6.8	14 15.9	14 15.9	29 33.0	9 10.2	5 5.7	2 2.3	88 100.0

CHI SQUARE = 29.40162 WITH 14 DEGREES OF FREEDOM SIGNIFICANCE = .0092
CRAMER,S V = .40872
CONTINGENCY COEFFICIENT = .50044
LAMBDA (ASYMMETRIC) = .13514 WITH V004 DEPENDENT. = .08475 WITH V251 DEPENDENT.
LAMBDA (SYMMETRIC) = .10417
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .17272 WITH V004 DEPENDENT. = .09076 WITH V251 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .11900
KENDALL,S TAU B = -.05290 SIGNIFICANCE = .2796
KENDALL,S TAU C = -.05424 SIGNIFICANCE = .2796
GAMMA = -.07315
SOMERS,S D (ASYMMETRIC) = -.04456 WITH V004 DEPENDENT. = -.06281 WITH V251 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.05213
ETA = .49390 WITH V004 DEPENDENT. = .05600 WITH V251 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 11

V004	COUNT / ROW PCT / COL PCT / TOT PCT	V252 1.	2.	3.	4.	5.	ROW TOTAL
1.		0	8	16	17	10	51
		.0	15.7	31.4	33.3	19.6	58.0
		.0	88.9	57.1	68.0	40.0	
		.0	9.1	18.2	19.3	11.4	
2.		0	0	6	3	10	19
		.0	.0	31.6	15.8	52.6	21.6
		.0	.0	21.4	12.0	40.0	
		.0	.0	6.8	3.4	11.4	
3.		1	1	6	5	5	18
		5.6	5.6	33.3	27.8	27.8	20.5
		100.0	11.1	21.4	20.0	20.0	
		1.1	1.1	6.8	5.7	5.7	
COLUMN TOTAL		1 / 1.1	9 / 10.2	28 / 31.8	25 / 28.4	25 / 28.4	88 / 100.0

CHI SQUARE = 14.53885 WITH 8 DEGREES OF FREEDOM SIGNIFICANCE = .0688
CRAMER,S V = .28741
CONTINGENCY COEFFICIENT = .37655
LAMBDA (ASYMMETRIC) = .02703 WITH V004 DEPENDENT. = .08333 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .06186
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .08883 WITH V004 DEPENDENT. = .06330 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .07392
KENDALL,S TAU B = .12538 SIGNIFICANCE = .0913
KENDALL,S TAU C = .12164 SIGNIFICANCE = .0913
GAMMA = .19123
SOMERS,S D (ASYMMETRIC) = .11158 WITH V004 DEPENDENT. = .14087 WITH V252 DEPENDENT.
SOMERS,S D (SYMMETRIC) = .12453
ETA = .27878 WITH V004 DEPENDENT. = .25155 WITH V252 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 11

V220	ROW PCT / COL PCT / TOT PCT	1.I	2.I	ROW TOTAL
1.		21	12	33
		3.6	36.4	34.4
		7.5	30.0	
		1.9	12.5	
2.		2	11	13
		5.4	84.6	13.5
		3.6	27.5	
		2.1	11.5	
3.		6	2	8
		5.0	25.0	8.3
		0.7	5.0	
		6.3	2.1	
4.		2	1	3
		6.7	33.3	3.1
		3.6	2.5	
		2.1	1.0	
5.		6	3	9
		6.7	33.3	9.4
		0.7	7.5	
		6.3	3.1	
6.		16	9	25
		4.0	36.0	26.0
		8.6	22.5	
		6.7	9.4	
8.		3	2	5
		0.0	40.0	5.2
		5.4	5.0	
		3.1	2.1	
COLUMN TOTAL		56	40	96
		8.3	41.7	100.0

CHI SQUARE = 11.840 9 WITH 6 DEGREES OF FREEDOM SIGNIFICANCE = .0656
CRAMER'S V = .3512
CONTINGENCY COEFFICIEN = .33136
LAMBDA (ASYMMETRIC) = .00000 WITH V220 DEPENDENT. = .22500 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .08738
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .03817 WITH V220 DEPENDENT. = .09437 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .05435
KENDALL'S TAU B = - 03815 SIGNIFICANCE = .3393
KENDALL'S TAU C = - 04687 SIGNIFICANCE = .3393
GAMMA = -.06054
SOMERS'S D (ASYMMETRIC = -.04821 WITH V220 DEPENDENT. = -.03019 WITH V248 DEPENDENT.
SOMERS'S D (SYMMETRIC) = -.03713
ETA = .07749 WITH V2 9 DEPENDENT. = .35120 WITH V248 DEPENDENT.

NUMBER OF MISSING

V223	COUNT / ROW PCT / COL PCT / TOT PCT	V248 1.	V248 2.	ROW TOTAL
0.		28	6	34
		82.4	17.6	35.1
		49.1	15.0	
		8.9	6.2	
1.		16	21	37
		43.2	56.8	38.1
		28.1	52.5	
		6.5	21.6	
2.		8	7	15
		53.3	46.7	15.5
		14.0	17.5	
		8.2	7.2	
3.		5	6	11
		45.5	54.5	11.3
		8.8	15.0	
		5.2	6.2	
COLUMN TOTAL		57	40	97
		8.8	41.2	100.0

CHI SQUARE = 12.472 5 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0059
CRAMER'S V = .3585
CONTINGENCY COEFFICIEN = .33754
LAMBDA (ASYMMETRIC) = .20000 WITH V223 DEPENDENT. = .15000 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .18000
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .05390 WITH V223 DEPENDENT. = .10106 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .07031
KENDALL'S TAU B = 26593 SIGNIFICANCE = .0025
KENDALL'S TAU C = 30864 SIGNIFICANCE = .0025
GAMMA = .42959
SOMERS'S D (ASYMMETRIC = .31842 WITH V223 DEPENDENT. = .22209 WITH V248 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .26167
ETA = .25171 WITH V2 3 DEPENDENT. = .35858 WITH V248 DEPENDENT.

NUMBER OF MISSING OBSE VATIONS = 2

V223	V249	1.	2.	3.	4.	ROW TOTAL
	COUNT					
	ROW PCT					
	COL PCT					
	TOT PCT					
0.		11	10	6	8	35
		1.4	28.6	17.1	22.9	35.7
		5.8	25.0	30.0	57.1	
		1.2	10.2	6.1	8.2	
1.		8	20	8	1	37
		1.6	54.1	21.6	2.7	37.8
		3.3	50.0	40.0	7.1	
		8.2	20.4	8.2	1.0	
2.		3	3	4	5	15
		0.0	20.0	26.7	33.3	15.3
		2.5	7.5	20.0	35.7	
		3.1	3.1	4.1	5.1	
3		2	7	2	0	11
		8.2	63.6	18.2	.0	11.2
		8.3	17.5	10.0	.0	
		2.0	7.1	2.0	.0	
COLUMN TOTAL		24	40	20	14	98
		4.5	40.8	20.4	14.3	100.0

CHI SQUARE = 16.164 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0333
CRAMER'S V = .2485
CONTINGENCY COEFFICIEN = .39544
LAMBDA (ASYMMETRIC) = .16393 WITH V223 DEPENDENT. = .05172 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .10924
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .06167 WITH V223 DEPENDENT. = .07891 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .08027
KENDALL'S TAU B = 01927 SIGNIFICANCE = .4122
KENDALL'S TAU C = 01805 SIGNIFICANCE = .4122
GAMMA = .02676
SOMERS'S D (ASYMMETRIC = .01903 WITH V223 DEPENDENT. = .01951 WITH V249 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .01926
ETA = .16932 WITH V23 DEPENDENT. = .24726 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 1

V223	COUNT / ROW PCT / COL PCT / TOT PCT	V2 1 1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		7	3	0	2	23	0	0	1	36
		9.4	8.3	.0	5.6	63.9	.0	.0	2.8	36.4
		3.6	33.3	.0	13.3	76.7	.0	.0	33.3	
		7.1	3.0	.0	2.0	23.2	.0	.0	1.0	
1.		1	2	12	12	2	7	0	1	37
		2.7	5.4	32.4	32.4	5.4	18.9	.0	2.7	37.4
		9.1	22.2	80.0	80.0	6.7	70.0	.0	33.3	
		1.0	2.0	12.1	12.1	2.0	7.1	.0	1.0	
2.		2	2	1	0	4	1	5	0	15
		3.3	13.3	6.7	.0	26.7	6.7	33.3	.0	15.2
		8.2	22.2	6.7	.0	13.3	10.0	83.3	.0	
		2.0	2.0	1.0	.0	4.0	1.0	5.1	.0	
3.		1	2	2	1	1	2	1	1	11
		9.1	18.2	18.2	9.1	9.1	18.2	9.1	9.1	11.1
		9.1	22.2	13.3	6.7	3.3	20.0	16.7	33.3	
		1.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	
COLUMN TOTAL		11	9	15	15	30	10	6	3	99
		1.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

CHI SQUARE = 86.978 4 WITH 21 DEGREES OF FREEDOM SIGNIFICANCE = .0000

CRAMER'S V = .5411
CONTINGENCY COEFFICIENT = .68387
LAMBDA (ASYMMETRIC) = .53226 WITH V223 DEPENDENT. = .17391 WITH V251 DEPENDENT.
LAMBDA (SYMMETRIC) = .34351
UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .30536 WITH V223 DEPENDENT. = .24299 WITH V251 DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) = .29187
KENDALL'S TAU B = 04206 SIGNIFICANCE = .3053
KENDALL'S TAU C = 04244 SIGNIFICANCE = .3053
GAMMA = .05115
SOMERS'S D (ASYMMETRIC = .03850 WITH V223 DEPENDENT. = .04595 WITH V251 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .04190
ETA = .50378 WITH V2 3 DEPENDENT. = .12419 WITH V251 DEPENDENT.

V223	COUNT / ROW PCT / COL PCT / TOT PCT	V2 2 1.	2.	3.	4.	5.	ROW TOTAL
0.		1	5	9	13	8	36
		2.8	13.9	25.0	36.1	22.2	36.4
		0.0	55.6	31.0	46.4	25.8	
		1.0	5.1	9.1	13.1	8.1	
1.		0	2	17	9	9	37
		.0	5.4	45.9 ✓	24.3	24.3	37.4
		.0	22.2	58.6	32.1	29.0	
		.0	2.0	17.2	9.1	9.1	
2.		0	1	1	5	8	15
		.0	6.7	6.7	33.3	53.3 ✓	15.2
		.0	11.1	3.4	17.9	25.8	
		.0	1.0	1.0	5.1	8.1	
3.		1	1	2	1	6	11
		9.1	9.1	18.2	9.1	54.5 ✓	11.1
		0.0	11.1	6.9	3.6	19.4	
		1.0	1.0	2.0	1.0	6.1	
COLUMN TOTAL		2	9	29	28	31	99
		2.0	9.1	29.3	28.3	31.3	100.0

CHI SQUARE = 20.549 7 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = .0574
CRAMER'S V = .2630
CONTINGENCY COEFFICIEN = .41460
LAMBDA (ASYMMETRIC) = .12903 WITH V223 DEPENDENT. = .19118 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .16154
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .08350 WITH V223 DEPENDENT. = .07674 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .07998
KENDALL'S TAU B = 16614 SIGNIFICANCE = .0269
KENDALL'S TAU C = 15726 SIGNIFICANCE = .0269
GAMMA = .22900
SOMERS'S D (ASYMMETRIC = .16213 WITH V223 DEPENDENT. = .17025 WITH V252 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .16609
ETA = .27943 WITH V2 3 DEPENDENT. = .23847 WITH V252 DEPENDENT.

V2 9

V226	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		2	4	2	6	14
		4.3	28.6	14.3	42.9	14.3
		8.3	10.0	10.0	42.9	
		2.0	4.1	2.0	6.1	
1.		7	4	2	4	17
		41.2	23.5	11.8	23.5	17.3
		29.2	10.0	10.0	28.6	
		7.1	4.1	2.0	4.1	
2.		12	26	14	4	56
		21.4	46.4	25.0	7.1	57.1
		50.0	65.0	70.0	28.6	
		2.2	26.5	14.3	4.1	
3.		3	6	2	0	11
		27.3	54.5	18.2	.0	11.2
		12.5	15.0	10.0	.0	
		3.1	6.1	2.0	.0	
COLUMN TOTAL		24	40	20	14	98
		4.5	40.8	20.4	14.3	100.0

CHI SQUARE = 19.549 4 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0209
CRAMER'S V = .2578
CONTINGENCY COEFFICIEN = .40781
LAMBDA (ASYMMETRIC) = .04762 WITH V226 DEPENDENT. = .09621 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .07000
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .08317 WITH V226 DEPENDENT. = .07269 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .07757
KENDALL'S TAU B = - 14854 SIGNIFICANCE = .0451
KENDALL'S TAU C = - 13050 SIGNIFICANCE = .0451
GAMMA = -.21779
SOMERS'S D (ASYMMETRIC = -.13759 WITH V226 DEPENDENT. = -.16035 WITH V249 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.14810
ETA = .38776 WITH V2 6 DEPENDENT. = .26907 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSE VATIONS = 1

V228 by V2 2

V228	1.	2.	3.	4.	5.	ROW TOTAL
1.	0	3	15	5	8	31
	.0	9.7	48.4	16.1	25.8	32.0
	.0	33.3	53.6	17.9	25.8	
	.0	3.1	15.5	5.2	8.2	
2.	0	3	7	8	16	34
	.0	8.8	20.6	23.5	47.1	35.1
	.0	33.3	25.0	28.6	51.6	
	.0	3.1	7.2	8.2	16.5	
3.	0	3	6	12	6	27
	.0	11.1	22.2	44.4	22.2	27.8
	.0	33.3	21.4	42.9	19.4	
	.0	3.1	6.2	12.4	6.2	
4.	1	0	0	3	1	5
	0.0	.0	.0	60.0	20.0	5.2
	0.0	.0	.0	10.7	3.2	
	1.0	.0	.0	3.1	1.0	
COLUMN TOTAL	1	9	28	28	31	97
	1.0	9.3	28.9	28.9	32.0	100.0

CHI SQUARE = 35.574 2 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = .0004

CRAMER,S V = .3496
CONTINGENCY COEFFICIEN = .51801
LAMBDA (ASYMMETRIC) = .20635 WITH V228 DEPENDENT. = .22727 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .21705
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .09933 WITH V228 DEPENDENT. = .09132 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .09516
KENDALL,S TAU B = 06480 SIGNIFICANCE = .2294
KENDALL,S TAU C = 06122 SIGNIFICANCE = .2294

GAMMA = .08882
SOMERS,S D (ASYMMETRIC = .06355 WITH V228 DEPENDENT. = .06608 WITH V252 DEPENDENT.
SOMERS,S D (SYMMETRIC) = .06479
ETA = .40220 WITH V228 DEPENDENT. = .21166 WITH V252 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 2

V230	COUNT / ROW PCT / COL PCT / TOT PCT	V2 8 1.	V2 8 2.	ROW TOTAL
1.		26	7	33
		78.8	21.2	36.7
		49.1	18.9	
		8.9	7.8	
2.		10	1	11
		90.9	9.1	12.2
		18.9	2.7	
		1.1	1.1	
3.		12	3	15
		80.0	20.0	16.7
		22.6	8.1	
		3.3	3.3	
4.		5	26	31
		16.1	83.9	34.4
		9.4	70.3	
		5.6	28.9	
COLUMN TOTAL		53 / 8.9	37 / 41.1	90 / 100.0

CHI SQUARE = 36.229 2 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0000
CRAMER,S V = .6344
CONTINGENCY COEFFICIEN = .53574
LAMBDA (ASYMMETRIC) = .33333 WITH V230 DEPENDENT. = .56757 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .42553
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .16658 WITH V230 DEPENDENT. = .31742 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .21849
KENDALL,S TAU B = 49093 SIGNIFICANCE = .0000
KENDALL,S TAU C = 57333 SIGNIFICANCE = .0000
GAMMA = .72427
SOMERS,S D (ASYMMETRIC = .59204 WITH V230 DEPENDENT. = .40708 WITH V248 DEPENDENT.
SOMERS,S D (SYMMETRIC) = .48244
ETA = .52235 WITH V2 0 DEPENDENT. = .63447 WITH V248 DEPENDENT.

NUMBER OF MISSING OBSE VATIONS = 9

V2 9

V230	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
1.		5	10	8	10	33
		15.2	30.3	24.2	30.3	36.3
		22.7	27.0	44.4	71.4	
		5.5	11.0	8.8	11.0	
2.		2	6	1	2	11
		18.2	54.5	9.1	18.2	12.1
		9.1	16.2	5.6	14.3	
		2.2	6.6	1.1	2.2	
3.		10	5	1	0	16
		62.5	31.3	6.3	.0	17.6
		45.5	13.5	5.6	.0	
		1.0	5.5	1.1	.0	
4.		5	16	8	2	31
		16.1	51.6	25.8	6.5	34.1
		22.7	43.2	44.4	14.3	
		5.5	17.6	8.8	2.2	
COLUMN TOTAL		22	37	18	14	91
		4.2	40.7	19.8	15.4	100.0

CHI SQUARE = 26.397 9 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0018
CRAMER,S V = .3109
CONTINGENCY COEFFICIEN = .47419
LAMBDA (ASYMMETRIC) = .18966 WITH V230 DEPENDENT. = .09259 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .14286
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .11103 WITH V230 DEPENDENT. = .10919 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .11010
KENDALL,S TAU B = -.17106 SIGNIFICANCE = .0283
KENDALL,S TAU C = -.16198 SIGNIFICANCE = .0283
GAMMA = -.23450
SOMERS,S D (ASYMMETRIC = -.17028 WITH V230 DEPENDENT. = -.17185 WITH V249 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.17106
ETA = .31279 WITH V2 0 DEPENDENT. = .43748 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 8

V2 2

V230	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
1.		0	6	14	7	6	33
		.0	18.2	42.4	21.2	18.2	35.9
		.0	75.0	50.0	28.0	27.7	
		.0	6.5	15.2	7.6	6.5	
2.		0	1	3	6	1	11
		.0	9.1	27.3	54.5	9.1	12.0
		.0	12.5	10.7	24.0	4.4	
		.0	1.1	3.3	6.5	1.1	
3.		2	0	3	3	9	17
		11.8	.0	17.6	17.6	52.9	18.5
		100.0	.0	10.7	12.0	31.0	
		2.2	.0	3.3	3.3	9.8	
4.		0	1	8	9	13	31
		.0	3.2	25.8	29.0	41.9	33.7
		.0	12.5	28.6	36.0	44.8	
		.0	1.1	8.7	9.8	14.1	
COLUMN TOTAL		2	8	28	25	29	92
		2.2	8.7	30.4	27.2	31.5	100.0

CHI SQUARE = 28.742 8 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = .0043
CRAMER'S V = .3227
CONTINGENCY COEFFICIEN = .48790
LAMBDA (ASYMMETRIC) = .18644 WITH V230 DEPENDENT. = .20635 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .19672
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .11537 WITH V230 DEPENDENT. = .10905 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .11212
KENDALL'S TAU B = .25944 SIGNIFICANCE = .0018
KENDALL'S TAU C = .24827 SIGNIFICANCE = .0018
GAMMA = .35273
SOMERS'S D (ASYMMETRIC = .25643 WITH V230 DEPENDENT. = .26249 WITH V252 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .25942
ETA = .35222 WITH V230 DEPENDENT. = .29794 WITH V252 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 7

V232 / COUNT / ROW PCT / COL PCT / TOT PCT	V2 8 1.	V2 8 2.	ROW TOTAL
1.	9	2	11
	81.8	18.2	13.1
	18.4	5.7	
	0.7	2.4	
2.	8	0	8
	100.0	.0	9.5
	16.3	.0	
	9.5	.0	
3.	13	13	26
	50.0	50.0	31.0
	26.5	37.1	
	5.5	15.5	
4.	19	20	39
	48.7	51.3	46.4
	38.8	57.1	
	2.6	23.8	
COLUMN TOTAL	49	35	84
	8.3	41.7	100.0

CHI SQUARE = 10.436 6 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0152
CRAMER,S V = .3524
CONTINGENCY COEFFICIEN = .33244
LAMBDA (ASYMMETRIC) = .00000 WITH V232 DEPENDENT. = .02857 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .01250
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .06689 WITH V232 DEPENDENT. = .11910 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .08567
KENDALL,S TAU B = 24675 SIGNIFICANCE = .0081
KENDALL,S TAU C = 28005 SIGNIFICANCE = .0081
GAMMA = .43031
SOMERS,S D (ASYMMETRIC = .28805 WITH V232 DEPENDENT. = .21138 WITH V248 DEPENDENT.
SOMERS,S D (SYMMETRIC) = .24383
ETA = .28572 WITH V2 2 DEPENDENT. = .35249 WITH V248 DEPENDENT.

NUMBER OF MISSING OBSE VATIONS = 15

V232 \ V2 2	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
1.		0	3	3	2	3	11
		.0	27.3	27.3	18.2	27.3	12.8
		.0	37.5	12.0	8.7	10.7	
		.0	3.5	3.5	2.3	3.5	
2.		1	1	4	2	2	10
		10.0	10.0	40.0	20.0	20.0	11.6
		50.0	12.5	16.0	8.7	7.1	
		1.2	1.2	4.7	2.3	2.3	
3.		1	4	11	4	6	26
		3.8	15.4	42.3	15.4	23.1	30.2
		50.0	50.0	44.0	17.4	21.4	
		1.2	4.7	12.8	4.7	7.0	
4.		0	0	7	15	17	39
		.0	.0	17.9	38.5	43.6	45.3
		.0	.0	28.0	65.2	60.7	
		.0	.0	8.1	17.4	19.8	
COLUMN TOTAL		2 2.3	8 9.3	25 29.1	23 26.7	28 32.6	86 100.0

CHI SQUARE = 22.572 4 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = .0316
CRAME'S V = .2957
CONTINGENCY COEFFICIEN = .45596
LAMBDA (ASYMMETRIC) = .19149 WITH V232 DEPENDENT. = .12069 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .15238
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .11676 WITH V232 DEPENDENT. = .10396 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .10996
KENDALL'S TAU B = .30850 SIGNIFICANCE = .0004
KENDALL'S TAU C = .28808 SIGNIFICANCE = .0004
GAMMA = .42253
SOMERS'S D (ASYMMETRIC = .20647 WITH V232 DEPENDENT. = .32101 WITH V252 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .30826
ETA = .37257 WITH V2 2 DEPENDENT. = .40723 WITH V252 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 13

V233	COUNT / ROW PCT / COL PCT / TOT PCT	V248 1.	V248 2.	ROW TOTAL
1.		11	2	13
		84.6	15.4	16.0
		23.4	5.9	
		13.6	2.5	
2.		10	4	14
		71.4	28.6	17.3
		21.3	11.8	
		12.3	4.9	
3.		13	8	21
		61.9	38.1	25.9
		27.7	23.5	
		16.0	9.9	
4.		13	20	33
		39.4	60.6	40.7
		27.7	58.8	
		16.0	24.7	
COLUMN TOTAL		47 58.0	34 42.0	81 100.0

CHI SQUARE = 9.6390 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0219
CRAMER,S V = .3449
CONTINGENCY COEFFICIEN = .32611
LAMBDA (ASYMMETRIC) = .00000 WITH V233 DEPENDENT. = .20588 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .08537
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .04758 WITH V233 DEPENDENT. = .09183 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .06268
KENDALL,S TAU B = .31696 SIGNIFICANCE = .0010
KENDALL,S TAU C = .37311 SIGNIFICANCE = .0010
GAMMA = .52218
SOMERS,S D (ASYMMETRIC = .38298 WITH V233 DEPENDENT. = .26232 WITH V248 DEPENDENT.
SOMERS,S D (SYMMETRIC) = .31137
ETA = .33905 WITH V233 DEPENDENT. = .34497 WITH V248 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 18

V249

V234		1.	2.	3.	4.	ROW TOTAL
1.	COUNT	1	8	1	3	13
	ROW PCT	7.7	61.5	7.7	23.1	16.0
	COL PCT	5.3	24.2	5.6	27.3	
	TOT PCT	1.2	9.9	1.2	3.7	
2.	COUNT	2	6	5	2	15
	ROW PCT	13.3	40.0	33.3	13.3	18.5
	COL PCT	10.5	18.2	27.8	18.2	
	TOT PCT	2.5	7.4	6.2	2.5	
3.	COUNT	4	10	11	2	27
	ROW PCT	14.8	37.0	40.7	7.4	33.3
	COL PCT	21.1	30.3	61.1	18.2	
	TOT PCT	4.9	12.3	13.6	2.5	
4.	COUNT	12	9	1	4	26
	ROW PCT	46.2	34.6	3.8	15.4	32.1
	COL PCT	63.2	27.3	5.6	36.4	
	TOT PCT	14.8	11.1	1.2	4.9	
COLUMN TOTAL		19 23.5	33 40.7	18 22.2	11 13.6	81 100.0

CHI SQUARE = 22.184 3 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0083
CRAMER,S V = .3021
CONTINGENCY COEFFICIEN = .46368
LAMBDA (ASYMMETRIC) = .18519 WITH V234 DEPENDENT. = .08333 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .13725
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .10647 WITH V234 DEPENDENT. = .10855 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .10750
KENDALL,S TAU B = - 21512 SIGNIFICANCE = .0116
KENDALL,S TAU C = - 20607 SIGNIFICANCE = .0116
GAMMA = -.29021
SOMERS,S D (ASYMMETRIC = -.21732 WITH V234 DEPENDENT. = -.21294 WITH V249 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.21510
ETA = .31874 WITH V234 DEPENDENT. = .26781 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 18

V234		1.	2.	3.	4.	5.	ROW TOTAL
1.	COUNT	0	3	5	3	2	13
	ROW PCT	.0	23.1	38.5	23.1	15.4	15.9
	COL PCT	.0	33.3	22.7	13.0	7.4	
	TOT PCT	.0	3.7	6.1	3.7	2.4	
2.	COUNT	1	2	8	1	4	16
	ROW PCT	6.3	12.5	50.0	6.3	25.0	19.5
	COL PCT	100.0	22.2	36.4	4.3	14.8	
	TOT PCT	1.2	2.4	9.8	1.2	4.9	
3.	COUNT	0	4	7	9	7	27
	ROW PCT	.0	14.8	25.9	33.3	25.9	32.9
	COL PCT	.0	44.4	31.8	39.1	25.9	
	TOT PCT	.0	4.9	8.5	11.0	8.5	
4.	COUNT	0	0	2	10	14	26
	ROW PCT	.0	.0	7.7	38.5	53.8	31.7
	COL PCT	.0	.0	9.1	43.5	51.9	
	TOT PCT	.0	.0	2.4	12.2	17.1	
COLUMN TOTAL		1	9	22	23	27	82
		1.2	11.0	26.8	28.0	32.9	100.0

CHI SQUARE = 26.001 4 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = .0107

CRAMER'S V = .3251
CONTINGENCY COEFFICIEN = .49066
LAMBDA (ASYMMETRIC) = .18182 WITH V234 DEPENDENT. = .16364 WITH V252 DEPENDENT.
LAMBDA (SYMMETRIC) = .17273
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .13260 WITH V234 DEPENDENT. = .12963 WITH V252 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .13110
KENDALL'S TAU B = 36880 SIGNIFICANCE = .0000
KENDALL'S TAU C = 35812 SIGNIFICANCE = .0000
GAMMA = .48837
SOMERS'S D (ASYMMETRIC = .36857 WITH V234 DEPENDENT. = .36902 WITH V252 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .36880
ETA = .44936 WITH V234 DEPENDENT. = .45216 WITH V252 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 17

V2 9

V235	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
1.		2	11	5	4	22
		9.1	50.0	22.7	18.2	25.9
		10.5	30.6	27.8	33.3	
		2.4	12.9	5.9	4.7	
2.		2	6	7	4	19
		10.5	31.6	36.8	21.1	22.4
		10.5	16.7	38.9	33.3	
		2.4	7.1	8.2	4.7	
3.		7	14	6	3	30
		23.3	46.7	20.0	10.0	35.3
		36.8	38.9	33.3	25.0	
		8.2	16.5	7.1	3.5	
4.		8	5	0	1	14
		57.1	35.7	.0	7.1	16.5
		42.1	13.9	.0	8.3	
		9.4	5.9	.0	1.2	
COLUMN TOTAL		19	36	18	12	85
		2.4	42.4	21.2	14.1	100.0

CHI SQUARE = 18.573 3 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0291
CRAMER,S V = .2698
CONTINGENCY COEFFICIEN = .42347
LAMBDA (ASYMMETRIC) = .05455 WITH V235 DEPENDENT. = .08163 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .06731
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .08592 WITH V235 DEPENDENT. = .08892 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .08740
KENDALL,S TAU B = - 29396 SIGNIFICANCE = .0007
KENDALL,S TAU C = - 28161 SIGNIFICANCE = .0007
GAMMA = -.40052
SOMERS,S D (ASYMMETRIC = -.29922 WITH V235 DEPENDENT. = -.28880 WITH V249 DEPENDENT.
SOMERS,S D (SYMMETRIC) = -.29391
ETA = .37144 WITH V2 5 DEPENDENT. = .38334 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSE VATIONS = 14

V236	V2 9	1.	2.	3.	4.	ROW TOTAL
	COUNT					
	ROW PCT					
	COL PCT					
	TOT PCT					
1.		13	17	3	6	39
		33.3	43.6	7.7	15.4	41.5
		56.5	43.6	16.7	42.9	
		13.8	18.1	3.2	6.4	
2.		6	8	2	3	19
		31.6	42.1	10.5	15.8	20.2
		26.1	20.5	11.1	21.4	
		6.4	8.5	2.1	3.2	
3.		4	13	9	3	29
		13.8	44.8	31.0	10.3	30.9
		17.4	33.3	50.0	21.4	
		4.3	13.8	9.6	3.2	
4.		0	1	4	2	7
		.0	14.3	57.1	28.6	7.4
		.0	2.6	22.2	14.3	
		.0	1.1	4.3	2.1	
COLUMN TOTAL		23	39	18	14	94
		4.5	41.5	19.1	14.9	100.0

CHI SQUARE = 18.2049 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = .0329
CRAMER'S V = .2540
CONTINGENCY COEFFICIEN = .40279
LAMBDA (ASYMMETRIC) = .10909 WITH V236 DEPENDENT. = .05455 WITH V249 DEPENDENT.
LAMBDA (SYMMETRIC) = .08182
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .08139 WITH V236 DEPENDENT. = .07734 WITH V249 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .07931
KENDALL'S TAU B = .23912 SIGNIFICANCE = .0036
KENDALL'S TAU C = .22242 SIGNIFICANCE = .0036
GAMMA = .33454
SOMERS'S D (ASYMMETRIC = .23524 WITH V236 DEPENDENT. = .24307 WITH V249 DEPENDENT.
SOMERS'S D (SYMMETRIC) = .23909
ETA = .38784 WITH V2 6 DEPENDENT. = .29591 WITH V249 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 5

V238	COUNT / ROW PCT / COL PCT / TOT PCT	V2 8 1.	V2 8 2.	ROW TOTAL
1.		15	4	19
		78.9	21.1	22.4
		30.6	11.1	
		7.6	4.7	
2.		14	4	18
		77.8	22.2	21.2
		28.6	11.1	
		6.5	4.7	
3.		16	10	26
		61.5	38.5	30.6
		32.7	27.8	
		8.8	11.8	
4.		4	18	22
		18.2	81.8	25.9
		8.2	50.0	
		4.7	21.2	
COLUMN TOTAL		49 / 7.6	36 / 42.4	85 / 100.0

CHI SQUARE = 20.713 7 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = .0001
CRAMER,S V = .4936
CONTINGENCY COEFFICIEN = .44266
LAMBDA (ASYMMETRIC) = .13559 WITH V238 DEPENDENT. = .38889 WITH V248 DEPENDENT.
LAMBDA (SYMMETRIC) = .23158
UNCERTAINTY COEFFICIEN (ASYMMETRIC) = .09280 WITH V238 DEPENDENT. = .18736 WITH V248 DEPENDENT.
UNCERTAINTY COEFFICIEN (SYMMETRIC) = .12412
KENDALL,S TAU B = 41500 SIGNIFICANCE = .0000
KENDALL,S TAU C = 50048 SIGNIFICANCE = .0000
GAMMA = .63842
SOMERS,S D (ASYMMETRIC = .51247 WITH V238 DEPENDENT. = .33606 WITH V248 DEPENDENT.
SOMERS,S D (SYMMETRIC) = .40593
ETA = .44253 WITH V2 8 DEPENDENT. = .49365 WITH V248 DEPENDENT.

NUMBER OF MISSING OBSERVATIONS = 14

TABLE: 3.23. Marital Status and Days and Hours of TRT-1 Listening

TRT 1 / Marital Status	P.tesi	Sal.	Cars.	Pers.	Cuma	C.tesi	Pazar
6-9 A.m.	χ^2= 4.02 d.f=3 α = .2589 CR'V = .20	χ^2= 3.21 d.f=3 α = .3609 CR'V = .18	χ^2= 4.41 d.f=3 α = .2157 CR'V = .21	χ^2= 5.04 d.f=3 α = .1691 CR'V = .23	χ^2= 4.46 d.f=3 α = .2157 CR'V = .21	χ^2= 3.20 d.f=3 α = .3612 CR'V = .18	χ^2= 4.78 d.f=3 α = .5717 CR'V = .16
9-10 A.m.	χ^2= 8.02 d.f=3 α = .0457 * CR'V = .29	χ^2= 8.33 d.f=3 α = .0398 * CR'V = .29	χ^2= 8.33 d.f=3 α = .0398 * CR'V = .29	χ^2= 6.48 d.f=3 α = .0904 CR'V = .26	χ^2= 8.33 d.f=3 α = .0398 * CR'V = .29	χ^2= 8.41 d.f=3 α = .0383 * CR'V = .29	χ^2= 7.53 d.f=3 α = .0567 * CR'V = .28
10-11 A.m	χ^2= 9.45 d.f=3 α = .0239 * CR'V = .31	χ^2= 8.12 d.f=3 α = .0436 * CR'V = .29	χ^2= 9.41 d.f=3 α = .0243 * CR'V = .31	χ^2= 8.12 d.f=3 α = .0436 * CR'V = .29	χ^2= 9.41 d.f=3 α = .0243 * CR'V = .31	χ^2= 7.94 d.f=3 α = .0473 * CR'V = .29	χ^2= 3.52 d.f=3 α = .3184 CR'V = .19
11-13 A.m	χ^2= 4.30 d.f=3 α = .2305 CR'V = .21	χ^2= 5.32 d.f=3 α = .1497 CR'V = .23	χ^2= 8.70 d.f=3 α = .0336 * CR'V = .30	χ^2= 8.96 d.f=3 α = .0293 * CR'V = .30	χ^2= 8.96 d.f=3 α = .0298 * CR'V = .30	χ^2= 3.42 d.f=3 α = .7014 CR'V = .12	χ^2= 4.02 d.f=3 α = .2592 CR'V = .20
13-15 P.m.	χ^2= 2.58 d.f=3 α = .4619 CR'V = .16	χ^2= 1.97 d.f=3 α = .5794 CR'V = .14	χ^2= 2.62 d.f=3 α = .4547 CR'V = .16	χ^2= 2.47 d.f=3 α = .4809 CR'V = .16	χ^2= .95 d.f=3 α = .8140 CR'V = .098	χ^2= .81 d.f=3 α = .8468 CR'V = .09	χ^2= 2.50 d.f=3 α = .4746 CR'V = .16
15-17 P.m	χ^2= 7.54 d.f=3 α = .0567 * CR'V = .28	χ^2= 6.16 d.f=3 α = .1041 CR'V = .25	χ^2= 6.46 d.f=3 α = .0911 CR'V = .26	χ^2= 5.31 d.f=3 α = .1507 CR'V = .23	χ^2= 5.31 d.f=3 α = .1507 CR'V = .23	χ^2= 7.02 d.f=3 α = .0714 CR'V = .27	χ^2= 8.57 d.f=3 α = .0357 * CR'V = .30
17-19.30 P.m	χ^2= 7.46 d.f=3 α = .0585 * CR'V = .28	χ^2= 6.45 d.f=3 α = .0917 CR'V = .26	χ^2= 8.71 d.f=3 α = .0334 * CR'V = .30	χ^2= 7.46 d.f=3 α = .0585 * CR'V = .28	χ^2= 6.96 d.f=3 α = .0731 CR'V = .27	χ^2= 4.68 d.f=3 α = .1969 CR'V = .22	χ^2= 14.88 d.f=3 α = .0019 * CR'V = .39
19.30-20 P.m	χ^2= 8.20 d.f=3 α = .0420 * CR'V = .29	χ^2= 5.94 d.f=3 α = .1145 CR'V = .25	χ^2= 12.01 d.f=3 α = .0074 * CR'V = .35	χ^2= 14.88 d.f=3 α = .0019 * CR'V = .39	χ^2= 14.88 d.f=3 α = .0019 * CR'V = .39	χ^2= 22.97 d.f=3 α = .0000 * CR'V = .48	—
20-24 P.m	χ^2= 2.99 d.f=3 α = .3933	χ^2= .71 d.f=3 α = .8702 CR'V = .09	χ^2= 2.16 d.f=3 α = .5403 CR'V = .15	χ^2= 1.20 d.f=3 α = .7527 CR'V = .11	χ^2= 2.06 d.f=3 α = .5608 CR'V = .15	χ^2= 1.60 d.f=3 α = .6585 CR'V = .13	χ^2= 2.34 d.f=3 α = .5058 CR'V = .15

TABLE 3.24. Occupation and the Days and Hours of TRT-1 Listening

TRT-1 Occupation	P.tesi	Salı	Çarş	Perş.	Cuma	C.tesi	Pazar
6-9 A.M.	χ^2=10.97 d.f:7 α=.1400 CR'V=.33	χ^2=12.30 d.f:7 α=.0911 CR'V=.35	χ^2=10.85 d.f:7 α=.1452 CR'V=.33	χ^2=9.94 d.f:7 α=.1919 CR'V=.32	χ^2=10.85 d.f:7 α=.1452 CR'V=.33	χ^2=9.12 d.f:7 α=.2439 CR'V=.30	χ^2=6.72 d.f:7 α=.9450 CR'V=.19
9-10 A.M.	χ^2=19.40 d.f:7 α=.0070 * CR'V=.44	χ^2=21.65 d.f:7 α=.0029 * CR'V=.47	χ^2=21.65 d.f:7 α=.0029 * CR'V=.47	χ^2=24.06 d.f:7 α=.0011 * CR'V=.49	χ^2=21.65 d.f:7 α=.0029 * CR'V=.47	χ^2=16.46 d.f:7 α=.0213 * CR'V=.41	χ^2=8.04 d.f:7 α=.3250 CR'V=.29
10-11 A.M.	χ^2=37.47 d.f:7 α=.0000 * CR'V=.62	χ^2=38.80 d.f:7 α=.0000 * CR'V=.63	χ^2=35.77 d.f:7 α=.0000 * CR'V=.60	χ^2=36.49 d.f:7 α=.0000 * CR'V=.61	χ^2=41.10 d.f:7 α=.0000 * CR'V=.64	χ^2=27.40 d.f:7 α=.0003 * CR'V=.53	χ^2=10.17 d.f:7 α=.1794 CR'V=.32
11-13 A.M	χ^2=16.18 d.f:7 α=.0235 * CR'V=.41	χ^2=17.29 d.f:7 α=.0156 * CR'V=.42	χ^2=14.38 d.f:7 α=.0449 * CR'V=.38	χ^2=15.82 d.f:7 α=.0268 * CR'V=.40	χ^2=15.82 d.f:7 α=.0268 * CR'V=.40	χ^2=11.23 d.f:7 α=.1291 CR'V=.34	χ^2=7.32 d.f:7 α=.3962 CR'V=.27
13-15 P.M.	χ^2=11.72 d.f:7 α=.1103 CR'V=.34	χ^2=11.77 d.f:7 α=.1085 CR'V=.35	χ^2=13.02 d.f:7 α=.0717 CR'V=.36	χ^2=12.81 d.f:7 α=.0768 CR'V=.36	χ^2=10.81 d.f:7 α=.1472 CR'V=.33	χ^2=6.93 d.f:7 α=.4365 CR'V=.27	χ^2=2.00 d.f:7 α=.9598 CR'V=.14
15-17 P.M	χ^2=9.32 d.f:7 α=.2306 CR'V=.31	χ^2=13.34 d.f:7 α=.0642 CR'V=.37	χ^2=10.17 d.f:7 α=.1794 CR'V=.32	χ^2=12.00 d.f:7 α=.1005 CR'V=.35	χ^2=12.00 d.f:7 α=.1005 CR'V=.35	χ^2=6.87 d.f:7 α=.4424 CR'V=.26	χ^2=4.70 d.f:7 α=.6969 CR'V=.22
17-19.30 P.M	χ^2=6.01 d.f:7 α=.5387 CR'V=.25	χ^2=4.57 d.f:7 α=.7118 CR'V=.22	χ^2=5.38 d.f:7 α=.6134 CR'V=.23	χ^2=6.01 d.f:7 α=.5387 CR'V=.25	χ^2=5.40 d.f:7 α=.6115 CR'V=.23	χ^2=5.38 d.f:7 α=.6134 CR'V=.23	χ^2=11.65 d.f:7 α=.1126 CR'V=.34
19.30-20 P.M.	χ^2=3.58 d.f:7 α=.8266 CR'V=.19	χ^2=2.82 d.f:7 α=.9011 CR'V=.17	χ^2=3.38 d.f:7 α=.8524 CR'V=.18	χ^2=3.40 d.f:7 α=.8454 CR'V=.19	χ^2=3.40 d.f:7 α=.8454 CR'V=.19	χ^2=3.01 d.f:7 α=.8840 CR'V=.17	—
20-24 P.M.	χ^2=4.34 d.f:7 α=.7400 CR'V=.21	χ^2=6.48 d.f:7 α=.4846 CR'V=.26	χ^2=5.37 d.f:7 α=.6144 CR'V=.23	χ^2=5.36 d.f:7 α=.6164 CR'V=.23	χ^2=7.45 d.f:7 α=.3833 CR'V=.28	χ^2=8.04 d.f:7 α=.3290 CR'V=.29	χ^2=3.74 d.f:7 α=.81 CR'V=.19

TABLE 3.25. Education and the Days and Hours of TRT-1 Listening

TRT-1 / Education Level	P. tesi	Sali	Cars.	Pars	Cuma	C. tesi	Pazar
6-9 A.M.	$\chi^2 = 7.08$ d.f: 4 $\alpha = .1317$ CR'V = .27	$\chi^2 = 8.10$ d.f: 4 $\alpha = .0879$ CR'V = .29	$\chi^2 = 6.65$ d.f: 4 $\alpha = .1558$ CR'V = .26	$\chi^2 = 7.31$ d.f: 4 $\alpha = .1204$ CR'V = .27	$\chi^2 = 6.65$ d.f: 4 $\alpha = .1558$ CR'V = .26	$\chi^2 = 6.99$ d.f: 4 $\alpha = .1362$ CR'V = .27	$\chi^2 = 16.97$ d.f: 4 $\alpha = .0304$ * CR'V = .29
9-10 A.M	$\chi^2 = 6.60$ d.f: 4 $\alpha = .1585$ CR'V = .26	$\chi^2 = 6.01$ d.f: 4 $\alpha = .1987$ CR'V = .25	$\chi^2 = 6.01$ d.f: 4 $\alpha = .1987$ CR'V = .25	$\chi^2 = 5.13$ d.f: 4 $\alpha = .2746$ CR'V = .23	$\chi^2 = 6.01$ d.f: 4 $\alpha = .1987$ CR'V = .25	$\chi^2 = 7.99$ d.f: 4 $\alpha = .0921$ CR'V = .28	$\chi^2 = 2.16$ d.f: 4 $\alpha = .7062$ CR'V = .15
10-11 A.M.	$\chi^2 = 15.39$ d.f: 4 $\alpha = .0040$ * CR'V = .40	$\chi^2 = 18.81$ d.f: 4 $\alpha = .0009$ * CR'V = .44	$\chi^2 = 12.48$ d.f: 4 $\alpha = .0141$ * CR'V = .36	$\chi^2 = 10.88$ d.f: 4 $\alpha = .0279$ * CR'V = .33	$\chi^2 = 15.59$ d.f: 4 $\alpha = .0036$ * CR'V = .40	$\chi^2 = 13.76$ d.f: 4 $\alpha = .0081$ * CR'V = .37	$\chi^2 = 4.78$ d.f: 4 $\alpha = .3108$ CR'V = .22
11-13 A.M	$\chi^2 = 10.89$ d.f: 4 $\alpha = .0278$ * CR'V = .33	$\chi^2 = 10.71$ d.f: 4 $\alpha = .0300$ * CR'V = .33	$\chi^2 = 14.17$ d.f: 4 $\alpha = .0068$ * CR'V = .38	$\chi^2 = 14.34$ d.f: 4 $\alpha = .0063$ * CR'V = .38	$\chi^2 = 14.34$ d.f: 4 $\alpha = .0063$ * CR'V = .38	$\chi^2 = 8.07$ d.f: 4 $\alpha = .0891$ CR'V = .29	$\chi^2 = 4.46$ d.f: 4 $\alpha = .3476$ CR'V = .21
13-15 A.M.	$\chi^2 = 5.04$ d.f: 4 $\alpha = .2831$ CR'V = .23	$\chi^2 = 8.43$ d.f: 4 $\alpha = .0771$ CR'V = .29	$\chi^2 = 5.31$ d.f: 4 $\alpha = .2572$ CR'V = .23	$\chi^2 = 6.41$ d.f: 4 $\alpha = .1707$ CR'V = .25	$\chi^2 = 5.22$ d.f: 4 $\alpha = .2657$ CR'V = .23	$\chi^2 = 1.83$ d.f: 4 $\alpha = .7673$ CR'V = .14	$\chi^2 = .73$ d.f: 4 $\alpha = .9472$ CR'V = .09
15-17 P.M.	$\chi^2 = 5.57$ d.f: 4 $\alpha = .2336$ CR'V = .24	$\chi^2 = 1.64$ d.f: 4 $\alpha = .8009$ CR'V = .13	$\chi^2 = 4.00$ d.f: 4 $\alpha = .4059$ CR'V = .20	$\chi^2 = 1.96$ d.f: 4 $\alpha = .7433$ CR'V = .14	$\chi^2 = 1.96$ d.f: 4 $\alpha = .7433$ CR'V = .14	$\chi^2 = 1.85$ d.f: 4 $\alpha = .7631$ CR'V = .14	$\chi^2 = 1.05$ d.f: 4 $\alpha = .9028$ CR'V = .10
17-1930 P.M.	$\chi^2 = 1.68$ d.f: 4 $\alpha = .7941$ CR'V = .13	$\chi^2 = 1.93$ d.f: 4 $\alpha = .7496$ CR'V = .14	$\chi^2 = 1.35$ d.f: 4 $\alpha = .8523$ CR'V = .12	$\chi^2 = 1.68$ d.f: 4 $\alpha = .7941$ CR'V = .13	$\chi^2 = 1.62$ d.f: 4 $\alpha = .8061$ CR'V = .13	$\chi^2 = 3.01$ d.f: 4 $\alpha = .5568$ CR'V = .17	$\chi^2 = 2.47$ d.f: 4 $\alpha = .6499$ CR'V = .16
19.30-20 P.M.	$\chi^2 = 1.05$ d.f: 4 $\alpha = .9028$ CR'V = .10	$\chi^2 = 1.76$ d.f: 4 $\alpha = .7794$ CR'V = .13	$\chi^2 = .97$ d.f: 4 $\alpha = .9143$ CR'V = .10	$\chi^2 = .39$ d.f: 4 $\alpha = .9831$ CR'V = .06	$\chi^2 = .39$ d.f: 4 $\alpha = .9831$ CR'V = .06	$\chi^2 = 1.51$ d.f: 4 $\alpha = .8257$ CR'V = .12	—
20-24 P.M.	$\chi^2 = 1.17$ d.f: 4 $\alpha = .8831$ CR'V = .11	$\chi^2 = 2.11$ d.f: 4 $\alpha = .7158$ CR'V = .15	$\chi^2 = .96$ d.f: 4 $\alpha = .9165$ CR'V = .10	$\chi^2 = 1.37$ d.f: 4 $\alpha = .8502$ CR'V = .12	$\chi^2 = 1.68$ d.f: 4 $\alpha = .7939$ CR'V = .13	$\chi^2 = 2.65$ d.f: 4 $\alpha = .6175$ CR'V = .16	$\chi^2 = .48$ d.f: 4 $\alpha = .9753$ CR'V = .07

TABLE 5.27. Sex and the Days and Hours of TRT 2 Listening

TRT-2 / SEX	P.tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
6-9 A.M.	χ^2=1.12 d.f:1 α=.2905 Phi=.14	χ^2=.849 d.f:1 α=.3567 Phi=.12	χ^2=1.215 d.f:1 α=.2704 Phi=.14	χ^2=1.117 d.f:1 α=.2905 Phi=.14	χ^2=.182 d.f:1 α=.6697 Phi=.07	χ^2=1.677 d.f:1 α=.1953 Phi=.16	χ^2=.167 d.f:1 α=.6827 Phi=.09
9-10 A.M.	χ^2=.167 d.f:1 α=.6827 Phi=.09	χ^2=.167 d.f:1 α=.6827 Phi=.09	χ^2=.167 d.f:1 α=.6827 Phi=.09	χ^2=.001 d.f:1 α=.9824 Phi=.05	χ^2=.001 d.f:1 α=.9824 Phi=.05	χ^2=.167 d.f:1 α=.6827 Phi=.01	χ^2=.024 d.f:1 α=.8768 Phi=.04
10-11 A.M.	χ^2=.961 d.f:1 α=.3270 Phi=.17	χ^2=.961 d.f:1 α=.3270 Phi=.17	χ^2=.961 d.f:1 α=.3270 Phi=.17	χ^2=.961 d.f:1 α=.3270 Phi=.17	χ^2=2.264 d.f:1 α=.1324 Phi=.21	χ^2=2.264 d.f:1 α=.1324 Phi=.21	χ^2=.222 d.f:1 α=.6374 Phi=.03
11-13 A.M.	χ^2=.024 d.f:1 α=.8768 Phi=.07	χ^2=.023 d.f:1 α=.8802 Phi=.02	χ^2=.001 d.f:1 α=.9824 Phi=.04	χ^2=.024 d.f:1 α=.8768 Phi=.07	χ^2=.024 d.f:1 α=.8768 Phi=.07	χ^2=.023 d.f:1 α=.8802 Phi=.02	χ^2=.222 d.f:1 α=.6374 Phi=.03
13-15 P.M.	χ^2=.024 d.f:1 α=.8768 Phi=.04	χ^2=.095 d.f:1 α=.7580 Phi=.01	χ^2=.024 d.f:1 α=.8768 Phi=.04	χ^2=.024 d.f:1 α=.8768 Phi=.037	χ^2=.024 d.f:1 α=.8768 Phi=.04	χ^2=.239 d.f:1 α=.6249 Phi=.09	χ^2=.222 d.f:1 α=.6374 Phi=.03
15-17 P.M.	χ^2=.095 d.f:1 α=.7580 Phi=.07	χ^2=.023 d.f:1 α=.8806 Phi=.02	χ^2=.095 d.f:1 α=.7580 Phi=.07	χ^2=.095 d.f:1 α=.7580 Phi=.07	χ^2=.095 d.f:1 α=.7580 Phi=.07	χ^2=.095 d.f:1 α=.7580 Phi=.01	—
17-19.30 P.M.	χ^2=.095 d.f:1 α=.7580 Phi=.07	χ^2=.065 d.f:1 α=.7985 Phi=.01	χ^2=.001 d.f:1 α=.9824 Phi=.04	χ^2=.275 d.f:1 α=.6002 Phi=.10	χ^2=.275 d.f:1 α=.6002 Phi=.10	χ^2=.275 d.f:1 α=.6002 Phi=.10	χ^2=.024 d.f:1 α=.8768 Phi=.07
19.30-20 P.M.	χ^2=.03 d.f:1 α=.8520 Phi=.12	χ^2=.222 d.f:1 α=.6374 Phi=.03	χ^2=.032 d.f:1 α=.8580 Phi=.12	χ^2=.222 d.f:1 α=.6374 Phi=.03	χ^2=.222 d.f:1 α=.6374 Phi=.03	χ^2=.222 d.f:1 α=.6374 Phi=.03	χ^2=.032 d.f:1 α=.8580 Phi=.09
20-24 P.M.	χ^2=.778 d.f:1 α=.3776 Phi=.14	χ^2=3.685 d.f:1 α=.0549 * Phi=.25	χ^2=.961 d.f:1 α=.3270 Phi=.17	χ^2=2.342 d.f:1 α=.1259 Phi=.22	χ^2=.961 d.f:1 α=.3270 Phi=.17	χ^2=.222 d.f:1 α=.6374 Phi=.03	χ^2=.032 d.f:1 α=.8580 Phi=.12

IRT II 2/AGE	P.tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
6-9 A.m.	χ^2=1.714 d.f=3 α=.6338 CR'V=.13	χ^2=2.036 d.f=3 α=.5649 CR'V=.14	χ^2=1.245 d.f=3 α=.7421 CR'V=.11	χ^2=.721 d.f=3 α=.8683 CR'V=.09	χ^2=2.54 d.f=3 α=.4686 CR'V=.16	χ^2=1.277 d.f=3 α=.7346 CR'V=.11	χ^2=4.542 d.f=3 α=.2186 CR'V=.22
9-10 A.m	χ^2=1.198 d.f=3 α=.7535 CR'V=.11	χ^2=1.198 d.f=3 α=.7535 CR'V=.11	χ^2=1.198 d.f=3 α=.7535 CR'V=.11	χ^2=2.784 d.f=3 α=.4261 CR'V=.17	χ^2=2.784 d.f=3 α=.4261 CR'V=.17	χ^2=3.042 d.f=3 α=.3852 CR'V=.18	χ^2=5.043 d.f=3 α=.1687 CR'V=.23
10-11 A.m.	χ^2=1.710 d.f=3 α=.6347 CR'V=.13	χ^2=1.710 d.f=3 α=.6347 CR'V=.13	χ^2=1.710 d.f=3 α=.6347 CR'V=.13	χ^2=1.710 d.f=3 α=.6347 CR'V=.13	χ^2=4.487 d.f=3 α=.2134 CR'V=.21	χ^2=1.960 d.f=3 α=.5808 CR'V=.14	χ^2=1.710 d.f=3 α=.6347 CR'V=.13
11-13 A.m	χ^2=1.27 d.f=3 α=.7356 CR'V=.11	χ^2=.801 d.f=3 α=.8493 CR'V=.09	χ^2=.361 d.f=3 α=.9482 CR'V=.06	χ^2=1.273 d.f=3 α=.7356 CR'V=.11	χ^2=1.273 d.f=3 α=.7356 CR'V=.11	χ^2=1.245 d.f=3 α=.7421 CR'V=.11	χ^2=3.616 d.f=3 α=.3061 CR'V=.19
13-15 P.m	χ^2=7.963 d.f=3 α=.0468 * CR'V=.29	χ^2=19.977 d.f=3 α=.0002 * CR'V=.45	χ^2=7.963 d.f=3 α=.0468 * CR'V=.29	χ^2=7.963 d.f=3 α=.0468 * CR'V=.29	χ^2=7.963 d.f=3 α=.0468 * CR'V=.29	χ^2=6.659 d.f=3 α=.0836 CR'V=.26	χ^2=1.710 d.f=3 α=.6347 CR'V=.13
15-17 P.m	χ^2=3.554 d.f=3 α=.3138 CR'V=.19	χ^2=5.891 d.f=3 α=.1170 CR'V=.25	χ^2=3.554 d.f=3 α=.3138 CR'V=.19	χ^2=3.554 d.f=3 α=.3138 CR'V=.19	χ^2=3.554 d.f=3 α=.3138 CR'V=.19	χ^2=1.544 d.f=3 α=.6722 CR'V=.13	—
17-19.30 P.m	χ^2=15.615 d.f=3 α=.0014 * CR'V=.40	χ^2=12.718 d.f=3 α=.0053 * CR'V=.36	χ^2=6.844 d.f=3 α=.0770 CR'V=.26	χ^2=12.730 d.f=3 α=.0053 * CR'V=.36	χ^2=12.730 d.f=3 α=.0053 * CR'V=.36	χ^2=12.730 d.f=3 α=.0053 * CR'V=.36	χ^2=9.148 d.f=3 α=.0274 * CR'V=.31
19.30-20 P.m	χ^2=3.115 d.f=3 α=.3742 CR'V=.18	χ^2=2.544 d.f=3 α=.4675 CR'V=.16	χ^2=3.115 d.f=3 α=.3742 CR'V=.18	χ^2=3.616 d.f=3 α=.3061 CR'V=.19	χ^2=3.616 d.f=3 α=.3061 CR'V=.19	χ^2=4.032 d.f=3 α=.2580 CR'V=.20	χ^2=6.062 d.f=3 α=.1086 CR'V=.25
20-24 P.M.	χ^2=2.641 d.f=3 α=.4503 CR'V=.16	χ^2=8.388 d.f=3 α=.0386 * CR'V=.29	χ^2=2.544 d.f=3 α=.4675 CR'V=.16	χ^2=5.32 d.f=3 α=.1499 CR'V=.23	χ^2=2.544 d.f=3 α=.4675 CR'V=.16	χ^2=7.963 d.f=3 α=.0468 * CR'V=.29	χ^2=3.940 d.f=3 α=.2680 CR'V=.20

TRT-2 / Marital Status	P. Iesi	Sau	Gorz.	Pers	Cuma	C. Iesi	Pazar
6–9 AM	χ^2=2.902 d.f=3 α=.4069 CR'V=.17	χ^2=4.509 d.f=3 α=.2115 CR'V=.22	χ^2=2.463 d.f=3 α=.4820 CR'V=.16	χ^2=2.902 d.f=3 α=.4069 CR'V=.17	χ^2=3.924 d.f=3 α=.2698 CR'V=.20	χ^2=3.799 d.f=3 α=.2840 CR'V=.20	χ^2=1.626 d.f=3 α=.6536 CR'V=.13
9–10 AM	χ^2=1.994 d.f=3 α=.5736 CR'V=.14	χ^2=1.994 d.f=3 α=.5736 CR'V=.14	χ^2=1.994 d.f=3 α=.5736 CR'V=.14	χ^2=2.627 d.f=3 α=.4528 CR'V=.16	χ^2=2.627 d.f=3 α=.4528 CR'V=.16	χ^2=1.994 d.f=3 α=.5736 CR'V=.14	χ^2=2.258 d.f=3 α=.5206 CR'V=.15
10–11 AM	χ^2=1.734 d.f=3 α=.6295 CR'V=.13	χ^2=1.734 d.f=3 α=.6295 CR'V=.13	χ^2=1.734 d.f=3 α=.6295 CR'V=.13	χ^2=1.733 d.f=3 α=.6295 CR'V=.13	χ^2=2.628 d.f=3 α=.4527 CR'V=.16	χ^2=.572 d.f=3 α=.9029 CR'V=.08	χ^2=1.734 d.f=3 α=.6295 CR'V=.13
11–13 AM	χ^2=3.360 d.f=3 α=.3394 CR'V=.19	χ^2=5.288 d.f=3 α=.1519 CR'V=.23	χ^2=3.990 d.f=3 α=.2625 CR'V=.20	χ^2=3.360 d.f=3 α=.3394 CR'V=.19	χ^2=3.360 d.f=3 α=.3394 CR'V=.19	χ^2=3.764 d.f=3 α=.2881 CR'V=.20	χ^2=5.878 d.f=3 α=.1177 CR'V=.25
13–15 PM	χ^2=1.163 d.f=3 α=.7618 CR'V=.11	χ^2=1.584 d.f=3 α=.6631 CR'V=.13	χ^2=1.163 d.f=3 α=.7618 CR'V=.11	χ^2=1.163 d.f=3 α=.7618 CR'V=.11	χ^2=1.163 d.f=3 α=.7618 CR'V=.11	χ^2=1.429 d.f=3 α=.6986 CR'V=.12	χ^2=4.628 d.f=3 α=.2012 CR'V=.22
15–17 PM	χ^2=6.401 d.f=3 α=.0937 CR'V=.26	χ^2=4.968 d.f=3 α=.1742 CR'V=.23	χ^2=6.401 d.f=3 α=.0937 CR'V=.26	χ^2=6.401 d.f=3 α=.0937 CR'V=.26	χ^2=6.401 d.f=3 α=.0937 CR'V=.26	χ^2=3.205 d.f=3 α=.3611 CR'V=.18	—
17–19.30 PM	χ^2=.908 d.f=3 α=.8235 CR'V=.10	χ^2=1.773 d.f=3 α=.6208 CR'V=.14	χ^2=2.316 d.f=3 α=.5094 CR'V=.15	χ^2=1.509 d.f=3 α=.6803 CR'V=.12	χ^2=1.509 d.f=3 α=.6803 CR'V=.12	χ^2=1.509 d.f=3 α=.6803 CR'V=.12	χ^2=1.802 d.f=3 α=.6146 CR'V=.14
19.30–20 P.M	χ^2=2.290 d.f=3 α=.5144 CR'V=.15	χ^2=.569 d.f=3 α=.9034 CR'V=.08	χ^2=2.290 d.f=3 α=.5144 CR'V=.15	χ^2=4.628 d.f=3 α=.2012 CR'V=.22	χ^2=4.628 d.f=3 α=.2012 CR'V=.22	χ^2=5.878 d.f=3 α=.1177 CR'V=.25	χ^2=2.290 d.f=3 α=.5144 CR'V=.15
20–24 P.M	χ^2=12.007 d.f=3 * α=.0074 CR'V=.35	χ^2=1.163 d.f=3 α=.7618 CR'V=.11	χ^2=4.628 d.f=3 α=.2012 CR'V=.22	χ^2=1.995 d.f=3 α=.5735 CR'V=.14	χ^2=4.628 d.f=3 α=.2012 CR'V=.22	χ^2=.569 d.f=3 α=.9034 CR'V=.08	χ^2=2.290 d.f=3 α=.5144 CR'V=.15

TRT-2 / occupation	P. tesi	Sal	Garp.	Per?	Cuma	C. tesi	Pazar
6-9 AM	χ^2 = 5.078 d.f: 7 α = .6505 CR'V = .23	χ^2 = 3.197 d.f. 7 α = .8662 CR'V = .18	χ^2 = 4.051 d.f. 7 α = .7739 CR'V = .20	χ^2 = 5.078 d.f: 7 α = .6505 CR'V = .23	χ^2 = 5.632 d.f: 7 α = .5833 CR'V = .24	χ^2 = 11.600 d.f: 7 α = .1145 CR'V = .34	χ^2 = 9.268 d.f: 7 α = .2340 CR'V = .31
9-10 AM	χ^2 = 7.860 d.f: 7 α = .3451 CR'V = .28	χ^2 = 4.697 d.f: 7 α = .6969 CR'V = .22	χ^2 = 4.697 d.f: 7 α = .6969 CR'V = .22	χ^2 = 3.761 d.f: 7 α = .8068 CR'V = .19	χ^2 = 3.761 d.f: 7 α = .8068 CR'V = .19	χ^2 = 4.466 d.f: 7 α = .7249 CR'V = .21	χ^2 = 6.148 d.f. 7 α = .5225 CR'V = .25
10-11 AM	χ^2 = 11.431 d.f: 7 α = .1209 CR'V = .34	χ^2 = 11.431 d.f: 7 α = .1209 CR'V = .34	χ^2 = 11.431 d.f: 7 α = .1209 CR'V = .34	χ^2 = 11.431 d.f: 7 α = .1209 CR'V = .34	χ^2 = 9.384 d.f: 7 α = .2262 CR'V = .31	χ^2 = 17.326 d.f: 7 α = .0154 * CR'V = .42	χ^2 = 3.011 d.f: 7 α = .8840 CR'V = .17
11-13 AM	χ^2 = 5.289 d.f: 7 α = .6248 CR'V = .23	χ^2 = 3.862 d.f. 7 α = .7955 CR'V = .20	χ^2 = 4.812 d.f: 7 α = .6829 CR'V = .22	χ^2 = 5.289 d.f: 7 α = .6248 CR'V = .23	χ^2 = 5.289 d.f: 7 α = .6248 CR'V = .23	χ^2 = 4.719 d.f: 7 α = .6942 CR'V = .22	χ^2 = 4.236 d.f: 7 α = .7523 CR'V = .21
13-15 PM	χ^2 = 5.575 d.f: 7 α = .5901 CR'V = .24	χ^2 = 4.304 d.f: 7 α = .7441 CR'V = .21	χ^2 = 5.575 d.f: 7 α = .5901 CR'V = .24	χ^2 = 5.575 d.f: 7 α = .5901 CR'V = .24	χ^2 = 5.575 d.f: 7 α = .5901 CR'V = .24	χ^2 = 2.137 d.f: 7 α = .9519 CR'V = .15	χ^2 = 8.063 d.f: 7 α = .3271 CR'V = .29
15-17 PM	χ^2 = 7.686 d.f: 7 α = .3611 CR'V = .28	χ^2 = 8.653 d.f: 7 α = .2785 CR'V = .30	χ^2 = 7.686 d.f: 7 α = .3611 CR'V = .28	χ^2 = 7.686 d.f: 7 α = .3611 CR'V = .28	χ^2 = 7.686 d.f: 7 α = .3611 CR'V = .28	χ^2 = 5.519 d.f: 7 α = .5969 CR'V = .24	—
17-19.30 PM	χ^2 = 7.179 d.f: 7 α = .4105 CR'V = .27	χ^2 = 4.613 d.f: 7 α = .7071 CR'V = .22	χ^2 = 4.737 d.f: 7 α = .6920 CR'V = .22	χ^2 = 5.856 d.f: 7 α = .5567 CR'V = .24	χ^2 = 5.856 d.f: 7 α = .5567 CR'V = .24	χ^2 = 5.856 d.f: 7 α = .5567 CR'V = .24	χ^2 = 7.868 d.f: 7 α = .3444 CR'V = .28
19.30-20 PM	χ^2 = 8.08 d.f: 7 α = .3255 CR'V = .29	χ^2 = 4.236 d.f: 7 α = .7523 CR'V = .21	χ^2 = 8.082 d.f: 7 α = .3255 CR'V = .29	χ^2 = 4.236 d.f: 7 α = .7523 CR'V = .21	χ^2 = 4.236 d.f: 7 α = .7523 CR'V = .21	χ^2 = 16.483 d.f: 7 α = .0211 * CR'V = .41	χ^2 = 2.323 d.f: 7 α = .9388 CR'V = .15
20-24 PM	χ^2 = 12.792 d.f: 7 α = .0773 CR'V = .36	χ^2 = 17.950 d.f: 7 α = .0122 * CR'V = .43	χ^2 = 10.972 d.f: 7 α = .1399 CR'V = .33	χ^2 = 22.434 d.f: 7 α = .0021 * CR'V = .48	χ^2 = 10.972 d.f: 7 α = .1399 CR'V = .33	χ^2 = 11.992 d.f: 7 α = .1008 CR'V = .35	χ^2 = 15.658 d.f: 7 α = .0284 * CR'V = .40

Test for Education Level and Days and Hours of TRT-2 Listening

TRT-2 / Education Level	Petesi	Sala	Garza	Perez	Cuna	C-tesi	Parra
6–9 AM	χ^2=7.501 d.f:4 α=.1117 CR'V=.28	χ^2=3.450 d.f:4 α=.4856 CR'V=.19	χ^2=4.907 d.f:4 α=.2969 CR'V=.22	χ^2=7.501 d.f:4 α=.1117 CR'V=.28	χ^2=3.904 d.f:4 α=.4192 CR'V=.20	χ^2=2.870 d.f:4 α=.5798 CR'V=.17	χ^2=2.252 d.f:4 α=.6895 CR'V=.15
9–10 AM.	χ^2=7.712 d.f:4 α=.1027 CR'V=.28	χ^2=1.046 d.f:4 α=.9028 CR'V=.10	χ^2=1.046 d.f:4 α=.9028 CR'V=.10	χ^2=.881 d.f:4 α=.9273 CR'V=.09	χ^2=.881 d.f:4 α=.9273 CR'V=.09	χ^2=1.345 d.f:4 α=.8537 CR'V=.12	χ^2=1.340 d.f:4 α=.8546 CR'V=.12
10–11 AM.	χ^2=1.393 d.f:4 α=.8455 CR'V=.12	χ^2=1.393 d.f:4 α=.8455 CR'V=.12	χ^2=1.393 d.f:4 α=.8455 CR'V=.12	χ^2=1.393 d.f:4 α=.8455 CR'V=.12	χ^2=2.513 d.f:4 α=.6423 CR'V=.16	χ^2=.392 d.f:4 α=.9831 CR'V=.06	χ^2=1.505 d.f:4 α=.8257 CR'V=.12
11–13 AM.	χ^2=1.142 d.f:4 α=.8875 CR'V=.11	χ^2=2.385 d.f:4 α=.6654 CR'V=.16	χ^2=6.314 d.f:4 α=.1769 CR'V=.25	χ^2=1.142 d.f:4 α=.8875 CR'V=.11	χ^2=1.142 d.f:4 α=.8875 CR'V=.11	χ^2=3.486 d.f:4 α=.4800 CR'V=.19	χ^2=1.331 d.f:4 α=.8562 CR'V=.12
13–15 AM	χ^2=3.214 d.f:4 α=.5227 CR'V=.18	χ^2=1.539 d.f:4 α=.8198 CR'V=.13	χ^2=3.214 d.f:4 α=.5227 CR'V=.18	χ^2=3.214 d.f:4 α=.5227 CR'V=.18	χ^2=3.214 d.f:4 α=.5227 CR'V=.18	χ^2=1.276 d.f:4 α=.8655 CR'V=.11	χ^2=5.202 d.f:4 α=.2672 CR'V=.23
15–17 AM	χ^2=1.422 d.f:4 α=.8403 CR'V=.12	χ^2=2.226 d.f:4 α=.6942 CR'V=.15	χ^2=1.422 d.f:4 α=.8403 CR'V=.12	χ^2=1.422 d.f:4 α=.8403 CR'V=.12	χ^2=1.422 d.f:4 α=.8403 CR'V=.12	χ^2=1.159 d.f:4 α=.8848 CR'V=.11	—
17–19.30 PM	χ^2=1.547 d.f:4 α=.8184 CR'V=.13	χ^2=6.122 d.f:4 α=.1902 CR'V=.25	χ^2=.881 d.f:4 α=.9273 CR'V=.09	χ^2=2.623 d.f:4 α=.6227 CR'V=.16	χ^2=2.623 d.f:4 α=.6227 CR'V=.16	χ^2=2.623 d.f:4 α=.6227 CR'V=.16	χ^2=1.142 d.f:4 α=.8875 CR'V=.11
19.30–20 PM.	χ^2=2.216 d.f:4 α=.6961 CR'V=.15	χ^2=1.331 d.f:4 α=.8562 CR'V=.12	χ^2=2.216 d.f:4 α=.6961 CR'V=.15	χ^2=5.202 d.f:4 α=.2672 CR'V=.23	χ^2=5.202 d.f:4 α=.2672 CR'V=.23	χ^2=5.314 d.f:4 α=.2565 CR'V=.23	χ^2=10.102 d.f:4 α=.0387 * CR'V=.32
20–24 PM	χ^2=2.717 d.f:4 α=.6062 CR'V=.17	χ^2=9.144 d.f:4 α=.0576 * CR'V=.30	χ^2=4.478 d.f:4 α=.3452 CR'V=.21	χ^2=7.015 d.f:4 α=.1351 CR'V=.27	χ^2=4.478 d.f:4 α=.3452 CR'V=.21	χ^2=1.393 d.f:4 α=.8455 CR'V=.12	χ^2=2.216 d.f:4 α=.6961 CR'V=.15

TKI-4 Günler	P.tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
6-9 A.M	χ^2=4.462 d.f:5 α=.4850 Cr'V=.21	χ^2=2.889 d.f:5 α=.7171 Cr'V=.17	χ^2=3.947 d.f:5 α=.5570 Cr'V=.20	χ^2=4.462 d.f:5 α=.4850 Cr'V=.21	χ^2=1.745 d.f:5 α=.8832 Cr'V=.13	χ^2=1.807 d.f:5 α=.8751 Cr'V=.14	χ^2=4.064 d.f:5 α=.5403 Cr'V=.20
9-10 A.M	χ^2=7.745 d.f:5 α=.1709 Cr'V=.28	χ^2=8.931 d.f:5 α=.1119 Cr'V=.30	χ^2=8.931 d.f:5 α=.1119 Cr'V=.30	χ^2=8.289 d.f:5 α=.1410 Cr'V=.29	χ^2=8.289 d.f:5 α=.1410 Cr'V=.29	χ^2=5.704 d.f:5 α=.3361 Cr'V=.24	χ^2=5.408 d.f:5 α=.3681 Cr'V=.24
10-11 A.M	χ^2=10.464 d.f:5 α=.0631 Cr'V=.33	χ^2=10.464 d.f:5 α=.0631 Cr'V=.33	χ^2=10.464 d.f:5 α=.0631 Cr'V=.33	χ^2=10.464 d.f:5 α=.0631 Cr'V=.33	χ^2=6.383 d.f:5 α=.2707 Cr'V=.26	χ^2=6.241 d.f:5 α=.2835 Cr'V=	χ^2=7.337 d.f:5 α=.1967 Cr'V=.27
11-13 A.M	χ^2=.986 d.f:5 α=.9637 Cr'V=.10	χ^2=2.059 d.f:5 α=.8409 Cr'V=.15	χ^2=.840 d.f:5 α=.9744 Cr'V=.09	χ^2=.986 d.f:5 α=.9637 Cr'V=.10	χ^2=.986 d.f:5 α=.9637 Cr'V=.10	χ^2=4.053 d.f:5 α=.5418 Cr'V=.20	χ^2=3.366 d.f:5 α=.6438 Cr'V=.19
13-15 P.M	χ^2=4.610 d.f:5 α=.4653 Cr'V=.22	χ^2=8.010 d.f:5 α=.1557 Cr'V=.29	χ^2=4.610 d.f:5 α=.4653 Cr'V=.22	χ^2=4.610 d.f:5 α=.4653 Cr'V=.22	χ^2=4.610 d.f:5 α=.4653 Cr'V=.22	χ^2=5.590 d.f:5 α=.3482 Cr'V=.24	χ^2=4.211 d.f:5 α=.5195 Cr'V=.21
15-17 P.M	χ^2=5.870 d.f:5 α=.3190 Cr'V=.25	χ^2=4.64 d.f:5 α=.4611 Cr'V=.22	χ^2=5.870 d.f:5 α=.3190 Cr'V=.25	χ^2=5.870 d.f:5 α=.3190 Cr'V=.25	χ^2=5.870 d.f:5 α=.3190 Cr'V=.25	χ^2=2.254 d.f:5 α=.8130 Cr'V=.15	
17-19.30 P.M	χ^2=2.572 d.f:5 α=.7656 Cr'V=.16	χ^2=1.671 d.f:5 α=.8926 Cr'V=.13	χ^2=4.189 d.f:5 α=.5226 Cr'V=.21	χ^2=2.773 d.f:5 α=.7349 Cr'V=.17	χ^2=2.773 d.f:5 α=.7349 Cr'V=.17	χ^2=2.773 d.f:5 α=.7349 Cr'V=.17	χ^2=1.784 d.f:5 α=.8782 Cr'V=.14
19.30-20 P.M	χ^2=1.666 d.f:5 α=.8932 Cr'V=.13	χ^2=3.366 d.f:5 α=.6438 Cr'V=.19	χ^2=1.666 d.f:5 α=.8932 Cr'V=.13	χ^2=.873 d.f:5 α=.9721 Cr'V=.09	χ^2=.873 d.f:5 α=.9721 Cr'V=.09	χ^2=5.774 d.f:5 α=.3288 Cr'V=.24	χ^2=2.084 d.f:5 α=.8374 Cr'V=.15
20-24 P.M	χ^2=2.910 d.f:5 α=.7145 Cr'V=.17	χ^2=3.704 d.f:5 α=.5928 Cr'V=.19	χ^2=.8734 d.f:5 α=.9721 Cr'V=.09	χ^2=2.111 d.f:5 α=.8336 Cr'V=.15	χ^2=.873 d.f:5 α=.9721 Cr'V=.09	χ^2=4.211 d.f:5 α=.5195 Cr'V=.21	χ^2=2.084 d.f:5 α=.8374 Cr'V=.15

TABLE 3.33. Sex and TRT-3 Listening

TRT-3 / SEX	P. tesi	Sali	Gors.	Pers.	Luna	C. tesi	Bazar
6-9 A-M	χ^2=.110 d.f=1 α=.7401 Phi=.01	χ^2=.023 d.f=1 α=.8802 Phi=.02	χ^2=.359 d.f=1 α=.5491 Phi=.10	χ^2=.005 d.f=1 α=.9824 Phi=.04	χ^2=.001 d.f=1 α=.9824 Phi=.04	χ^2=1.819 d.f=1 α=.1774 Phi=.18	χ^2=2.981 d.f=1 α=.2252 Phi=.18
9-10 A-M	χ^2=.275 d.f=1 α=.6002 Phi=.10	χ^2=2.123 d.f=1 α=.1451 Phi=.20	χ^2=2.858 d.f=1 α=.0910 Phi=.22	χ^2=2.858 d.f=1 α=.0910 Phi=.22	χ^2=2.858 d.f=1 α=.0910 Phi=.22	χ^2=.051 d.f=1 α=.8213 Phi=.01	χ^2=2.580 d.f=1 α=.2752 Phi=.16
10-11 A-M	χ^2=1.678 d.f=1 α=.1953 Phi=.16	χ^2=.026 d.f=1 α=.8726 Phi=.01	χ^2=.119 d.f=1 α=.7297 Phi=.07	χ^2=.119 d.f=1 α=.7297 Phi=.07	χ^2=.119 d.f=1 α=.7297 Phi=.07	χ^2=3.584 d.f=1 α=.0583 * Phi=.22	χ^2=.314 d.f=1 α=.5750 Phi=.09
11-13 AM	χ^2=6.649 d.f=1 α=.0099 * Phi=.29	χ^2=3.93 d.f=1 α=.0474 * Phi=.24	χ^2=3.930 d.f=1 α=.0474 * Phi=.24	χ^2=3.931 d.f=1 α=.0474 * Phi=.24	χ^2=3.931 d.f=1 α=.0474 * Phi=.24	χ^2=7.171 d.f=1 α=.0074 * Phi=.30	χ^2=.562 d.f=1 α=.4533 Phi=.11
13-15 PM	χ^2=.696 d.f=1 α=.4042 Phi=.13	χ^2=2.123 d.f=1 α=.1451 Phi=.20	χ^2=.696 d.f=1 α=.4042 Phi=.13	χ^2=1.422 d.f=1 α=.2331 Phi=.17	χ^2=.275 d.f=1 α=.6002 Phi=.10	χ^2=.003 d.f=1 α=.9566 Phi=.03	χ^2=.016 d.f=1 α=.9007 Phi=.035
15-17 PM	χ^2=.030 d.f=1 α=.8618 Phi=.01	χ^2=.083 d.f=1 α=.7731 Phi=.05	χ^2=.032 d.f=1 α=.8576 Phi=.05	χ^2=.153 d.f=1 α=.6957 Phi=.07	χ^2=.026 d.f=1 α=.8726 Phi=.05	χ^2=.030 d.f=1 α=.8618 Phi=.01	χ^2=.016 d.f=1 α=.9007 Phi=.03
17-19.30 PM	χ^2=.028 d.f=1 α=.8662 Phi=.01	χ^2=.003 d.f=1 α=.9541 Phi=.02	χ^2=.059 d.f=1 α=.8073 Phi=.05	χ^2=.005 d.f=1 α=.9832 Phi=.02	χ^2=.028 d.f=1 α=.8662 Phi=.04	χ^2=.955 d.f=1 α=.3284 Phi=.12	χ^2=.098 d.f=1 α=.7543 Phi=.06
19.30-20 PM	χ^2=.098 d.f=1 α=.7541 Phi=.03	χ^2=.167 d.f=1 α=.6827 Phi=.01	χ^2=.024 d.f=1 α=.8768 Phi=.04	χ^2=.167 d.f=1 α=.6827 Phi=.01	χ^2=.167 d.f=1 α=.6827 Phi=.01	χ^2=.098 d.f=1 α=.7541 Phi=.03	χ^2=.024 d.f=1 α=.8768 Phi=.07
20-24 PM	χ^2=.011 d.f=1 α=.9178	χ^2=.011 d.f=1 α=.9178 Phi=.03	χ^2=.01 d.f=1 α=.9362 Phi=.03	χ^2=.017 d.f=1 α=.8975 Phi=	χ^2=.017 d.f=1 α=.8975 Phi=.01	χ^2=.006 d.f=1 α=.9362 Phi=.03	χ^2=1.442 d.f=1 α=.4861 Phi=.12

TRT-9 / AGE	P. tesi	Sali	Cort.	Pera.	Cuma	C.tes.	Pazar
6-9 A-M	χ^2= 1.986 d.f:3 α = .5754 CR'V = .14	χ^2 = .134 d.f=3 α = .9875 CR'V = .04	χ^2 = .134 d.f=3 α = .9875 CR'V = .04	χ^2 = 1.666 d.f:3 α = .6445 CR'V = .13	χ^2 = 1.666 d.f:3 α = .6445 CR'V = .13	χ^2 = 1.801 d.f=3 α = .6147 CR'V = .14	χ^2 = 5.544 d.f:3 α = .4762 CR'V = 17
9-10 A-M	χ^2 = 2.821 d.f=3 α = .4201 CR'V = .17	χ^2 = 1.714 d.f=3 α = .6338 CR'V = .13	χ^2 = 2.536 d.f=3 α = .4689 CR'V = .16	χ^2 = 2.536 d.f=3 α = .4689 CR'V = .16	χ^2 = 2.536 d.f=3 α = .4689 CR'V = .16	χ^2 = 1.152 d.f=3 α = .7645 CR'V = .11	χ^2 = 10.490 d.f:3 α = .1054 CR'V = .23
10-11 A-M	χ^2 = 3.233 d.f=3 α = .3571 CR'V = .18	χ^2 = 2.538 d.f=3 α = .4686 CR'V = .16	χ^2 = 3.874 d.f:3 α = .2753 CR'V = .20	χ^2 = 3.874 d.f:3 α = .2753 CR'V = .20	χ^2 = 3.874 d.f=3 α = .2753 CR'V = .20	χ^2 = 1.119 d.f=3 α = .7723 CR'V = .11	χ^2 = 4.206 d.f:3 α = .2400 CR'V = .21
11-13 AM	χ^2 = 4.383 d.f=3 α = .2230 CR'V = .21	χ^2 = .838 d.f=3 α = .8403 CR'V = .09	χ^2 = .838 d.f=3 α = .8403 CR'V = .09	χ^2 = .838 d.f=3 α = .8403 CR'V = .09	χ^2 = .838 d.f=3 α = .8403 CR'V = .09	χ^2 = 8.900 d.f=3 α = .0306 * CR'V = .3013	χ^2 = 5.146 d.f:3 α = .1614 CR'V = .23
13-15 PM	χ^2 = 4.048 d.f=3 α = .2563 CR'V = .20	χ^2 = 4.468 d.f=3 α = .2152 CR'V = .21	χ^2 = 2.681 d.f:3 α = .4435 CR'V = .17	χ^2 = 3.401 d.f=3 α = .3338 CR'V = .19	χ^2 = 4.468 d.f=3 α = .2152 CR'V = .21	χ^2 = 7.875 d.f=3 α = .0487 * CR'V = .28	χ^2 = 3.759 d.f:3 α = .2886 CR'V = .20
15-17 PM	χ^2 = .279 d.f=3 α = .9638 CR'V = .05	χ^2 = 4.190 d.f=3 α = .2417 CR'V = .21	χ^2 = 7.268 d.f:3 α = .0638 CR'V = .27	χ^2 = 6.497 d.f=3 α = .0898 CR'V = .26	χ^2 = 6.232 d.f=3 α = .1009 CR'V = .25	χ^2 = 6.266 d.f:3 α = .0993 CR'V = .25	χ^2 = .849 d.f=3 α = .8376 CR'V = .09
17-19.30 PM	χ^2 = 4.172 d.f=3 α = .2435 CR'V = .21	χ^2 = 5.199 d.f=3 α = .1578 CR'V = .23	χ^2 = 5.07 d.f:3 α = .1667 CR'V = .23	χ^2 = 5.209 d.f:3 α = .1571 CR'V = .23	χ^2 = 4.798 d.f=3 α = .1872 CR'V = .22	χ^2 = 4.863 d.f:3 α = .1821 CR'V = .22	χ^2 = 2.824 d.f=3 α = .4195 CR'V = .17
19.30-20 PM	χ^2 = 9.542 d.f:3 α = .0229 * CR'V = .31	χ^2 = 6.607 d.f=3 α = .0855 CR'V = .26	χ^2 = 6.685 d.f=3 α = .0826 CR'V = .26	χ^2 = 6.607 d.f=3 α = .0855 CR'V = .26	χ^2 = 4.025 d.f:3 α = .2587 CR'V = .20	χ^2 = 3.364 d.f:3 α = .3388 CR'V = .19	χ^2 = 2.002 d.f:3 α = .5719 CR'V = .14
20-24 PM	χ^2 = 6.918 d.f=3 α = .0746	χ^2 = 5.465 d.f=3 α = .1408	χ^2 = 6.038 d.f:3 α = .1098 CR'V = .25	χ^2 = 4.965 d.f=3 α = .1744 CR'V = .23	χ^2 = 7.911 d.f=3 α = .0479 * CR'V = .28	χ^2 = 4.850 d.f:3 α = .1831 CR'V = .22	χ^2 = 6.631 d.f:3 α = .3563 CR'V = .18

TABLE 5.35. Marital Status and TRT-3 Listening

TRT-3 / Marital Status	P. tesi	Salı	Çarş.	Perş.	Cuma	C. tesi	Pazar
6-9 A-M	χ^2=2.085 d.f:3 α=.5549 CR'v=.15	χ^2=1.129 d.f:3 α=.7702 CR'v=.11	χ^2=1.129 d.f:3 α=.7702 CR'v=.11	χ^2=3.817 d.f:3 α=.2819 CR'v=.20	χ^2=3.817 d.f:3 α=.2819 CR'v=.20	χ^2=5.177 d.f:3 α=.1592 CR'v=.23	χ^2=4.275 d.f:3 α=.6394 CR'v=.15
9-10 A-M	χ^2=11.943 d.f:3 α=.0076 * CR'v=.35	χ^2=8.697 d.f:3 α=.0336 * CR'v=.30	χ^2=5.702 d.f:3 α=.1271 CR'v=.24	χ^2=5.702 d.f:3 α=.1271 CR'v=.24	χ^2=5.702 d.f:3 α=.1271 CR'v=.24	χ^2=5.557 d.f:3 α=.1353 CR'v=.24	χ^2=3.678 d.f:3 α=.7201 CR'v=.14
10-11 A-M	χ^2=4.159 d.f:3 α=.2447 CR'v=.21	χ^2=5.159 d.f:3 α=.1606 CR'v=.23	χ^2=8.709 d.f:3 α=.0334 * CR'v=.30	χ^2=8.709 d.f:3 α=.0334 * CR'v=.30	χ^2=8.709 d.f:3 α=.0334 * CR'v=.30	χ^2=3.905 d.f:3 α=.2718 CR'v=.20	χ^2=3.430 d.f:3 α=.3299 CR'v=.19
11-13 AM	χ^2=3.936 d.f:3 α=.2685 CR'v=.20	χ^2=1.603 d.f:3 α=.6587 CR'v=.13	χ^2=1.603 d.f:3 α=.6587 CR'v=.13	χ^2=1.603 d.f:3 α=.6587 CR'v=.13	χ^2=1.603 d.f:3 α=.6587 CR'v=.13	χ^2=2.885 d.f:3 α=.4095 CR'v=.17	χ^2=2.194 d.f:3 α=.5330 CR'v=.15
13-15 PM	χ^2=1.181 d.f:3 α=.7576 CR'v=.11	χ^2=1.994 d.f:3 α=.5736 CR'v=.14	χ^2=1.368 d.f:3 α=.7129 CR'v=.12	χ^2=2.258 d.f:3 α=.5206 CR'v=.15	χ^2=2.511 d.f:3 α=.4734 CR'v=.16	χ^2=7.950 d.f:3 α=.0471 * CR'v=.28	χ^2=1.072 d.f:3 α=.7838 CR'v=.11
15-17 PM	χ^2=.294 d.f:3 α=.9611 CR'v=.06	χ^2=1.301 d.f:3 α=.7289 CR'v=.12	χ^2=1.745 d.f:3 α=.6270 CR'v=.13	χ^2=2.195 d.f:3 α=.5330 CR'v=.15	χ^2=3.045 d.f:3 α=.3847 CR'v=.18	χ^2=2.851 d.f:3 α=.4151 CR'v=.17	χ^2=8.167 d.f:3 α=.0427 * CR'v=.29
17-19.30 PM	χ^2=2.808 d.f:3 α=.4222 CR'v=.17	χ^2=1.519 d.f:3 α=.6778 CR'v=.12	χ^2=3.511 d.f:3 α=.3193 CR'v=.19	χ^2=3.753 d.f:3 α=.2894 CR'v=.20	χ^2=2.808 d.f:3 α=.4222 CR'v=.17	χ^2=1.449 d.f:3 α=.6941 CR'v=.12	χ^2=3.255 d.f:3 α=.3539 CR'v=.18
19.30-20 PM	χ^2=2.877 d.f:3 α=.4110 CR'v=.17	χ^2=1.509 d.f:3 α=.6803 CR'v=.12	χ^2=1.801 d.f:3 α=.6146 CR.v=.14	χ^2=1.509 d.f:3 α=.6803 CR'v=.12	χ^2=1.626 d.f:3 α=.6536 CR'v=.13	χ^2=7.054 d.f:3 α=.0702 CR'v=.27	χ^2=4.004 d.f:3 α=.2609 CR'v=.20
20-24 PM	χ^2=5.741 d.f:3 α=.1249 CR'v=[illegible]	χ^2=4.228 d.f:3 α=.2379 CR'v=.21	χ^2=7.370 d.f:3 α=.0610 CR'v=.27	χ^2=5.906 d.f:3 α=.1163 CR'v=.25	χ^2=5.906 d.f:3 α=.1163 CR'v=.25	χ^2=5.117 d.f:3 α=.1634 CR'v=.23	χ^2=6.825 d.f:3 α=.3373 CR'v=.19

TABLE 3.36. Education and TRT-3 Listening

TRT-3 / Education	P. tesi	Sali	Çarş.	Perş.	Cuma	C.tesi	Pazar
6-9 A-M	$\chi^2=2.223$ d.f=4 $\alpha=.6948$ CR'V=.15	$\chi^2=1.389$ d.f=4 $\alpha=.8460$ CR'V=.12	$\chi^2=3.114$ d.f=4 $\alpha=.5389$ CR'V=.18	$\chi^2=1.762$ d.f=4 $\alpha=.7794$ CR'V=.13	$\chi^2=1.762$ d.f=4 $\alpha=.7794$ CR'V=.13	$\chi^2=2.583$ d.f=4 $\alpha=.6297$ CR'V=.16	$\chi^2=5.455$ d.f=4 $\alpha=.7080$ CR'V=.17
9-10 A-M	$\chi^2=1.206$ d.f=4 $\alpha=.8772$ CR'V=.11	$\chi^2=1.345$ d.f=4 $\alpha=.8537$ CR'V=.12	$\chi^2=1.063$ d.f=4 $\alpha=.9001$ CR'V=.10	$\chi^2=1.063$ d.f=4 $\alpha=.9001$ CR'V=.10	$\chi^2=1.063$ d.f=4 $\alpha=.9001$ CR'V=.10	$\chi^2=2.469$ d.f=4 $\alpha=.6502$ CR'V=.16	$\chi^2=6.699$ d.f=4 $\alpha=.5693$ CR'V=.18
10-11 A-M	$\chi^2=4.888$ d.f=4 $\alpha=.4060$ CR'V=.20	$\chi^2=1.552$ d.f=4 $\alpha=.8173$ CR'V=.13	$\chi^2=2.677$ d.f=4 $\alpha=.6133$ CR'V=.16	$\chi^2=2.677$ d.f=4 $\alpha=.6133$ CR'V=.16	$\chi^2=2.677$ d.f=4 $\alpha=.6133$ CR'V=.16	$\chi^2=6.811$ d.f=4 $\alpha=.4462$ CR'V=.26	$\chi^2=4.045$ d.f=4 $\alpha=.3999$ CR'V=.20
11-13 AM	$\chi^2=2.863$ d.f=4 $\alpha=.5810$ CR'V=.17	$\chi^2=2.065$ d.f=4 $\alpha=.7237$ CR'V=.14	$\chi^2=2.065$ d.f=4 $\alpha=.7227$ CR'V=.14	$\chi^2=2.065$ d.f=4 $\alpha=.7237$ CR'V=.14	$\chi^2=2.065$ d.f=4 $\alpha=.7237$ CR'V=.14	$\chi^2=4.528$ d.f=4 $\alpha=.3692$ CR'V=.21	$\chi^2=12.126$ d.f=4 $\alpha=.0164$ * CR'V=.35
13-15 PM	$\chi^2=2.248$ d.f=4 $\alpha=.6903$ CR'V=.15	$\chi^2=4.313$ d.f=4 $\alpha=.3653$ CR'V=.21	$\chi^2=3.525$ d.f=4 $\alpha=.4741$ CR'V=.19	$\chi^2=3.074$ d.f=4 $\alpha=.5456$ CR'V=.18	$\chi^2=1.262$ d.f=4 $\alpha=.8678$ CR'V=.11	$\chi^2=2.893$ d.f=4 $\alpha=.5758$ CR'V=.17	$\chi^2=6.492$ d.f=4 $\alpha=.1653$ CR'V=.26
15-17 PM	$\chi^2=1.818$ d.f=4 $\alpha=.7693$ CR'V=.14	$\chi^2=7.044$ d.f=4 $\alpha=.1336$ CR'V=.27	$\chi^2=3.680$ d.f=4 $\alpha=.4510$ CR'V=.19	$\chi^2=4.370$ d.f=4 $\alpha=.3582$ CR'V=.21	$\chi^2=4.981$ d.f=4 $\alpha=.2893$ CR'V=.22	$\chi^2=1.866$ d.f=4 $\alpha=.7603$ CR'V=.14	$\chi^2=1.277$ d.f=4 $\alpha=.8652$ CR'V=.11
17-19.30 PM	$\chi^2=5.498$ d.f=4 $\alpha=.2399$ CR'V=.24	$\chi^2=4.185$ d.f=4 $\alpha=.3815$ CR'V=.21	$\chi^2=4.947$ d.f=4 $\alpha=.2928$ CR'V=.22	$\chi^2=3.268$ d.f=4 $\alpha=.5139$ CR'V=.18	$\chi^2=4.163$ d.f=4 $\alpha=.3844$ CR'V=.21	$\chi^2=.790$ d.f=4 $\alpha=.9398$ CR'V=.09	$\chi^2=5.302$ d.f=4 $\alpha=.2577$ CR'V=.23
19.30-20 PM	$\chi^2=2.471$ d.f=4 $\alpha=.6499$ CR'V=.16	$\chi^2=2.252$ d.f=4 $\alpha=.6895$ CR'V=.15	$\chi^2=4.209$ d.f=4 $\alpha=.3785$ CR'V=.21	$\chi^2=3.665$ d.f=4 $\alpha=.4533$ CR'V=.19	$\chi^2=6.216$ d.f=4 $\alpha=.1836$ CR'V=.25	$\chi^2=2.512$ d.f=4 $\alpha=.6423$ CR'V=.16	$\chi^2=2.844$ d.f=4 $\alpha=.5842$ CR'V=.17
20-24 PM	$\chi^2=11.379$ d.f=4 $\alpha=.0226$ * CR'V=.30	$\chi^2=7.564$ d.f=4 $\alpha=.1089$ CR'V=.28	$\chi^2=10.950$ d.f=4 $\alpha=.0271$ * CR'V=.33	$\chi^2=13.192$ d.f=4 $\alpha=.0104$ * CR'V=.37	$\chi^2=10.190$ d.f=4 $\alpha=.0374$ * CR'V=.32	$\chi^2=4.630$ d.f=4 $\alpha=.3273$ CR'V=.22	$\chi^2=8.604$ d.f=4 $\alpha=.3768$ CR'V=.21

TABLE 3.37. Occupation and TRT-3 Listening

TRT-3 / Occupation	P. tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
6-9 A-M	χ^2=6.770 d.f:7 α=.4532 CR'V=.26	χ^2=11.042 d.f:7 α=.1368 CR'V=.33	χ^2=4.909 d.f:7 α=.6710 CR'V=.22	χ^2=8.445 d.f:7 α=.2950 CR'V=.29	χ^2=8.445 d.f:7 α=.2950 CR'V=.29	χ^2=11.640 d.f:7 α=.1130 CR'V=.34	χ^2=24.295 d.f:7 α=.0422 * CR'V=.35
9-10 A-M	χ^2=8.573 d.f:7 α=.2848 CR'V=.33	χ^2=4.971 d.f:7 α=.6635 CR'V=.22	χ^2=8.090 d.f:7 α=.3247 CR'V=.29	χ^2=8.090 d.f:7 α=.3247 CR'V=.29	χ^2=8.090 d.f:7 α=.3247 CR'V=.29	χ^2=4.008 d.f:7 α=.7788 CR'V=.20	χ^2=23.525 d.f:7 α=.0522 * CR'V=.35
10-11 A-M	χ^2=6.223 d.f:7 α=.5140 CR'V=.25	χ^2=4.027 d.f:7 α=.7767 CR'V=.20	χ^2=4.514 d.f:7 α=.7191 CR'V=.21	χ^2=4.514 d.f:7 α=.7191 CR'V=.21	χ^2=4.514 d.f:7 α=.7191 CR'V=.21	χ^2=11.400 d.f:7 α=.1221 CR'V=.34	χ^2=16.854 d.f:7 α=.0184 * CR'V=.41
11-13 AM	χ^2=6.208 d.f:7 α=.5157 CR'V=.25	χ^2=4.644 d.f:7 α=.7033 CR'V=.22	χ^2=4.644 d.f:7 α=.7033 CR'V=.22	χ^2=4.644 d.f:7 α=.7033 CR'V=.22	χ^2=4.644 d.f:7 α=.7033 CR'V=.22	χ^2=14.261 d.f:7 α=.0467 * CR'V=.36	χ^2=19.391 d.f:7 α=.0070 * CR'V=.44
13-15 PM	χ^2=6.494 d.f:7 α=.4834 CR'V=.26	χ^2=6.551 d.f:7 α=.4771 CR'V=.26	χ^2=5.323 d.f:7 α=.6207 CR'V=.23	χ^2=5.289 d.f:7 α=.6248 CR'V=.23	χ^2=4.466 d.f:7 α=.7249 CR'V=.21	χ^2=11.055 d.f:7 α=.1362 CR'V=.33	χ^2=11.256 d.f:7 α=.1278 CR'V=.34
15-17 PM	χ^2=2.657 d.f:7 α=.9148 CR'V=.16	χ^2=9.654 d.f:7 α=.2091 CR'V=.31	χ^2=7.920 d.f:7 α=.3397 CR'V=.28	χ^2=8.006 d.f:7 α=.3320 CR'V=.28	χ^2=9.975 d.f:7 α=.1900 CR'V=.32	χ^2=4.910 d.f:7 α=.6708 CR'V=.22	χ^2=8.184 d.f:7 α=.3166 CR'V=.29
17-19.30 PM	χ^2=8.229 d.f:7 α=.3128 CR'V=.29	χ^2=7.757 d.f:7 α=.3545 CR'V=.28	χ^2=7.408 d.f:7 α=.3877 CR'V=.27	χ^2=8.924 d.f:7 α=.2582 CR'V=.30	χ^2=7.389 d.f:7 α=.3895 CR'V=.27	χ^2=9.271 d.f:7 α=.2338 CR'V=.31	χ^2=10.049 d.f:7 α=.1858 CR'V=.32
19.30-20 PM	χ^2=13.166 d.f:7 α=.0682 CR'V=.36	χ^2=19.758 d.f:7 α=.0061 * CR'V=.45	χ^2=12.453 d.f:7 α=.0866 CR'V=.35	χ^2=10.258 d.f:7 α=.1744 CR'V=.32	χ^2=10.258 d.f:7 α=.1744 CR'V=.32	χ^2=23.375 d.f:7 α=.0015 * CR'V=.49	χ^2=30.221 d.f:7 α=.0001 * CR'V=.55
20-24 PM	χ^2=12.818 d.f:7 α=.0767 CR'V=.36	χ^2=10.038 d.f:7 α=.1865 CR'V=.32	χ^2=16.194 d.f:7 α=.0234 * CR'V=.40	χ^2=18.349 d.f:7 α=.0105 * CR'V=.43	χ^2=17.352 d.f:7 α=.0153 * CR'V=.42	χ^2=7.029 d.f:7 α=.4259 CR'V=.27	χ^2=30.644 d.f:7 α=.0062 * CR'V=.40

TABLE 3.38. Income Days TRT-3 Listening

TRT-3 / Income	P.tesi	Salı	Çarş.	Perş.	Cuma	C.tesi	Pazar
6-9 A-M	χ^2=2.827 d.f=5 α=.7266 CR'V=.17	χ^2=2.453 d.f=5 α=.7835 CR'V=.16	χ^2=5.304 d.f=5 α=.3799 CR'V=.23	χ^2=6.026 d.f=5 α=.3037 CR'V=.25	χ^2=6.026 d.f=5 α=.3037 CR'V=.25	χ^2=5.303 d.f=5 α=.3799 CR'V=.23	χ^2=2.010 d.f=5 α=.7245 CR'V=.19
9-10 A-M	χ^2=2.337 d.f=5 α=.8008 CR'V=.15	χ^2=4.709 d.f=5 α=.4524 CR'V=.22	χ^2=4.365 d.f=5 α=.4981 CR'V=.21	χ^2=4.365 d.f=5 α=.4981 CR'V=.21	χ^2=4.365 d.f=5 α=.4981 CR'V=.21	χ^2=8.452 d.f=5 α=.1330 CR'V=.30	χ^2=3.042 d.f=5 α=.9804 CR'V=.13
10-11 A-M	χ^2=1.945 d.f=5 α=.8567 CR'V=.14	χ^2=6.084 d.f=5 α=.2982 CR'V=.25	χ^2=7.508 d.f=5 α=.1855 CR'V=.28	χ^2=7.508 d.f=5 α=.1855 CR'V=.28	χ^2=7.508 d.f=5 α=.1855 CR'V=.28	χ^2=3.923 d.f=5 α=.5605 CR'V=.20	χ^2=4.125 d.f=5 α=.5315 CR'V=.21
11-13 AM	χ^2=8.188 d.f=5 α=.1461 CR'V=.29	χ^2=11.305 d.f=5 α=.0457 * CR'V=.34	χ^2=11.305 d.f=5 α=.1457 CR'V=.34	χ^2=11.305 d.f=5 α=.0457 * CR'V=.34	χ^2=11.305 d.f=5 α=.0457 * CR'V=.34	χ^2=5.201 d.f=5 α=.3918 CR'V=.23	χ^2=4.258 d.f=5 α=.5128 CR'V=.21
13-15 PM	χ^2=1.103 d.f=5 α=.9538 CR'V=.11	χ^2=4.709 d.f=5 α=.4524 CR'V=.22	χ^2=4.733 d.f=5 α=.4494 CR'V=.22	χ^2=6.099 d.f=5 α=.2967 CR'V=.25	χ^2=6.262 d.f=5 α=.2816 CR'V=.25	χ^2=3.537 d.f=5 α=.6178 CR'V=.19	χ^2=1.156 d.f=5 α=.9490 CR'V=.11
15-17 PM	χ^2=.719 d.f=5 α=.9819 CR'V=.09	χ^2=3.382 d.f=5 α=.6413 CR'V=.19	χ^2=6.246 d.f=5 α=.2830 CR'V=.25	χ^2=4.552 d.f=5 α=.4730 CR'V=.22	χ^2=3.414 d.f=5 α=.6364 CR'V=.19	χ^2=5.520 d.f=5 α=.3557 CR'V=.24	χ^2=1.657 d.f=5 α=.8942 CR'V=.13
17-19.30 PM	χ^2=5.236 d.f=5 α=.3877 CR'V=.23	χ^2=7.740 d.f=5 α=.1712 CR'V=.28	χ^2=6.589 d.f=5 α=.2531 CR'V=.26	χ^2=6.353 d.f=5 α=.2734 CR'V=.25	χ^2=5.236 d.f=5 α=.3877 CR'V=.23	χ^2=3.187 d.f=5 α=.6711 CR'V=.18	χ^2=4.280 d.f=5 α=.5098 CR'V=.21
19.30-20 PM	χ^2=1.601 d.f=5 α=.9011 CR'V=.13	χ^2=.837 d.f=5 α=.9746 CR'V=.09	χ^2=.986 d.f=5 α=.9637 CR'V=.10	χ^2=1.691 d.f=5 α=.8900 CR'V=.13	χ^2=2.773 d.f=5 α=.7349 CR'V=.17	χ^2=1.601 d.f=5 α=.9011 CR'V=.13	χ^2=1.783 d.f=5 α=.8782 CR'V=.14
20-24 PM	χ^2=1.635 d.f=5 α=.8969 CR'V=.13	χ^2=1.411 d.f=5 α=.9231 CR'V=.12	χ^2=2.889 d.f=5 α=.7171 CR'V=.17	χ^2=1.741 d.f=5 α=.8837 CR'V=.13	χ^2=1.184 d.f=5 α=.9464 CR'V=.11	χ^2=3.596 d.f=5 α=.6088 CR'V=.19	χ^2=4.672 d.f=5 α=.9120 CR'V=.16

V042 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	35	33	68
	51.5	48.5	70.1
	61.4	82.5	
	36.1	34.0	
1.	22	7	29
	75.9	24.1	29.9
	38.6	17.5	
	22.7	7.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V023 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	27	34	61
	44.3	55.7	62.9
	47.4	85.0	
	27.8	35.1	
1.	30	6	36
	83.3	16.7	37.1
	52.6	15.0	
	30.9	6.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V013 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	27	31	58
	46.6	53.4	60.4
	46.2	77.5	
	28.1	32.3	
1.	29	9	38
	76.3	23.7	39.6
	51.8	22.5	
	30.2	9.4	
COLUMN TOTAL	56	40	96
	58.3	41.7	100.0

V033 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	29	32	61
	47.5	52.5	62.9
	50.9	80.0	
	29.9	33.0	
1.	28	8	36
	77.8	22.2	37.1
	49.1	20.0	
	28.9	8.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V043 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	29	32	61
	47.5	52.5	62.9
	50.9	80.0	
	29.9	33.0	
1.	28	8	36
	77.8	22.2	37.1
	49.1	20.0	
	28.9	8.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V063 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	29	33	62
	46.8	53.2	63.9
	50.9	82.5	
	29.9	34.0	
1.	28	7	35
	80.0	20.0	36.1
	49.1	17.5	
	28.9	7.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V053 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	28	33	61
	45.9	54.1	62.9
	49.1	82.5	
	28.9	34.0	
1.	29	7	36
	80.6	19.4	37.1
	50.9	17.5	
	29.9	7.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V010 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	42	38	80
	52.5	47.5	82.5
	73.7	95.0	
	43.3	39.2	
1.	15	2	17
	88.2	11.8	17.5
	26.3	5.0	
	15.5	2.1	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V099 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	57	36	93
	61.3	38.7	95.9
	100.0	90.0	
	58.8	37.1	
1.	0	4	4
	.0	100.0	4.1
	.0	10.0	
	.0	4.1	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V164 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	55	33	88
	62.5	37.5	90.7
	96.5	82.5	
	56.7	34.0	
1.	2	7	9
	22.2	77.8	9.3
	3.5	17.5	
	2.1	7.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V154 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	55	31	86
	64.0	36.0	88.7
	96.5	77.5	
	56.7	32.0	
1.	2	9	11
	18.2	81.8	11.3
	3.5	22.5	
	2.1	9.3	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V174 by V248

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.	55	33	88
	62.5	37.5	90.7
	96.5	82.5	
	56.7	34.0	
1.	2	7	9
	22.2	77.8	9.3
	3.5	17.5	
	2.1	7.2	
COLUMN TOTAL	57	40	97
	58.8	41.2	100.0

V011 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	21	28	15	5	69
	30.4	40.6	21.7	7.2	71.1
	87.5	70.0	78.9	35.7	
	21.6	28.9	15.5	5.2	
1.	3	12	4	9	28
	10.7	42.9	14.3	32.1	28.9
	12.5	30.0	21.1	64.3	
	3.1	12.4	4.1	9.3	
COLUMN TOTAL	24	40	19	14	97
	24.7	41.2	19.6	14.4	100.0

V013 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	18	28	9	4	59
	30.5	47.5	15.3	6.8	60.8
	75.0	70.0	47.4	28.6	
	18.6	28.9	9.3	4.1	
1.	6	12	10	10	38
	15.8	31.6	26.3	26.3	39.2
	25.0	30.0	52.6	71.4	
	6.2	12.4	10.3	10.3	
COLUMN TOTAL	24	40	19	14	97
	24.7	41.2	19.6	14.4	100.0

V021 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	20	27	15	6	68
	29.4	39.7	22.1	8.8	70.1
	83.3	67.5	78.9	42.9	
	20.6	27.8	15.5	6.2	
1.	4	13	4	8	29
	13.8	44.8	13.8	27.6	29.9
	16.7	32.5	21.1	57.1	
	4.1	13.4	4.1	8.2	
COLUMN TOTAL	24	40	19	14	97
	24.7	41.2	19.6	14.4	100.0

V023 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	18	29	11	4	62
	29.0	46.8	17.7	6.5	63.3
	75.0	72.5	55.0	28.6	
	18.4	29.6	11.2	4.1	
1.	6	11	9	10	36
	16.7	30.6	25.0	27.8	36.7
	25.0	27.5	45.0	71.4	
	6.1	11.2	9.2	10.2	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V031 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	20	31	17	6	74
	27.0	41.9	23.0	8.1	75.5
	83.3	77.5	85.0	42.9	
	20.4	31.6	17.3	6.1	
1.	4	9	3	8	24
	16.7	37.5	12.5	33.3	24.5
	16.7	22.5	15.0	57.1	
	4.1	9.2	3.1	8.2	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V033 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	19	27	11	5	62
	30.6	43.5	17.7	8.1	63.3
	79.2	67.5	55.0	35.7	
	19.4	27.6	11.2	5.1	
1.	5	13	9	9	36
	13.9	36.1	25.0	25.0	36.7
	20.8	32.5	45.0	64.3	
	5.1	13.3	9.2	9.2	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	20	31	17	6	74
	27.0	41.9	23.0	8.1	76.3
	83.3	79.5	85.0	42.9	
	20.6	32.0	17.5	6.2	
1.	4	8	3	8	23
	17.4	34.8	13.0	34.8	23.7
	16.7	20.5	15.0	57.1	
	4.1	8.2	3.1	8.2	
COLUMN TOTAL	24	39	20	14	97
	24.7	40.2	20.6	14.4	100.0

V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	19	27	11	5	62
	30.6	43.5	17.7	8.1	63.3
	79.2	67.5	55.0	35.7	
	19.4	27.6	11.2	5.1	
1.	5	13	9	9	36
	13.9	36.1	25.0	25.0	36.7
	20.8	32.5	45.0	64.3	
	5.1	13.3	9.2	9.2	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V051

V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	20	31	17	6	74
	27.0	41.9	23.0	8.1	75.5
	83.3	77.5	85.0	42.9	
	20.4	31.6	17.3	6.1	
1.	4	9	3	8	24
	16.7	37.5	12.5	33.3	24.5
	16.7	22.5	15.0	57.1	
	4.1	9.2	3.1	8.2	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V249

V053	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		19	28	11	4	62
		30.6	45.2	17.7	6.5	63.3
		79.2	70.0	55.0	28.6	
		19.4	28.6	11.2	4.1	
1.		5	12	9	10	36
		13.9	33.3	25.0	27.8	36.7
		20.8	30.0	45.0	71.4	
		5.1	12.2	9.2	10.2	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V249

V063	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		19	28	10	6	63
		30.2	44.4	15.9	9.5	64.3
		79.2	70.0	50.0	42.9	
		19.4	28.6	10.2	6.1	
1.		5	12	10	8	35
		14.3	34.3	28.6	22.9	35.7
		20.8	30.0	50.0	57.1	
		5.1	12.2	10.2	8.2	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V249

V071	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		24	34	18	8	84
		28.6	40.5	21.4	9.5	86.6
		100.0	87.2	90.0	57.1	
		24.7	35.1	18.6	8.2	
1.		0	5	2	5	12
		.0	41.7	16.7	41.7	12.4
		.0	12.8	10.0	35.7	
		.0	5.2	2.1	5.2	
4.		0	0	0	1	1
		.0	.0	.0	100.0	1.0
		.0	.0	.0	7.1	
		.0	.0	.0	1.0	
COLUMN TOTAL		24	39	20	14	97
		24.7	40.2	20.6	14.4	100.0

V073 / V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	23	36	17	9	85
	27.1	42.4	20.0	10.6	86.7
	95.8	90.0	85.0	64.3	
	23.5	36.7	17.3	9.2	
1.	1	4	3	5	13
	7.7	30.8	23.1	38.5	13.3
	4.2	10.0	15.0	35.7	
	1.0	4.1	3.1	5.1	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V085 / V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	39	17	14	94
	25.5	41.5	18.1	14.9	95.9
	100.0	97.5	85.0	100.0	
	24.5	39.8	17.3	14.3	
1.	0	1	3	0	4
	.0	25.0	75.0	.0	4.1
	.0	2.5	15.0	.0	
	.0	1.0	3.1	.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V087 / V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	40	15	12	91
	26.4	44.0	16.5	13.2	92.9
	100.0	100.0	75.0	85.7	
	24.5	40.8	15.3	12.2	
1.	0	0	5	2	7
	.0	.0	71.4	28.6	7.1
	.0	.0	25.0	14.3	
	.0	.0	5.1	2.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V095 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	39	14	14	91
	26.4	42.9	15.4	15.4	92.9
	100.0	97.5	70.0	100.0	
	24.5	39.8	14.3	14.3	
1.	0	1	6	0	7
	.0	14.3	85.7	.0	7.1
	.0	2.5	30.0	.0	
	.0	1.0	6.1	.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V097 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	38	14	12	88
	27.3	43.2	15.9	13.6	89.8
	100.0	95.0	70.0	85.7	
	24.5	38.8	14.3	12.2	
1.	0	2	6	2	10
	.0	20.0	60.0	20.0	10.2
	.0	5.0	30.0	14.3	
	.0	2.0	6.1	2.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V099 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	23	40	17	14	94
	24.5	42.6	18.1	14.9	95.9
	95.8	100.0	85.0	100.0	
	23.5	40.8	17.3	14.3	
1.	1	0	3	0	4
	25.0	.0	75.0	.0	4.1
	4.2	.0	15.0	.0	
	1.0	.0	3.1	.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V105 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	39	17	14	94
	25.5	41.5	18.1	14.9	95.9
	100.0	97.5	85.0	100.0	
	24.5	39.8	17.3	14.3	
1.	0	1	3	0	4
	.0	25.0	75.0	.0	4.1
	.0	2.5	15.0	.0	
	.0	1.0	3.1	.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V115 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	39	17	14	94
	25.5	41.5	18.1	14.9	95.9
	100.0	97.5	85.0	100.0	
	24.5	39.8	17.3	14.3	
1.	0	1	3	0	4
	.0	25.0	75.0	.0	4.1
	.0	2.5	15.0	.0	
	.0	1.0	3.1	.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V117 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	40	16	13	93
	25.8	43.0	17.2	14.0	94.9
	100.0	100.0	80.0	92.9	
	24.5	40.8	16.3	13.3	
1.	0	0	4	1	5
	.0	.0	80.0	20.0	5.1
	.0	.0	20.0	7.1	
	.0	.0	4.1	1.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V125 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	39	17	14	94
	25.5	41.5	18.1	14.9	95.9
	100.0	97.5	85.0	100.0	
	24.5	39.8	17.3	14.3	
1.	0	1	3	0	4
	.0	25.0	75.0	.0	4.1
	.0	2.5	15.0	.0	
	.0	1.0	3.1	.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V127 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	40	16	13	93
	25.8	43.0	17.2	14.0	94.9
	100.0	100.0	80.0	92.9	
	24.5	40.8	16.3	13.3	
1.	0	0	4	1	5
	.0	.0	80.0	20.0	5.1
	.0	.0	20.0	7.1	
	.0	.0	4.1	1.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V137 by V249

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	40	16	13	93
	25.8	43.0	17.2	14.0	94.9
	100.0	100.0	80.0	92.9	
	24.5	40.8	16.3	13.3	
1.	0	0	4	1	5
	.0	.0	80.0	20.0	5.1
	.0	.0	20.0	7.1	
	.0	.0	4.1	1.0	
COLUMN TOTAL	24	40	20	14	98
	24.5	40.8	20.4	14.3	100.0

V249

V139	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		24	40	18	14	96
		25.0	41.7	18.8	14.6	98.0
		100.0	100.0	90.0	100.0	
		24.5	40.8	18.4	14.3	
1.		0	0	2	0	2
		.0	.0	100.0	.0	2.0
		.0	.0	10.0	.0	
		.0	.0	2.0	.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V249

V147	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		24	40	17	13	94
		25.5	42.6	18.1	13.8	95.9
		100.0	100.0	85.0	92.9	
		24.5	40.8	17.3	13.3	
1.		0	0	3	1	4
		.0	.0	75.0	25.0	4.1
		.0	.0	15.0	7.1	
		.0	.0	3.1	1.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V249

V158	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		21	40	20	14	95
		22.1	42.1	21.1	14.7	96.9
		87.5	100.0	100.0	100.0	
		21.4	40.8	20.4	14.3	
1.		3	0	0	0	3
		100.0	.0	.0	.0	3.1
		12.5	.0	.0	.0	
		3.1	.0	.0	.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V249

V199	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		16	34	14	14	78
		20.5	43.6	17.9	17.9	79.6
		66.7	85.0	70.0	100.0	
		16.3	34.7	14.3	14.3	
1.		8	6	6	0	20
		40.0	30.0	30.0	.0	20.4
		33.3	15.0	30.0	.0	
		8.2	6.1	6.1	.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V2 9

V204	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		14	35	17	12	78
		17.9	44.9	21.8	15.4	79.6
		58.3	87.5	85.0	85.7	
		14.3	35.7	17.3	12.2	
1.		10	5	3	2	20
		50.0	25.0	15.0	10.0	20.4
		41.7	12.5	15.0	14.3	
		10.2	5.1	3.1	2.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V205

V2 9	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		16	34	19	13	82
		19.5	41.5	23.2	15.9	83.7
		66.7	85.0	95.0	92.9	
		16.3	34.7	19.4	13.3	
1.		8	6	1	1	16
		50.0	37.5	6.3	6.3	16.3
		33.3	15.0	5.0	7.1	
		8.2	6.1	1.0	1.0	
COLUMN TOTAL		24	40	20	14	98
		24.5	40.8	20.4	14.3	100.0

V012 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	27	4	36	4	71
	38.0	5.6	50.7	5.6	72.4
	90.0	50.0	67.9	57.1	
	27.6	4.1	36.7	4.1	
1.	3	4	17	3	27
	11.1	14.8	63.0	11.1	27.6
	10.0	50.0	32.1	42.9	
	3.1	4.1	17.3	3.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V013 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	4	27	3	59
	42.4	6.8	45.8	5.1	60.8
	83.3	50.0	51.9	42.9	
	25.8	4.1	27.8	3.1	
1.	5	4	25	4	38
	13.2	10.5	65.8	10.5	39.2
	16.7	50.0	48.1	57.1	
	5.2	4.1	25.8	4.1	
COLUMN TOTAL	30	8	52	7	97
	30.9	8.2	53.6	7.2	100.0

V016 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	26	4	46	5	81
	32.1	4.9	56.8	6.2	82.7
	86.7	50.0	86.8	71.4	
	26.5	4.1	46.9	5.1	
1.	4	4	7	2	17
	23.5	23.5	41.2	11.8	17.3
	13.3	50.0	13.2	28.6	
	4.1	4.1	7.1	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V017 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	23	5	49	5	82
	28.0	6.1	59.8	6.1	83.7
	76.7	62.5	92.5	71.4	
	23.5	5.1	50.0	5.1	
1.	7	3	4	2	16
	43.8	18.8	25.0	12.5	16.3
	23.3	37.5	7.5	28.6	
	7.1	3.1	4.1	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V018 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	28	6	52	7	93
	30.1	6.5	55.9	7.5	94.9
	93.3	75.0	98.1	100.0	
	28.6	6.1	53.1	7.1	
1.	2	2	1	0	5
	40.0	40.0	20.0	.0	5.1
	6.7	25.0	1.9	.0	
	2.0	2.0	1.0	.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V022 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	27	4	35	4	70
	38.6	5.7	50.0	5.7	71.4
	93.0	50.0	66.0	57.1	
	27.6	4.1	35.7	4.1	
1.	3	4	18	3	28
	10.7	14.3	64.3	10.7	28.6	
	10.0	50.0	34.0	42.9	
	3.1	4.1	18.4	3.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V023 × V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	5	29	3	62
	40.3	8.1	46.8	4.8	63.3
	83.3	62.5	54.7	42.9	
	25.5	5.1	29.6	3.1	
1.	5	3	24	4	36
	13.9	8.3	66.7	11.1	36.7
	16.7	37.5	45.3	57.1	
	5.1	3.1	24.5	4.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V032 × V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	27	4	35	4	70
	38.6	5.7	50.0	5.7	71.4
	90.0	50.0	66.0	57.1	
	27.6	4.1	35.7	4.1	
1.	3	4	18	3	28
	10.7	14.3	64.3 ✓	10.7	28.6
	10.0	50.0	34.0	42.9	
	3.1	4.1	18.4	3.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V033 × V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	6	29	3	62
	40.3	9.7	46.8	4.8	63.3
	83.3	75.0	54.7	42.9	
	25.5	6.1	29.6	3.1	
1.	5	2	24 ✓	4	36
	13.9	5.6	66.7	11.1	36.7
	16.7	25.0	45.3	57.1	
	5.1	2.0	24.5	4.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V034 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	5	38	2	70
	35.7	7.1	54.3	2.9	71.4
	83.3	62.5	71.7	28.6	
	25.5	5.1	38.8	2.0	
1.	5	3	15	5	28
	17.9	10.7	53.6	17.9	28.6
	16.7	37.5	28.3	71.4	
	5.1	3.1	15.3	5.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V037 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	24	5	50	5	84
	28.6	6.0	59.5	6.0	85.7
	80.0	62.5	94.3	71.4	
	24.5	5.1	51.0	5.1	
1.	6	3	3	2	14
	42.9	21.4	21.4	14.3	14.3
	20.0	37.5	5.7	28.6	
	6.1	3.1	3.1	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V038 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	28	6	53	7	94
	29.8	6.4	56.4	7.4	95.9
	93.3	75.0	100.0	100.0	
	28.6	6.1	54.1	7.1	
1.	2	2	0	0	4
	50.0	50.0	.0	.0	4.1
	6.7	25.0	.0	.0	
	2.0	2.0	.0	.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V043 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	5	29	3	62
	40.3	8.1	46.8	4.8	63.3
	83.3	62.5	54.7	42.9	
	25.5	5.1	29.6	3.1	
1.	5	3	24	4	36
	13.9	8.3	66.7	11.1	36.7
	16.7	37.5	45.3	57.1	
	5.1	3.1	24.5	4.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V044 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	5	39	2	71
	35.2	7.0	54.9	2.8	72.4
	83.3	62.5	73.6	28.6	
	25.5	5.1	39.8	2.0	
1.	5	3	14	5	27
	18.5	11.1	51.9	18.5	27.6
	16.7	37.5	26.4	71.4	
	5.1	3.1	14.3	5.1	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V047 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	23	5	49	5	82
	28.0	6.1	59.8	6.1	83.7
	76.7	62.5	92.5	71.4	
	23.5	5.1	50.0	5.1	
1.	7	3	4	2	16
	43.8	18.8	25.0	12.5	16.3
	23.3	37.5	7.5	28.6	
	7.1	3.1	4.1	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V250

V048	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		29	6	53	7	95
		30.5	6.3	55.8	7.4	96.9
		96.7	75.0	100.0	100.0	
		29.6	6.1	54.1	7.1	
1.		1	2	0	0	3
		33.3	66.7	.0	.0	3.1
		3.3	25.0	.0	.0	
		1.0	2.0	.0	.0	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

V250

V052	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		27	4	35	4	70
		38.6	5.7	50.0	5.7	71.4
		90.0	50.0	66.0	57.1	
		27.6	4.1	35.7	4.1	
1.		3	4	18	3	28
		10.7	14.3	64.3	10.7	28.6
		10.0	50.0	34.0	42.9	
		3.1	4.1	18.4	3.1	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

V250

V053	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		25	6	28	3	62
		40.3	9.7	45.2	4.8	67.3
		83.3	75.0	52.8	42.9	
		25.5	6.1	28.6	3.1	
1.		5	2	25	4	36
		13.9	5.6	69.4	11.1	36.7
		16.7	25.0	47.2	57.1	
		5.1	2.0	25.5	4.1	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

V250

V054	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		25	5	39	2	71
		35.2	7.0	54.9 ✓	2.8	72.4
		83.3	62.5	73.6	28.6	
		25.5	5.1	39.8	2.0	
1.		5	3	14	5	27
		18.5	11.1	51.9 ✓	18.5	27.6
		16.7	37.5	26.4	71.4	
		5.1	3.1	14.3	5.1	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

Me

V250

V058	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		29	6	53	7	95
		30.5	6.3	55.8	7.4	96.9
		96.7	75.0	100.0	100.0	
		29.6	6.1	54.1	7.1	
1.		1	2	0	0	3
		33.3	66.7	.0	.0	3.1
		3.3	25.0	.0	.0	
		1.0	2.0	.0	.0	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

V250

V062	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		28	4	39	5	76
		36.8	5.3	51.3	6.6	77.6
		93.3	50.0	73.6	71.4	
		28.6	4.1	39.8	5.1	
1.		2	4	14	2	22
		9.1	18.2	63.6	9.1	22.4
		6.7	50.0	26.4	28.6	
		2.0	4.1	14.3	2.0	
COLUMN TOTAL		30	8	53	7	98
		30.6	8.2	54.1	7.1	100.0

V250

V063 / COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	5	28	5	63
	39.7	7.9	44.4	7.9	64.3
	83.3	62.5	52.8	71.4	
	25.5	5.1	28.6	5.1	
1.	5	3	25	2	35
	14.3	8.6	71.4	5.7	35.7
	16.7	37.5	47.2	28.6	
	5.1	3.1	25.5	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V250

V068 / COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	30	6	53	7	96
	31.3	6.3	55.2	7.3	98.0
	100.0	75.0	100.0	100.0	
	30.6	6.1	54.1	7.1	
1.	0	2	0	0	2
	.0	100.0	.0	.0	2.0
	.0	25.0	.0	.0	
	.0	2.0	.0	.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V250

V072 / COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	30	6	45	5	86
	34.9	7.0	52.3	5.8	87.8
	100.0	75.0	84.9	71.4	
	30.6	6.1	45.9	5.1	
1.	0	2	8	2	12
	.0	16.7	66.7	16.7	12.2
	.0	25.0	15.1	28.6	
	.0	2.0	8.2	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V076

V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	30	6	50	7	93
	32.3	6.5	53.8	7.5	94.9
	100.0	75.0	94.3	100.0	
	30.6	6.1	51.0	7.1	
1.	0	2	3	0	5
	.0	40.0	60.0	.0	5.1
	.0	25.0	5.7	.0	
	.0	2.0	3.1	.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V077

V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	29	6	53	7	95
	30.5	6.3	55.8	7.4	96.9
	96.7	75.0	100.0	100.0	
	29.6	6.1	54.1	7.1	
1.	1	2	0	0	3
	33.3	66.7	.0	.0	3.1
	3.3	25.0	.0	.0	
	1.0	2.0	.0	.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V152

V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	25	8	53	7	93
	26.9	8.6	57.0	7.5	94.9
	83.3	100.0	100.0	100.0	
	25.5	8.2	54.1	7.1	
1.	5	0	0	0	5
	100.0	.0	.0	.0	5.1
	16.7	.0	.0	.0	
	5.1	.0	.0	.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V162 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	26	8	53	6	93
	28.0	8.6	57.0	6.5	94.9
	86.7	100.0	100.0	85.7	
	26.5	8.2	54.1	6.1	
1.	4	0	0	1	5
	80.0	.0	.0	20.0	5.1
	13.3	.0	.0	14.3	
	4.1	.0	.0	1.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V173 by V250

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	23	7	51	5	86
	26.7	8.1	59.3	5.8	87.8
	76.7	87.5	96.2	71.4	
	23.5	7.1	52.0	5.1	
1.	7	1	2	2	12
	58.3	8.3	16.7	16.7	12.2
	23.3	12.5	3.8	28.6	
	7.1	1.0	2.0	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V185 by V259

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.	23	7	51	5	86
	26.7	8.1	59.3	5.8	87.8
	76.7	87.5	96.2	71.4	
	23.5	7.1	52.0	5.1	
1.	7	1	2	2	12
	58.3	8.3	16.7	16.7	12.2
	23.3	12.5	3.8	28.6	
	7.1	1.0	2.0	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V2 9

V21e	1.	2.	3.	4.	ROW TOTAL
0.	29	6	49	5	89
	32.6	6.7	55.1	5.6	91.8
	96.7	75.0	94.2	71.4	
	29.9	6.2	50.5	5.2	
1.	1	2	3	2	8
	12.5	25.0	37.5	25.0	8.2
	3.3	25.0	5.8	28.6	
	1.0	2.1	3.1	2.1	
COLUMN TOTAL	30	8	52	7	97
	30.9	8.2	53.6	7.2	100.0

V250

V193

	1.	2.	3.	4.	ROW TOTAL
0.	23	7	51	5	86
	26.7	8.1	59.3	5.8	87.8
	76.7	87.5	96.2	71.4	
	23.5	7.1	52.0	5.1	
1.	7	1	2	2	12
	58.3	8.3	16.7	16.7	12.2
	23.3	12.5	3.8	28.6	
	7.1	1.0	2.0	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V205

V2 0

	1.	2.	3.	4.	ROW TOTAL
0.	21	7	49	5	82
	5.6	8.5	59.8	6.1	83.7
	0.0	87.5	92.5	71.4	
	1.4	7.1	50.0	5.1	
1.	9	1	4	2	16
	56.3	6.3	25.0	12.5	16.3
	30.0	12.5	7.5	28.6	
	9.2	1.0	4.1	2.0	
COLUMN TOTAL	30	8	53	7	98
	30.6	8.2	54.1	7.1	100.0

V251

V012	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		11	8	11	12	14	7	6	3	72
		15.3	11.1	15.3	16.7	19.4	9.7	8.3	4.2	72.7
		100.0	88.9	73.3	80.0	46.7	70.0	100.0	100.0	
		11.1	8.1	11.1	12.1	14.1	7.1	6.1	3.0	
1.		0	1	4	3	16	3	0	0	27
		.0	3.7	14.8	11.1	59.3	11.1	.0	.0	27.3
		.0	11.1	26.7	20.0	53.3	30.0	.0	.0	
		.0	1.0	4.0	3.0	16.2	3.0	.0	.0	
COLUMN TOTAL		11	9	15	15	30	10	6	3	99
		11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V013	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		10	8	13	9	5	8	5	2	60
		16.7	13.3	21.7	15.0	8.3	13.3	8.3	3.3	61.2
		90.9	88.9	86.7	60.0	17.2	80.0	83.3	66.7	
		10.2	8.2	13.3	9.2	5.1	8.2	5.1	2.0	
1.		1	1	2	6	24	2	1	1	38
		2.6	2.6	5.3	15.8	63.2	5.3	2.6	2.6	38.8
		9.1	11.1	13.3	40.0	82.8	20.0	16.7	33.3	
		1.0	1.0	2.0	6.1	24.5	2.0	1.0	1.0	
COLUMN TOTAL		11	9	15	15	29	10	6	3	98
		11.2	9.2	15.3	15.3	29.6	10.2	6.1	3.1	100.0

V014 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	7	12	12	14	8	5	3	71
	14.1	9.9	16.9	16.9	19.7	11.3	7.0	4.2	72.4
	90.9	77.8	80.0	80.0	46.7	80.0	100.0	100.0	
	10.2	7.1	12.2	12.2	14.3	8.2	5.1	3.1	
1.	1	2	3	3	16	2	0	0	27
	3.7	7.4	11.1	11.1	59.3	7.4	.0	.0	27.6
	9.1	22.2	20.0	20.0	53.3	20.0	.0	.0	
	1.0	2.0	3.1	3.1	16.3	2.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	5	3	98
	11.2	9.2	15.3	15.3	30.6	10.2	5.1	3.1	100.0

V022 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	8	11	12	13	7	6	3	71
	15.5	11.3	15.5	16.9	18.3	9.9	8.5	4.2	71.7
	100.0	88.9	73.3	80.0	43.3	70.0	100.0	100.0	
	11.1	8.1	11.1	12.1	13.1	7.1	6.1	3.0	
1.	0	1	4	3	17	3	0	0	28
	.0	3.6	14.3	10.7	60.7	10.7	.0	.0	28.3
	.0	11.1	26.7	20.0	56.7	30.0	.0	.0	
	.0	1.0	4.0	3.0	17.2	3.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V023 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	8	13	10	6	8	6	2	63
	15.9	12.7	20.6	15.9	9.5	12.7	9.5	3.2	63.6
	90.9	88.9	86.7	66.7	20.0	80.0	100.0	66.7	
	10.1	8.1	13.1	10.1	6.1	8.1	6.1	2.0	
1.	1	1	2	5	24	2	0	1	36
	2.8	2.8	5.6	13.9	66.7	5.6	.0	2.8	36.4
	9.1	11.1	13.3	33.3	80.0	20.0	.0	33.3	
	1.0	1.0	2.0	5.1	24.2	2.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V024 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	6	12	13	14	8	5	3	71
	14.1	8.5	16.9	18.3	19.7	11.3	7.0	4.2	72.4
	90.9	66.7	80.0	86.7	46.7	80.0	100.0	100.0	
	10.2	6.1	12.2	13.3	14.3	8.2	5.1	3.1	
1.	1	3	3	2	16	2	0	0	27
	3.7	11.1	11.1	7.4	59.3	7.4	.0	.0	27.6
	9.1	33.3	20.0	13.3	53.3	20.0	.0	.0	
	1.0	3.1	3.1	2.0	16.3	2.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	5	3	98
	11.2	9.2	15.3	15.3	30.6	10.2	5.1	3.1	100.0

V251

V032 / COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	8	11	12	13	7	6	3	71
	15.5	11.3	15.5	16.9	18.3	9.9	8.5	4.2	71.7
	100.0	88.9	73.3	80.0	43.3	70.0	100.0	100.0	
	11.1	8.1	11.1	12.1	13.1	7.1	6.1	3.0	
1.	0	1	4	3	17	3	0	0	28
	.0	3.6	14.3	10.7	60.7	10.7	.0	.0	28.3
	.0	11.1	26.7	20.0	56.7	30.0	.0	.0	
	.0	1.0	4.0	3.0	17.2	3.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V033 / COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	7	14	9	7	8	6	2	63
	15.9	11.1	22.2	14.3	11.1	12.7	9.5	3.2	63.6
	90.9	77.8	93.3	60.0	23.3	80.0	100.0	66.7	
	10.1	7.1	14.1	9.1	7.1	8.1	6.1	2.0	
1.	1	2	1	6	23	2	0	1	36
	2.8	5.6	2.8	16.7	63.9	5.6	.0	2.8	36.4
	9.1	22.2	6.7	40.0	76.7	20.0	.0	33.3	
	1.0	2.0	1.0	6.1	23.2	2.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V034	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		10	7	12	12	14	8	5	3	71
		14.1	9.9	16.9	16.9	19.7	11.3	7.0	4.2	71.7
		90.9	77.8	80.0	80.0	46.7	80.0	83.3	100.0	
		10.1	7.1	12.1	12.1	14.1	8.1	5.1	3.0	
1.		1	2	3	3	16	2	1	0	28
		3.6	7.1	10.7	10.7	57.1	7.1	3.6	.0	28.3
		9.1	22.2	20.0	20.0	53.3	20.0	16.7	.0	
		1.0	2.0	3.0	3.0	16.2	2.0	1.0	.0	
COLUMN TOTAL		11	9	15	15	30	10	6	3	99
		11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V042	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		11	8	11	12	12	7	6	3	70
		15.7	11.4	15.7	17.1	17.1	10.0	8.6	4.3	70.7
		100.0	88.9	73.3	80.0	40.0	70.0	100.0	100.0	
		11.1	8.1	11.1	12.1	12.1	7.1	6.1	3.0	
1.		0	1	4	3	18	3	0	0	29
		.0	3.4	13.8	10.3	62.1	10.3	.0	.0	29.3
		.0	11.1	26.7	20.0	60.0	30.0	.0	.0	
		.0	1.0	4.0	3.0	18.2	3.0	.0	.0	
COLUMN TOTAL		11	9	15	15	30	10	6	3	99
		11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V043 × V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	8	14	9	7	7	6	2	63
	15.9	12.7	22.2	14.3	11.1	11.1	9.5	3.2	63.6
	90.9	88.9	93.3	60.0	23.3	70.0	100.0	66.7	
	10.1	8.1	14.1	9.1	7.1	7.1	6.1	2.0	
1.	1	1	1	6	23	3	0	1	36
	2.8	2.8	2.8	16.7	63.9	8.3	.0	2.8	36.4
	9.1	11.1	6.7	40.0	76.7	30.0	.0	33.3	
	1.0	1.0	1.0	6.1	23.2	3.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V044 × V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	7	12	13	14	8	5	3	72
	13.9	9.7	16.7	18.1	19.4	11.1	6.9	4.2	72.7
	90.9	77.8	80.0	86.7	46.7	80.0	83.3	100.0	
	10.1	7.1	12.1	13.1	14.1	8.1	5.1	3.0	
1.	1	2	3	2	16	2	1	0	27
	3.7	7.4	11.1	7.4	59.3	7.4	3.7	.0	27.3
	9.1	22.2	20.0	13.3	53.3	20.0	16.7	.0	
	1.0	2.0	3.0	2.0	16.2	2.0	1.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V052	1.	2.	3.	4.	5.	6.	7.	8.	ROW TOTAL
0.	11	8	11	12	13	7	6	3	71
	15.5	11.3	15.5	16.9	18.3	9.9	8.5	4.2	71.7
	100.0	88.9	73.3	80.0	43.3	70.0	100.0	100.0	
	11.1	8.1	11.1	12.1	13.1	7.1	6.1	3.0	
1.	0	1	4	3	17	3	0	0	28
	.0	3.6	14.3	10.7	60.7	10.7	.0	.0	28.3
	.0	11.1	26.7	20.0	56.7	30.0	.0	.0	
	.0	1.0	4.0	3.0	17.2	3.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V053	1.	2.	3.	4.	5.	6.	7.	8.	ROW TOTAL
0.	10	8	14	9	6	3	6	2	63
	15.9	12.7	22.2	14.3	9.5	12.7	9.5	7.2	63.6
	90.9	88.9	93.3	60.0	20.0	85.7	100.0	66.7	
	10.1	8.1	14.1	9.1	6.1	3.1	6.1	2.0	
1.	1	1	1	6	24	3	0	1	36
	2.8	2.8	2.8	16.7	66.7	8.3	.0	2.8	36.4
	9.1	11.1	6.7	40.0	80.0	29.0	.0	33.3	
	1.0	1.0	1.0	6.1	24.2	3.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V054	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	7	12	13	14	8	5	3	72
	13.9	9.7	16.7	18.1	19.4	11.1	6.9	4.2	72.7
	90.9	77.8	80.0	86.7	46.7	80.0	83.3	100.0	
	10.1	7.1	12.1	13.1	14.1	.1	5.1	3.0	
1.	1	2	3	2	16	2	1	0	27
	3.7	7.4	11.1	7.4	59.3	7.4	3.7	.0	27.3
	9.1	22.2	20.0	13.3	53.3	20.0	16.7	.0	
	1.0	2.0	3.0	2.0	16.2	1.0	1.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V062	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	9	12	12	17	7	6	3	77
	14.3	11.7	15.6	15.6	22.1	9.1	7.8	3.9	77.8
	100.0	100.0	80.0	80.0	56.7	70.0	100.0	100.0	
	11.1	9.1	12.1	12.1	17.2	7.1	6.1	3.0	
1.	0	0	3	3	13	3	0	0	22
	.0	.0	13.6	13.6	59.1	13.6	.0	.0	22.2
	.0	.0	20.0	20.0	43.3	30.0	.0	.0	
	.0	.0	3.0	3.0	13.1	3.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V063 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	8	12	9	9	8	6	2	64
	15.6	12.5	18.8	14.1	14.1	12.5	9.4	3.1	64.6
	90.9	88.9	80.0	60.0	30.0	80.0	100.0	66.7	
	10.1	8.1	12.1	9.1	9.1	8.1	6.1	2.0	
1.	1	1	3	6	21	2	0	1	35
	2.9	2.9	8.6	17.1	60.0	5.7	.0	2.9	35.4
	9.1	11.1	20.0	40.0	70.0	20.0	.0	33.3	
	1.0	1.0	3.0	6.1	21.2	2.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V099 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	10	9	15	15	30	9	4	3	95
	10.5	9.5	15.8	15.8	31.6	9.5	4.2	3.2	96.0
	90.9	100.0	100.0	100.0	100.0	90.0	66.7	100.0	
	10.1	9.1	15.2	15.2	30.3	9.1	4.0	3.0	
1.	1	0	0	0	0	1	2	0	4
	25.0	.0	.0	.0	.0	25.0	50.0	.0	4.0
	9.1	.0	.0	.0	.0	10.0	33.3	.0	
	1.0	.0	.0	.0	.0	1.0	2.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V251

V119	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		10	9	15	15	30	9	4	3	95
		10.5	9.5	15.8	15.8	31.6	9.5	4.2	3.2	96.9
		90.9	100.0	100.0	100.0	100.0	100.0	66.7	100.0	
		10.2	9.2	15.3	15.3	30.6	9.2	4.1	3.1	
1.		1	0	0	0	0	0	2	0	3
		33.3	.0	.0	.0	.0	.0	66.7	.0	3.1
		9.1	.0	.0	.0	.0	.0	33.3	.0	
		1.0	.0	.0	.0	.0	.0	2.0	.0	
COLUMN TOTAL		11	9	15	15	30	9	6	3	98
		11.2	9.2	15.3	15.3	30.6	9.2	6.1	3.1	100.0

V251

V133	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.		11	9	15	12	30	10	6	3	96
		11.5	9.4	15.6	12.5	31.3	10.4	6.3	3.1	97.0
		100.0	100.0	100.0	80.0	100.0	100.0	100.0	100.0	
		11.1	9.1	15.2	12.1	30.3	10.1	6.1	3.0	
1.		0	0	0	3	0	0	0	0	3
		.0	.0	.0	100.0	.0	.0	.0	.0	3.0
		.0	.0	.0	20.0	.0	.0	.0	.0	
		.0	.0	.0	3.0	.0	.0	.0	.0	
COLUMN TOTAL		11	9	15	15	30	10	6	3	99
		11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V138 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	9	15	15	29	10	6	2	97
	11.3	9.3	15.5	15.5	29.9	10.3	6.2	2.1	98.0
	100.0	100.0	100.0	100.0	96.7	100.0	100.0	66.7	
	11.1	9.1	15.2	15.2	29.3	10.1	6.1	2.0	
1.	0	0	0	0	1	0	0	1	2
	.0	.0	.0	.0	50.0	.0	.0	50.0	2.0
	.0	.0	.0	.0	3.3	.0	.0	33.3	
	.0	.0	.0	.0	1.0	.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V149 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	9	15	15	30	10	5	3	98
	11.2	9.2	15.3	15.3	30.6	10.2	5.1	3.1	99.0
	100.0	100.0	100.0	100.0	100.0	100.0	83.3	100.0	
	11.1	9.1	15.2	15.2	30.3	10.1	5.1	3.0	
1.	0	0	0	0	0	0	1	0	1
	.0	.0	.0	.0	.0	.0	100.0	.0	1.0
	.0	.0	.0	.0	.0	.0	16.7	.0	
	.0	.0	.0	.0	.0	.0	1.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V158 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	7	15	15	29	10	6	3	96
	11.5	7.3	15.6	15.6	30.2	10.4	6.3	3.1	97.0
	100.0	77.8	100.0	100.0	96.7	100.0	100.0	100.0	
	11.1	7.1	15.2	15.2	29.3	10.1	6.1	3.0	
1.	0	2	0	0	1	0	0	0	3
	.0	66.7	.0	.0	33.3	.0	.0	.0	3.0
	.0	22.2	.0	.0	3.3	.0	.0	.0	
	.0	2.0	.0	.0	1.0	.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V168 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	6	15	15	29	10	5	3	94
	11.7	6.4	16.0	16.0	30.9	10.6	5.3	3.2	94.9
	100.0	66.7	100.0	100.0	96.7	100.0	83.3	100.0	
	11.1	6.1	15.2	15.2	29.3	10.1	5.1	3.0	
1.	0	3	0	0	1	0	1	0	5
	.0	60.0	.0	.0	20.0	.0	20.0	.0	5.1
	.0	33.3	.0	.0	3.3	.0	16.7	.0	
	.0	3.0	.0	.0	1.0	.0	1.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V169 / V251	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	7	3	12	13	23	8	4	2	72
	9.7	4.2	16.7	18.1	31.9	11.1	5.6	2.8	72.7
	63.6	33.3	80.0	86.7	76.7	80.0	66.7	66.7	
	7.1	3.0	12.1	13.1	23.2	8.1	4.0	2.0	
1.	4	6	3	2	7	2	2	1	27
	14.8	22.2	11.1	7.4	25.9	7.4	7.4	3.7	27.3
	36.4	66.7	20.0	13.3	23.3	20.0	33.3	33.3	
	4.0	6.1	3.0	2.0	7.1	2.0	2.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V179 / V251	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	7	3	12	13	27	8	4	3	77
	9.1	3.9	15.6	16.9	35.1	10.4	5.2	3.9	77.8
	63.6	33.3	80.0	86.7	90.0	80.0	66.7	100.0	
	7.1	3.0	12.1	13.1	27.3	8.1	4.0	3.0	
1.	4	6	3	2	3	2	2	0	22
	18.2	27.3	13.6	9.1	13.6	9.1	9.1	.0	22.2
	36.4	66.7	20.0	13.3	10.0	20.0	33.3	.0	
	4.0	6.1	3.0	2.0	3.0	2.0	2.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V189 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	7	3	13	13	28	8	4	2	78
	9.0	3.8	16.7	16.7	35.9	10.3	5.1	2.6	78.8
	63.6	33.3	86.7	86.7	93.3	80.0	66.7	66.7	
	7.1	3.0	13.1	13.1	28.3	8.1	4.0	2.0	
1.	4	6	2	2	2	2	2	1	21
	19.0	28.6	9.5	9.5	9.5	9.5	9.5	4.8	21.2
	36.4	66.7	13.3	13.3	6.7	20.0	33.3	33.3	
	4.0	6.1	2.0	2.0	2.0	2.0	2.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V199 by V251

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	7	3	13	13	27	8	4	3	78
	9.0	3.8	16.7	16.7	34.6	10.3	5.1	3.8	78.8
	63.6	33.3	86.7	86.7	90.0	80.0	66.7	100.0	
	7.1	3.0	13.1	13.1	27.3	8.1	4.0	3.0	
1.	4	6	2	2	3	2	2	0	21
	19.0	28.6	9.5	9.5	14.3	9.5	9.5	.0	21.2
	36.4	66.7	13.3	13.3	10.0	20.0	33.3	.0	
	4.0	6.1	2.0	2.0	3.0	2.0	2.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	11.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V204 by V2 1

V204	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	6	6	13	13	28	7	5	1	79
	7.6	7.6	16.5	16.5	35.4	8.9	6.3	1.3	79.8
	54.5	66.7	86.7	86.7	93.3	70.0	83.3	33.3	
	6.1	6.1	13.1	13.1	28.3	7.1	5.1	1.0	
1.	5	3	2	2	2	3	1	2	20
	25.0	15.0	10.0	10.0	10.0	15.0	5.0	10.0	20.2
	45.5	33.3	13.3	13.3	6.7	30.0	16.7	66.7	
	5.1	3.0	2.0	2.0	2.0	3.0	1.0	2.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	1.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V208 by V2 1

V208	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	7	15	15	30	10	6	2	96
	1.5	7.3	15.6	15.6	31.3	10.4	6.3	2.1	97.0
	100.0	77.8	100.0	100.0	100.0	100.0	100.0	66.7	
	1.1	7.1	15.2	15.2	30.3	10.1	6.1	2.0	
1.	0	2	0	0	0	0	0	1	3
	.0	66.7	.0	.0	.0	.0	.0	33.3	3.0
	.0	22.2	.0	.0	.0	.0	.0	33.3	
	.0	2.0	.0	.0	.0	.0	.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	1.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V211 by V2 1

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	7	14	15	30	9	6	2	94
	1.7	7.4	14.9	16.0	31.9	9.6	6.4	2.1	95.9
1	0.0	77.8	93.3	100.0	100.0	100.0	100.0	66.7	
	1.2	7.1	14.3	15.3	30.6	9.2	6.1	2.0	
1.	0	1	1	0	0	0	0	1	3
	.0	33.3	33.3	.0	.0	.0	.0	33.3	3.1
	.0	11.1	6.7	.0	.0	.0	.0	33.3	
	.0	1.0	1.0	.0	.0	.0	.0	1.0	
3.	0	1	0	0	0	0	0	0	1
	.0	100.0	.0	.0	.0	.0	.0	.0	1.0
	.0	11.1	.0	.0	.0	.0	.0	.0	
	.0	1.0	.0	.0	.0	.0	.0	.0	
COLUMN TOTAL	11	9	15	15	30	9	6	3	98
	1.2	9.2	15.3	15.3	30.6	9.2	6.1	3.1	100.0

V212 by V2 1

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	6	14	14	30	10	5	3	93
	1.8	6.5	15.1	15.1	32.3	10.8	5.4	3.2	94.9
1	0.0	66.7	100.0	93.3	100.0	100.0	83.3	100.0	
	1.2	6.1	14.3	14.3	30.6	10.2	5.1	3.1	
1.	0	2	0	1	0	0	1	0	4
	.0	50.0	.0	25.0	.0	.0	25.0	.0	4.1
	.0	22.2	.0	6.7	.0	.0	16.7	.0	
	.0	2.0	.0	1.0	.0	.0	1.0	.0	
5.	0	1	0	0	0	0	0	0	1
	.0	100.0	.0	.0	.0	.0	.0	.0	1.0
	.0	11.1	.0	.0	.0	.0	.0	.0	
	.0	1.0	.0	.0	.0	.0	.0	.0	
COLUMN TOTAL	11	9	14	15	30	10	6	3	98
	1.2	9.2	14.3	15.3	30.6	10.2	6.1	3.1	100.0

V213 by V2 1

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	11	5	14	14	28	9	5	3	89
	2.2	5.6	15.6	15.6	32.2	10.0	5.6	3.3	88.9
	0.0	55.6	93.3	93.3	96.7	90.0	83.3	100.0	
	1.1	5.1	14.1	14.1	29.3	9.1	5.1	3.0	
1.	0	4	1	1	1	1	1	0	9
	.0	44.4	11.1	11.1	11.1	11.1	11.1	.0	9.1
	.0	44.4	6.7	6.7	3.3	10.0	16.7	.0	
	.0	4.0	1.0	1.0	1.0	1.0	1.0	.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	98
	1.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V214 by V2 1

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	6.	7.	9.	ROW TOTAL
0.	7	5	15	15	28	7	5	2	84
	8.3	6.0	17.9	17.9	33.3	8.3	6.0	2.4	84.8
	63.6	55.6	100.0	100.0	93.3	70.0	83.3	66.7	
	7.1	5.1	15.2	15.2	28.3	7.1	5.1	2.0	
1.	4	4	0	0	2	3	1	1	15
	26.7	26.7	.0	.0	13.3	20.0	6.7	6.7	15.2
	36.4	44.4	.0	.0	6.7	30.0	16.7	33.3	
	4.0	4.0	.0	.0	2.0	3.0	1.0	1.0	
COLUMN TOTAL	11	9	15	15	30	10	6	3	99
	1.1	9.1	15.2	15.2	30.3	10.1	6.1	3.0	100.0

V015 × V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	2	19	12	25	60
	3.3	3.3	31.7	20.0	41.7	61.2
	100.0	22.2	65.5	44.4	80.6	
	2.0	2.0	19.4	12.2	25.5	
1.	0	7	10	15	6	38
	.0	18.4	26.3	39.5	15.8	38.8
	.0	77.8	34.5	55.6	19.4	
	.0	7.1	10.2	15.3	6.1	
COLUMN TOTAL	2	9	29	27	31	98
	2.0	9.2	29.6	27.6	31.6	100.0

V014 × V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	3	20	20	26	71
	2.8	4.2	28.2	28.2	36.6	72.4
	100.0	33.3	69.0	71.4	86.7	
	2.0	3.1	20.4	20.4	26.5	
1.	0	6	9	8	4	27
	.0	22.2	33.3	29.6	14.8	27.6
	.0	66.7	31.0	28.6	13.3	
	.0	6.1	9.2	8.2	4.1	
COLUMN TOTAL	2	9	29	28	30	98
	2.0	9.2	29.6	28.6	30.6	100.0

V252

V023	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	2	19	13	27	63
	3.2	3.2	30.2	20.6	42.9	63.6
	100.0	22.2	65.5	46.4	87.1	
	2.0	2.0	19.2	13.1	27.3	
1.	0	7	10	15	4	36
	.0	19.4	27.8	41.7	11.1	36.4
	.0	77.8	34.5	53.6	12.9	
	.0	7.1	10.1	15.2	4.0	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V252

V024	1.	2.	3.	4.	5.	ROW TOTAL
0.	1	3	20	21	26	71
	1.4	4.2	28.2	29.6	36.6	72.4
	50.0	33.3	69.0	75.0	86.7	
	1.0	3.1	20.4	21.4	26.5	
1.	1	6	9	7	4	27
	3.7	22.2	33.3	25.9	14.8	27.6
	50.0	66.7	31.0	25.0	13.3	
	1.0	6.1	9.2	7.1	4.1	
COLUMN TOTAL	2	9	29	28	30	98
	2.0	9.2	29.6	28.6	30.6	100.0

V252

V035	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	3	18	14	26	63
	3.2	4.8	28.6	22.2	41.3	63.6
	100.0	33.3	62.1	50.0	83.9	
	2.0	3.0	18.2	14.1	26.3	
1.	0	6	11	14	5	36
	.0	16.7	30.6	38.9	13.9	36.4
	.0	66.7	37.9	50.0	16.1	
	.0	6.1	11.1	14.1	5.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V034 by V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	2	20	21	26	71
	2.8	2.8	28.2	29.6	36.6	71.7
	100.0	22.2	69.0	75.0	83.9	
	2.0	2.0	20.2	21.2	26.3	
1.	0	7	9	7	5	28
	.0	25.0	32.1	25.0	17.9	28.3
	.0	77.8	31.0	25.0	16.1	
	.0	7.1	9.1	7.1	5.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V045 by V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	3	19	14	25	63
	3.2	4.8	30.2	22.2	39.7	63.6
	100.0	33.3	65.5	50.0	80.6	
	2.0	3.0	19.2	14.1	25.3	
1.	0	6	10	14	6	36
	.0	16.7	27.8	38.9	16.7	36.4
	.0	66.7	34.5	50.0	19.4	
	.0	6.1	10.1	14.1	6.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V044 by V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	2	21	21	26	72
	2.8	2.8	29.2	29.2	36.1	72.7
	100.0	22.2	72.4	75.0	83.9	
	2.0	2.0	21.2	21.2	26.3	
1.	0	7	8	7	5	27
	.0	25.9	29.6	25.9	18.5	27.3
	.0	77.8	27.6	25.0	16.1	
	.0	7.1	8.1	7.1	5.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V053 by V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	2	19	14	26	[illegible]
	3.2	3.2	30.2	22.2	41.3	[illegible]
	100.0	22.2	65.5	50.0	[illegible]	
	2.0	2.0	19.2	14.1	26.3	
1.	0	7	10	14	[illegible]	[illegible]
	.0	19.4	27.8	38.9	13.9	[illegible]
	.0	77.8	34.5	50.0	16.1	
	.0	7.1	10.1	14.1	5.1	
COLUMN TOTAL	2	9	29	28	31	[illegible]
	2.0	9.1	29.3	28.3	31.3	[illegible]

V054 by V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	2	21	21	26	72
	2.8	2.8	29.2	29.2	36.1	72.7
	100.0	22.2	72.4	75.0	83.9	
	2.0	2.0	21.2	21.2	26.3	
1.	0	7	8	7	5	27
	.0	25.9	29.6	25.9	18.5	27.3
	.0	77.8	27.6	25.0	16.1	
	.0	7.1	8.1	7.1	5.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V065 by V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	3	17	15	27	64
	3.1	4.7	26.6	23.4	42.2	64.6
	100.0	33.3	58.6	53.6	87.1	
	2.0	3.0	17.2	15.2	27.3	
1.	0	6	12	13	4	35
	.0	17.1	34.3	37.1	11.4	35.4
	.0	66.7	41.4	46.4	12.9	
	.0	6.1	12.1	13.1	4.0	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V252

V071		1.	2.	3.	4.	5.	ROW TOTAL
0.	COUNT	2	5	23	26	29	85
	ROW PCT	2.4	5.9	27.1	30.6	34.1	86.7
	COL PCT	100.0	55.6	82.1	92.9	93.5	
	TOT PCT	2.0	5.1	23.5	26.5	29.6	
1.	COUNT	0	3	5	2	2	12
	ROW PCT	.0	25.0	41.7	16.7	16.7	12.2
	COL PCT	.0	33.3	17.9	7.1	6.5	
	TOT PCT	.0	3.1	5.1	2.0	2.0	
4.	COUNT	0	1	0	0	0	1
	ROW PCT	.0	100.0	.0	.0	.0	1.0
	COL PCT	.0	11.1	.0	.0	.0	
	TOT PCT	.0	1.0	.0	.0	.0	
COLUMN TOTAL		2	9	28	28	31	98
		2.0	9.2	28.6	28.6	31.6	100.0

V252

V099		1.	2.	3.	4.	5.	ROW TOTAL
0.	COUNT	2	9	29	28	27	95
	ROW PCT	2.1	9.5	30.5	29.5	28.4	96.0
	COL PCT	100.0	100.0	100.0	100.0	87.1	
	TOT PCT	2.0	9.1	29.3	28.3	27.3	
1.	COUNT	0	0	0	0	4	4
	ROW PCT	.0	.0	.0	.0	100.0	4.0
	COL PCT	.0	.0	.0	.0	12.9	
	TOT PCT	.0	.0	.0	.0	4.0	
COLUMN TOTAL		2	9	29	28	31	99
		2.0	9.1	29.3	28.3	31.3	100.0

V252

V140		1.	2.	3.	4.	5.	ROW TOTAL
0.	COUNT	2	8	29	28	31	98
	ROW PCT	2.0	8.2	29.6	28.6	31.6	99.0
	COL PCT	100.0	88.9	100.0	100.0	100.0	
	TOT PCT	2.0	8.1	29.3	28.3	31.3	
1.	COUNT	0	1	0	0	0	1
	ROW PCT	.0	100.0	.0	.0	.0	1.0
	COL PCT	.0	11.1	.0	.0	.0	
	TOT PCT	.0	1.0	.0	.0	.0	
COLUMN TOTAL		2	9	29	28	31	99
		2.0	9.1	29.3	[illegible]	[illegible]	

V252

V159	1.	2.	3.	4.	5.	ROW TOTAL
0.	0	9	22	22	19	72
	.0	12.5	30.6	30.6	26.4	72.7
	.0	100.0	75.9	78.6	61.3	
	.0	9.1	22.2	22.2	19.2	
1.	2	0	7	6	12	27
	7.4	.0	25.9	22.2	44.4	27.3
	100.0	.0	24.1	21.4	38.7	
	2.0	.0	7.1	6.1	12.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V252

V179	1.	2.	3.	4.	5.	ROW TOTAL
0.	0	8	25	23	21	77
	.0	10.4	32.5	29.9	27.3	77.8
	.0	88.9	86.2	82.1	67.7	
	.0	8.1	25.3	23.2	21.2	
1.	2	1	4	5	10	22
	9.1	4.5	18.2	22.7	45.5	22.2
	100.0	11.1	13.8	17.9	32.3	
	2.0	1.0	4.0	5.1	10.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V252

V189	1.	2.	3.	4.	5.	ROW TOTAL
0.	0	9	24	24	21	78
	.0	11.5	30.8	30.8	26.9	78.8
	.0	100.0	82.8	85.7	67.7	
	.0	9.1	24.2	24.2	21.2	
1.	2	0	5	4	10	21
	9.5	.0	23.8	19.0	47.6	21.2
	100.0	.0	17.2	14.3	32.3	
	2.0	.0	5.1	4.0	10.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V252

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	0	8	24	24	22	78
	.0	10.3	30.8	30.8	28.2	78.8
	.0	88.9	82.8	85.7	71.0	
	.0	8.1	24.2	24.2	22.2	
1.	2	1	5	4	9	21
	9.5	4.8	23.8	19.0	42.9	21.2
	100.0	11.1	17.2	14.3	29.0	
	2.0	1.0	5.1	4.0	9.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V2 2

COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	5.	ROW TOTAL
0.	2	9	28	24	21	84
	2.4	10.7	33.3	28.6	25.0	84.8
	100.0	100.0	96.6	85.7	67.7	
	2.0	9.1	28.3	24.2	21.2	
1.	0	0	1	4	10	15
	.0	.0	6.7	26.7	66.7	15.2
	.0	.0	3.4	14.3	32.3	
	.0	.0	1.0	4.0	10.1	
COLUMN TOTAL	2	9	29	28	31	99
	2.0	9.1	29.3	28.3	31.3	100.0

V277

COUNT / ROW PCT / COL PCT / TOT PCT	0.	1.	2.	3.	4.	9.	ROW TOTAL
0.	2	8	32	31	15	1	89
	2.2	9.0	36.0	34.8	16.9	1.1	90.8
	50.0	100.0	86.5	96.9	93.8	100.0	
	2.0	8.2	32.7	31.6	15.3	1.0	
1.	2	0	5	1	1	0	9
	22.2	.0	55.6	11.1	11.1	.0	9.2
	50.0	.0	13.5	3.1	6.3	.0	
	2.0	.0	5.1	1.0	1.0	.0	
COLUMN TOTAL	4	8	37	32	16	1	98
	4.1	8.2	37.8	32.7	16.3	1.0	100.0

V277

COUNT / ROW PCT / COL PCT / TOT PCT	0.	1.	2.	3.	4.	9.	ROW TOTAL
0.	2	8	32	31	15	1	89
	2.2	9.0	36.0	34.8	16.9	1.1	90.8
	50.0	100.0	86.5	96.9	93.8	100.0	
	2.0	8.2	32.7	31.6	15.3	1.0	
1.	2	0	5	1	1	0	9
	22.2	.0	55.6	11.1	11.1	.0	9.2
	50.0	.0	13.5	3.1	6.3	.0	
	2.0	.0	5.1	1.0	1.0	.0	
COLUMN TOTAL	4	8	37	32	16	1	98
	4.1	8.2	37.8	32.7	16.3	1.0	100.0

V277

COUNT / ROW PCT / COL PCT / TOT PCT	0.	1.	2.	3.	4.	9.	ROW TOTAL
0.	2	8	32	31	15	1	89
	2.2	9.0	36.0	34.8	16.9	1.1	90.8
	50.0	100.0	86.5	96.9	93.8	100.0	
	2.0	8.2	32.7	31.6	15.3	1.0	
1.	2	0	5	1	1	0	9
	22.2	.0	55.6	11.1	11.1	.0	9.2
	50.0	.0	13.5	3.1	6.3	.0	
	2.0	.0	5.1	1.0	1.0	.0	
COLUMN TOTAL	4	8	37	32	16	1	98
	4.1	8.2	37.8	32.7	16.3	1.0	100.0

V2 8

V224	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	ROW TOTAL
0.		9	3	12
		75.0	25.0	12.5
		16.1	7.5	
		9.4	3.1	
1.		22	9	31
		71.0	29.0	32.3
		39.3	22.5	
		22.9	9.4	
2.		9	18	27
		33.3	66.7	28.1
		16.1	45.0	
		9.4	18.8	
3.		16	10	26
		61.5	38.5	27.1
		28.6	25.0	
		16.7	10.4	
COLUMN TOTAL		56	40	96
		58.3	41.7	100.0

V2 9

V224	COUNT / ROW PCT / COL PCT / TOT PCT	1.	2.	3.	4.	ROW TOTAL
0.		3	2	1	7	13
		23.1	15.4	7.7	53.8	13.4
		12.5	5.1	5.0	50.0	
		3.1	2.1	1.0	7.2	
1.		5	14	7	5	31
		16.1	45.2	22.6	16.1	32.0
		20.8	35.9	35.0	35.7	
		5.2	14.4	7.2	5.2	
2.		9	11	7	0	27
		33.3	40.7	25.9	.0	27.8
		37.5	28.2	35.0	.0	
		9.3	11.3	7.2	.0	
3.		7	12	5	2	26
		26.9	46.2	19.2	7.7	26.8
		29.2	30.8	25.0	14.3	
		7.2	12.4	5.2	2.1	
COLUMN TOTAL		24	39	20	14	97
		24.7	40.2	20.6	14.4	100.0