HACETTEPE UNIVERSITY
INSTITUTE OF POPULATION STUDIES

GENDER DIFFERENCE IN INTERNAL EDUCATIONAL MIGRATION: DISTANCE ANALYSIS BETWEEN HOMETOWN AND UNIVERSITY FOR STUDENTS APPLIED FOR RESIDING IN THE DORMITORIES OF GENERAL DIRECTORATE OF CREDIT AND HOSTELS

Şahin BİNGÖL

Department of Demography

Master's Thesis

Ankara
June 2019

HACETTEPE UNIVERSITY
INSTITUTE OF POPULATION STUDIES

GENDER DIFFERENCE IN INTERNAL EDUCATIONAL MIGRATION: DISTANCE ANALYSIS BETWEEN HOMETOWN AND UNIVERSITY FOR STUDENTS APPLIED FOR RESIDING IN THE DORMITORIES OF GENERAL DIRECTORATE OF CREDIT AND HOSTELS

Şahin BİNGÖL

Supervisor
Assos. Prof. Dr. Alanur ÇAVLİN

Department of Demography
Master's Thesis

Ankara
June 2019

Gender Difference in Internal Educational Migration:
Distance Analysis between Hometown and University for Students Applied for Residing in the Dormitories of General Directorate of Credit and Hostels

Şahin Bingöl

This is to certify that we have read and examined this thesis and in our opinion it fulfills the requirements in scope and quality of a thesis for the degree of Master of Arts in Demography.

Jury Members:

Member (Chair): .....

Dr. Hülya Ünlü, Çankırı Karatekin University, Faculty of Economics and Administrative Sciences, Department of Economics

Member (Supervisor): .....

Assoc. Prof. Dr. Alanur Çavlin

Hacettepe University, Institute of Population Studies, Department of Demography

Member: .....

Assoc. Prof. Dr. Mehmet Ali Eryurt

Hacettepe University, Institute of Population Studies, Department of Demography

This thesis has been accepted by the above-signed members of the Jury and has been confirmed by the Administrative Board of the Institute of Population Studies, Hacettepe University.

.../.../2019

Prof. Dr. A. Banu Ergöçmen
Director

HACETTEPE UNIVERSITY
INSTITUTE OF POPULATION STUDIES
THESIS/DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
INSTITUTE OF POPULATION STUDIES
TO THE DEPARTMENT OF DEMOGRAPHY

Date: 08/08/2019

Thesis Title / Topic: GENDER DIFFERENCE IN INTERNAL EDUCATIONAL MIGRATION: DISTANCE ANALYSIS BETWEEN HOMETOWN AND UNIVERSITY FOR STUDENTS APPLIED FOR RESIDING IN THE DORMITORIES OF GENERAL DIRECTORATE OF CREDIT AND HOSTELS

According to the originality report obtained by my thesis advisor by using the *TURNITIN* plagiarism detection software and by applying the filtering options stated below on 08/08/2019 for the total of 62 pages including the a) Title Page, b) Introduction, c) Main Chapters, and d) Conclusion sections of my thesis entitled as above, the similarity index of my thesis is 4 %.

Filtering options applied:

1. Bibliography/Works Cited excluded
2. Quotes excluded
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Institute of Population Studies Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

08.08.2019
Date and Signature

Name Surname: Şahin Bingöl
Student No: N14120341
Department: Demography
Program: Demography
Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED.

Assoc. Prof. Dr. Alanur Çavlin
(Title, Name Surname, Signature)

GENDER DIFFERENCE IN INTERNAL EDUCATIONAL MIGRATION

by Sahin Bingol

Submission date: 08-Aug-2019 03:34PM (UTC+0300)
Submission ID: 1158600104
File name: MA-Thesis-SahinBingol Orginality.docx (236.15K)
Word count: 17173
Character count: 93773

GENDER DIFFERENCE IN INTERNAL EDUCATIONAL MIGRATION

ORIGINALITY REPORT

4%	2%	2%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.surv.esr.cri.nz Internet Source	1%
2	James Alm, John V. Winters. "Distance and intrastate college student migration", Economics of Education Review, 2009 Publication	<1%
3	www.tandfonline.com Internet Source	<1%
4	caper.ca Internet Source	<1%
5	onlinelibrary.wiley.com Internet Source	<1%
6	Submitted to Laureate Higher Education Group Student Paper	<1%
7	Submitted to University of Nottingham Student Paper	<1%
8	Submitted to CSU, Los Angeles Student Paper	<1%

ETHICAL DECLARATION

In this thesis study, I declare that all the information and documents have been obtained on the basis of the academic rules and all of the audio-visual and written information and results have been presented according to the rules of scientific ethics. I did not do any distortion in data set. In case of using other works, related studies have been fully cited in accordance with the scientific standards. I also declare that my thesis study is original except for cited references. It was produced by myself in consultation with supervisor Assoc. Prof. Dr. Alanur Çavlin and written according to the rules of thesis writing of Hacettepe University Institute of Population Studies.

Şahin BİNGÖL

DECLARATION OF PUBLISHING AND INTELLECTUAL PROPERTY RIGHTS

I declare that I give permission to Hacettepe University to archive all or some part of my master thesis, which is approved by the Institute, in printed paper or electronic format and to open to access with the following rules. With this permission, I hold all intellectual property rights, except using rights given to the University, and the rights to use of all or some parts of my thesis in future studies (article, book, license, and patent).

I declare that the thesis is my original work, I did not violate rights of others and I own all rights of my thesis. I declare that I used texts with written permit taken from owners and I will give copies of these to the University, if needed.

As per the "Regulation on the Online Availability, Arrangement and Open Access of Graduate Theses" of Council of Higher Education, my thesis shall be deposited to National Theses Center of the Council of Higher Education/Open Access System of H.U. libraries, except for the conditions indicated below;

o The access to my thesis has been postponed for 2 years after my graduation as per the decision of the Institute/University board.(1)

o The access to my thesis has been postponed for .... month(s) after my graduation as per the decision of the Institute/University board.(2)

o There is a confidentiality order for my thesis.(3)

08../08./2019

Şahin BİNGÖL

ACKNOWLEDGEMENTS

I would like to express my special appreciation and thanks to my supervisor Assoc. Prof. Alanur ÇAVLİN for encouraging my research. Her contributions and efforts on the study are invaluable.

I would also like to thank my jury members, Assoc. Prof. Dr. Mehmet Ali ERYURT and Dr. Hülya ÜNLÜ for their valuable comments and suggestions.

I would also like to thank the chief executives of General Directorate of Credit and Hostels, Yavuz GÜNER and Dr. İbrahim SEMİZOĞLU for their contributions in gathering data.

I would like express appreciation to Emre İLYAS and Fatih GÜNGÖREN for their valuable contributions and suggestions to the study.

I would also thank specially to my lovely wife Nurbanu BİNGÖL for her motivation and encouragement when I feel stressed.

SUMMARY

There are few studies on migration for educational purposes, both in Turkey and around the world. However, as a result of globalization and shortening of distances, the movement of migration for educational purposes increased and continues increasing. This situation reveals the necessity of working on this subject.

In this thesis, we analyzed the information about the profile of students who change their place of residence for university education. First, as a background, an information about the development of universities in Turkey has been given, and accommodation problems arising from this development have been mentioned. Also information about General Directorate of Credit and Hostels (KYK), the largest public institution that provides housing opportunities for university students in Turkey, has been given.

As the major concept of this thesis, the aspect of gender and distance of educational migration has been examined based on the information of students who applied to be accommodated in KYK hostels in 2017-2018 academic year. In addition to multiple linear regression analysis, the relationship between gender and distance has been examined with descriptive statistics. Besides demographic, social and economic characteristics of students, their scores in university entrance exam have also been examined according to the gender and the distance.

The average distance between the hometown and the university of students have been calculated as 443,89 km for female students and 512,81 km for male students. According to the analysis conducted by the ordinary least squares method(OLS), male students study in universities which are located at longer distances from their hometown than female students. Moreover, when descriptive statistics are considered, in all social-demographic groups male students move longer distance than females.

ÖZET

Eğitim amaçlı göç ile ilgili gerek ülkemizde, gerekse dünyada oldukça az çalışma bulunmaktadır. Ancak, küreselleşme ve bunun sonucu olarak mesafelerin kısalması ile birlikte eğitim amaçlı göç hareketleri giderek artmaktadır. Bu durum da konu hakkında çalışma gerekliliğini ortaya çıkarmaktadır.

Bu tezde, Türkiye'de üniversite eğitimi için ikamet ettikleri yerleri değiştiren öğrencilerin profilleri incelenmiştir. İlk olarak, Türkiye'de üniversitelerin gelişimi hakkında bilgi verilmiş ve bu gelişime bağlı olarak meydana çıkan barınma sorununa değinilmiştir. Türkiye'de üniversite öğrencilerine yurt olanağı sağlayan en büyük kamu kurumu olan Kredi ve Yurtlar Genel Müdürlüğü (KYK) hakkında bilgiler verilmiştir.

Tezin ana konusu olarak 2017-2018 eğitim-öğretim döneminde KYK yurtlarında barınmak için başvuran öğrencilerin bilgileri üzerinden Türkiye'de eğitim amaçlı göç cinsiyet ve mesafe bazlı incelenmiştir. Çoklu doğrusal regresyon analizinin yanısıra, tanımlayıcı istastikler kullanılarak cinsiyet ile mesafe arasındaki ilişki incelenmiştir. Ayrıca, öğrencilerin demografik, sosyal, ekonomik karakteristikleri ve üniversiteye giriş sınavındaki başarı puanları da cinsiyet ve mesafe ile ilgili olarak incelenmiştir.

Öğrencilerin yaşadıkları yerler ile üniversiteler arasındaki mesafe kadın öğrenciler için ortalama 443,89 km, erkek öğrenciler için 512,81 km olarak gözlenmiştir. En küçük kareler yöntemiyle yapılan analize göre de erkek öğrenciler, kadın öğrencilere göre daha uzak mesafelerdeki üniversitelerde okumaktadırlar. Ayrıca, tanımlayıcı istatistiklere de bakıldığında, öğrenciler hakkındaki tüm sosyal-demografik gruplarda erkek öğrenciler kadın öğrencilere göre daha uzak mesafeleri katetmektedirler.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CYFLO	Culture, Youth and Future Life Orientations
KYK	General Directorate of Credit and Hostels in Turkey
NI	North Ireland
NSS	National Sample Survey in India
OSYM	Student Selection and Placement Centre in Turkey
TURKSTAT	Turkish Statistical Institute
USG	University System of Georgia
YKS	University Entrance Exam in Turkey
YÖK	Council of Higher Education in Turkey

1. INTRODUCTION

1.1. BACKGROUND

Three main factors, birth, death and migration, affect the size and structure of population. Among them, birth has the widest range of area of work in demography. Because of the availability to store data, easy access to data, controllability and the establishment of government policies on this issue, birth stands out as an area of focus in population science. In addition, there are many further areas such as birth control and marriage on these fields.

The second factor is that death is a law of nature. Although it is really harder to control deaths besides births, there are also lots of studies about this issue because of easy access to data.

The last one is migration. Contrary to birth and death, migration has been seen as a less influential factor in the population therefore relatively few studies focus on the demographic aspects of migration. Because of the difficulty to understand and work demographically, it has not been studied in population area as much as other dynamics. However, as a result of globalization and development of transportation, migratory movement has increased rapidly, and this trend necessitated more work in this area.

Migration is generally defined as “permanent movement of people from one place to another for more than 6 months, and the places must be different statistical or political regions.” Some sources and researches can take the duration of stay as a year and over. For example, in the “Population and Housing Census, 2011” by TURKSTAT, the time period was taken as one year and more. Also, the purpose of the movement is important to define that movement as a “migration”. There should be an intention of settlement.

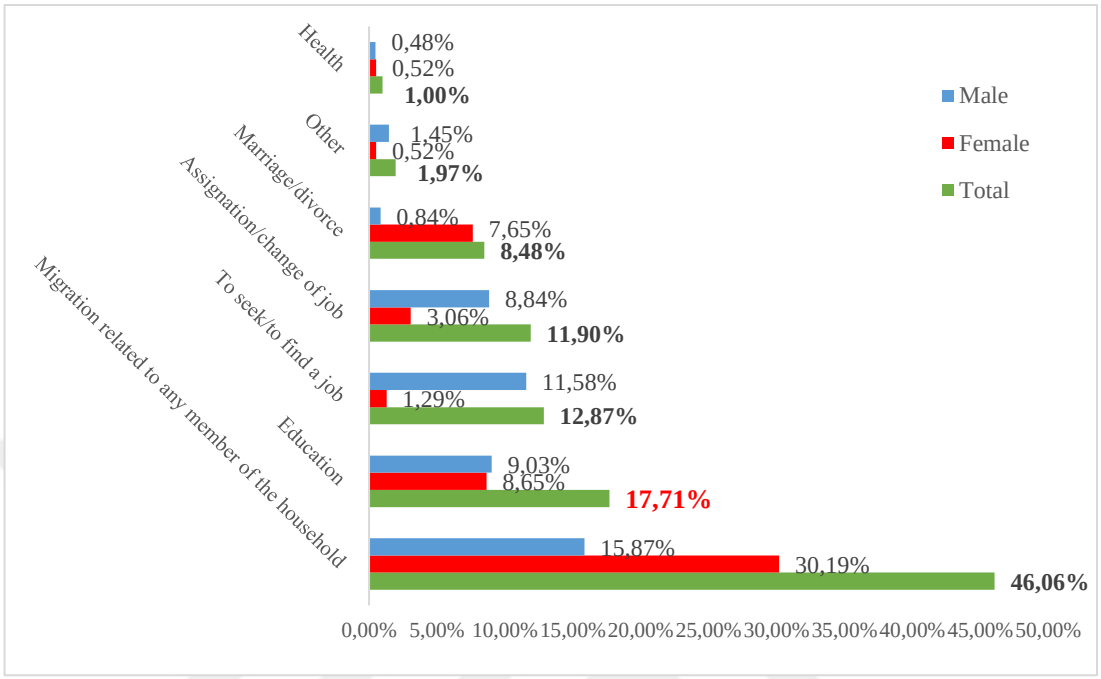
As we look closer to migration, there are lots of subtopics in that area. These topics are divided into two main groups. These are internal migration and international migration. Also, apart from this structural differentiation, it is causally divided into many subtopics. Main reasons of migration can be listed as migration for health purposes, migration for labor, migration for relationship (marriage), forced migration, migration for education, etc. In the field of demography, although there are lots of studies about internal and international migration, in the other topics, studies are limited both in Turkey and in the world because of fewer data and difficulty to investigate causality.

In this thesis internal educational migration will be studied. So, first of all it is beneficial to investigate migratory movements for education. One aspect is the duration of migration. As we based on the definition, movement for higher education is longer than both 6 months and 1 year because duration of university education is 2 to 6 years (4 to 12 semesters). Other aspect is the differentiation between hometown and university. In this thesis, we consider migratory movements for education that are between different districts or cities. These districts and cities are residentially different units. In addition, the main purpose of that movement is education, but if students leave their hometown and go another district or city to study they are more likely to settle at that place. So, for some students there is an intention of settlement for a longer period of time. For these reasons, we can call that movements as "migration for education".

1.2. EDUCATIONAL MIGRATION AND UNIVERSITIES IN TURKEY

Education is one of the main reasons of migration. Especially for university education, the age of starting university is the age of transition to adulthood. For this reason, educational migration is the first possible independent migratory movement of a young adult. Correspondingly, based on the Population and Housing Census, 2011 by TURKSTAT, educational migration is the second most frequent reason of migration in contemporary Turkey. Among migrant population, 17,7% of them move to another place for educational reasons.

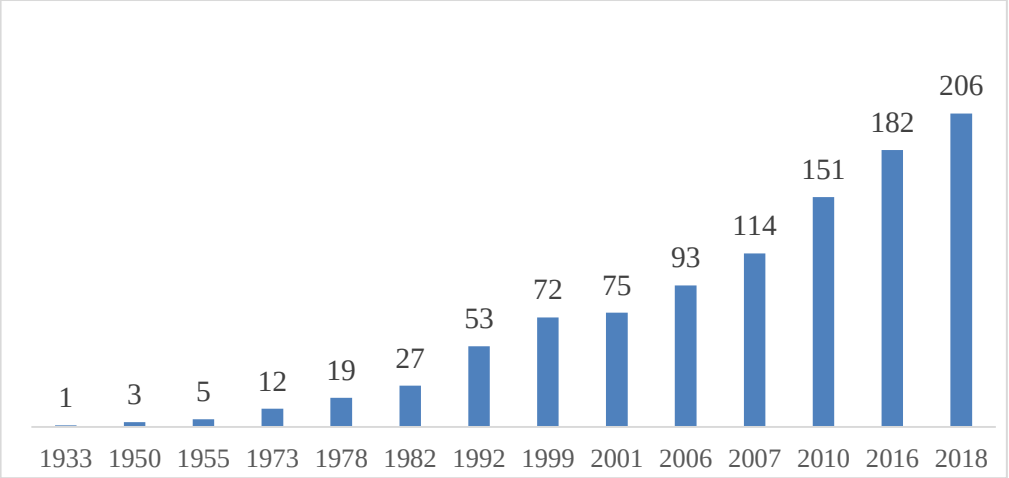
Figure 1.2.1. Percent Distribution of Migrated Population by Reason for Migration



Source: Population and Housing Census, 2011, TURKSTAT

Number of universities and distribution of the universities in different regions and provinces are the main determinant of the direction of educational migration. If we look at the national level, there are 206 universities in Turkey. Before establishment of the Republic of Turkey, in Ottoman Empire the first modern university Darülfünun (it means “house of sciences”) was founded in 1846. After the republic was announced, the first university (Istanbul University) was founded in 1933 based on the very first institution, Darülfünun. Until 1950, there were only 3 universities in two big cities, Istanbul (Istanbul University and Istanbul Technical University) and Ankara (Ankara University). In the year 1978, there were 19 universities in 15 cities. After 1982, the number of universities began to increase rapidly. In 1999, number of universities increased to 72, and number of cities that have university increased to 38. After 2000, 111 universities were founded in 58 cities until 2016. So, in 2016 there were no cities without university (Günay D. and Günay A., 2011)

Figure 1.2.2. Number of Universities by Years



Source: istatistik.yok.gov.tr and Günay D., Günay A. (2011)

Now there are 206 universities all over the Turkey. However, metropolitan cities like İstanbul and Ankara host most of the universities. Table A.1. presents[1] university distribution by cities.

In addition, Turkey is divided into seven geographical regions. Marmara region where İstanbul located in, has the first place with 77 universities out of 206. Historically, universities are concentrated in developed regions and provinces. In Turkey economically and socially most developed region is Marmara. Table 1.2.1. presents distribution of universities by geographical region.

Table 1.2.1. Distribution of Universities by Geographical Region

REGION	COUNT	PERCENT (%)
MARMARA	77	37,38%
CENTRAL ANATOLIA	44	21,36%
BLACK SEA	20	9,71%
MEDITERRANEAN	19	9,22%
AEGEAN	18	8,74%
EASTERN ANATOLIA	15	7,28%
SOUTHEASTERN ANATOLIA	13	6,31%
TOTAL	**206**	**100,00%**

[1] Table A.1. is presented in Appendix A.

Moreover, there are 1.360 faculties all over Turkey. Most preferred faculties such as economics and administrative sciences, education, engineering and medicine are located in several cities. For example, there are 172 faculties of economics and administrative sciences that are located in 80 cities, and 59 faculties of medicine that are located in 55 cities. But, some faculties like law and fine arts are located in some selected cities. (44 faculty of fine art in 22 cities, and 63 faculty of law in 23 cities.) Table A.2., table A.3. and table A.4.[2] show distribution of faculties by cities and regions.

Also, 129 (62,62%) of the universities are state universities, and 77 (37,37%) of them are foundation (private) universities. However, the number of private universities is steadily increasing. In addition, private universities are generally preferred by students in the city where the university is located.

As of 2017-2018 academic year, 4.018.746 students are studying in formal university education. Table A.4. and table A.5.[3] show distribution of students by cities and regions. Number of students by cities is a similar distribution to number of universities by cities.

1.3. ACCOMMODATION NEED IN EDUCATIONAL MIGRATION

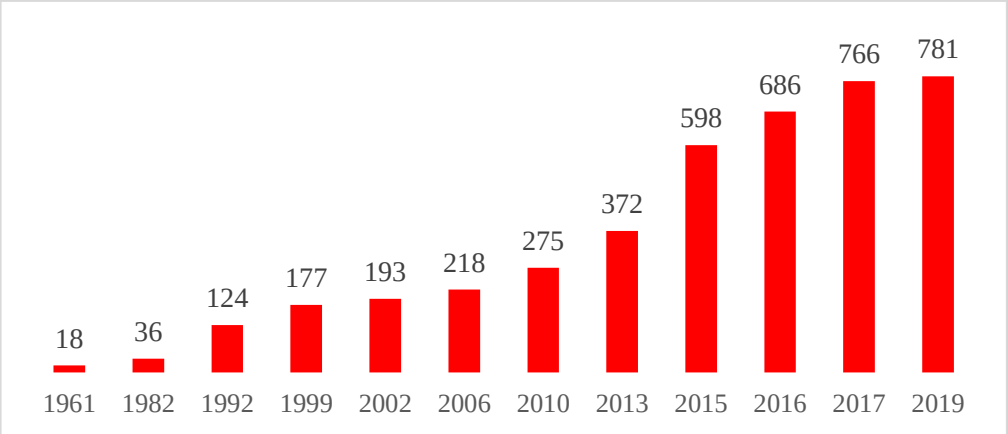
Educational migration results in a need for student accommodation. There are four different options available for students to resolve accommodation needs. These are, accommodating in private dormitories, university dormitories, state dormitories or staying in houses either with friends or alone.

The largest institution that meets this need in Turkey is the General Directorate of Credit and Hostels. KYK is a governmental institution that provides university students credit or scholarship, and provides dormitories in all cities of Turkey. KYK was established in 1961. With the increasing number of universities,

[2] Table A.2., table A.3. and table A.4. are presented in Appendix A.
[3] Table A.5. and table A.6. are presented in Appendix A.

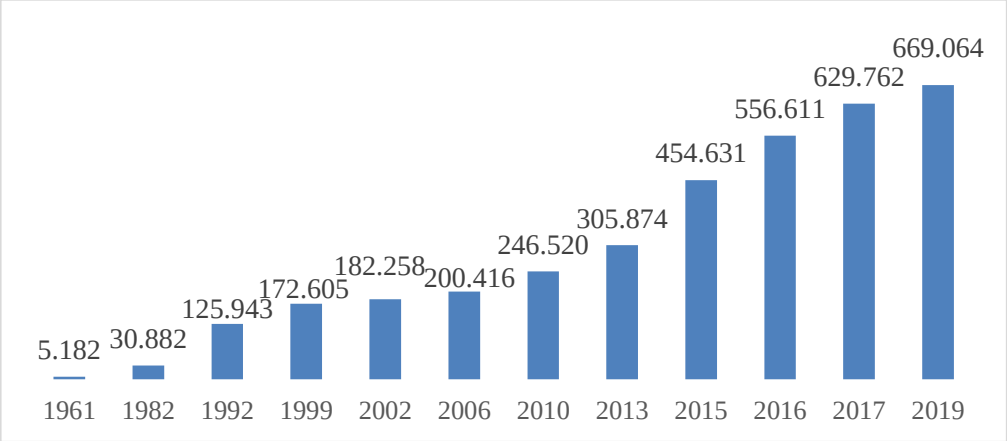
students' accommodation needs also increased. Consequently, KYK has opened many dormitories in 81 cities of Turkey to meet this demand and has grown in proportion to the number of universities.

Figure 1.3.1. Numbers of Dormitories that Running by KYK by Years



Source: Author's own calculation.

Figure 1.3.2. Capacities of Dormitories that Running by KYK by Years



Source: Author's own calculation.

As of 1 January 2019, KYK has 781 dormitories. While there are 4.018.746 students in higher education, KYK serves with a bed capacity of 669.064 (16,64% of all university students). Nevertheless, the efforts to increase the number of beds are rising everyday by taking into account the demand for dormitories in the cities and districts. Unfortunately there isn't any information about the total number of students

who move from their hometown for higher educational purposes. However, we estimate the significance of proportion hosted by KYK dormitories. If we consider that some students choose to study in their hometowns, some stay in houses, some stay in private and university dormitories, and still 16,64% of students stay in KYK dormitories. That reflects a quite large proportion.

Other than the stock number of university students we can focus on the flow numbers. In the 2017-2018 academic year, there are 2.162.895 students who take to Student Selection and Placement Centre's (OSYM) university entrance exam (YKS) and 696.241 of the students are eligible to enroll in universities. There is no information open to public about those students' residences. So, we don't have any information on the number of students that select universities located outside their hometowns. All we are sure about is the demand for KYK dormitories. In the most recent academic year, 2017-2018, 412.637 students applied to stay in KYK dormitories, and 373.731 (90,57%) of them were placed in the dormitories. Among the applicants, 55% (225.029) of these students were female. Table A.7.[4] presents details for capacity of dorms and number of application distribution by cities.

If we look at how KYK places the students to dormitories; students apply to KYK for dormitories, and KYK gathers their information about their social and economic status and academic success in university entrance exam. They are evaluated according to these topics and students are sorted by this evaluation system. And, students are placed to the available empty beds by their rank in the cities of universities. So, data on the topics such as income, age, and ownership of any house/car/office/land, YKS score, faculty, parental status, number of students' siblings are available for all the students who apply to accommodate in dormitories.

[4] Table A.7. is presented in Appendix A.

1.4. PURPOSE AND RESEARCH QUESTIONS

University students do not only choose a department or subject but also the location of university. Some of them prefer to study where their parents/family live, yet significant amount of them move from their place of residence to other cities/districts for education. With this information about students, we have been wondering what determinant influences a student's choice of place for university. There are some factors that determine people's migration selections such as age, gender, education level, income etc. These factors might have some influence for educational migration. So, we have these factors for all students who apply to KYK.

First of all, university selection is based on the scoring system called YKS in Turkey. After graduating from high school, students take YKS exam and after the results are announced, they choose universities by their scores. Because this exam is mandatory for university education, it is the main factor influencing students' choices. But, there are various faculties/universities in different cities in the same score ranges. So, students and their families are also considering other factors when choosing the city of a university.

According to international studies, tuition fees are effective for selecting universities. (McQuaid and Hollywood, 2008) But in Turkey, there are no tuition fees since 2011-2012 education period. Only private universities charge fees, but as I mentioned before private universities play a small role in the educational migration.

Moreover all cities in Turkey have a university, and all cities have a dormitory that is operated by KYK. So, distances between cities might be influential for students' choices.

Therefore, the main purpose of the study is to analyze whether there is a difference in the educational migration in terms of distance between hometown and the province of the university among female and male students who enrolled to a university in 2017/2018 education year.

So, in this thesis we are going to investigate the gender effect in migration distance between hometown and city of university. Also, which factors are effective in migration distance and is there a difference between genders related to these factors?

My main hypotheses are as follows;

H_{01}: Male students move longer distances than female students for university education.

H_{02}: Among female students, students who live in small cities move longer distances than students who live in big cities.

H_{03}: Among female students, students who live in more developed regions move longer distances than students who live in less developed regions.

H_{04}: Among female students, students who live in upstates move longer distances than students who live in city centers.

In the direction of my purpose, to test these hypotheses we'll use the demographic, socio-economic and success information of students who apply to KYK in 2017-2018 education period. Also, besides hypotheses we are going to examine the relationship between gender and other variables.

To, test these hypotheses cross-tables are created and chi-square tests are applied. Also, regression models are created to measure the effects of selected variables in distance between hometown and place of university.

1.5. ORGANIZATION OF THE THESIS

The thesis consists of five chapters, and the contents of the chapters are as follows:

The introduction chapter focuses on the importance of educational migration. Also, it mentions the history of universities in Turkey and explains how accommodation needs are supplied by the increasing number of universities. Moreover, the purpose of the research and research questions are addressed in this chapter.

The Second chapter reviews the literature about educational migration. In this chapter, the sources related to internal and international educational migration are examined. In addition, studies on educational migration about distance are examined.

The third chapter gives information about the data and method that used in the thesis. Also, the variables that are included in the model are explained.

The fourth chapter reviews the results of descriptive statistics and regression analyses. Firstly, descriptive statistics of quantitative variables are interpreted. Secondly, the relationship between gender and all qualitative variables are examined. Thirdly, in terms of all qualitative variables, the difference between genders is discussed in terms of distance.

Finally, Chapter 5 concludes the study and contains discussion of the results. In that chapter, we interpret the results, check the hypotheses and discuss about the results and reasons.

2. LITERATURE REVIEW

In the literature, like migration in wide perspective, educational migration is also divided into two main groups. These are international educational migration and internal educational migration.

Firstly, although there are more studies about international educational migration, since the subject is about internal educational migration, we will examine studies about international educational migration a little bit. After that, we will examine studies about internal educational migration mostly.

In a research report called "Educational Migration and Non-return in Northern Ireland" prepared for The Equality Commission for Northern Ireland by R. McQuaid and E. Hollywood, (2008), they mention that the population of Northern Ireland has increased by 13,2% over the past 30 years, while the population is growing older. They linked aging mainly to low birth rates and high life expectation. However, migration has an important role in demographic profile of Northern Ireland (NI). For example, people who are in the 18-24 age group tend to out-migrate most. This age group almost covers all the university students. So, educational migration has an important role in Northern Ireland. They mention that there were 13.042 new university students in 2007. 34% of them migrated to study in different countries. (England 25%, Scotland 8%, Wales 1%) As the data shows, students prefer England and Scotland. In the study they stated that

> *"... there is a strong traction to Scotland and the North of England, which partly can be explained by their close geographical proximity to NI."*

Although Republic of Ireland is also close to NI, only 2% of students choose to study in that country. However, the researchers cannot exactly explain the reason for this, they think the reasons are the differences in education system and high student fees. They also compare Roman Catholic and Protestant communities by educational migration behaviors.

In the conclusion of the report, they outline that NI will continue to lose population in the 18-24 age group because of educational migration. In addition, female students from both communities tend to study more in higher education and migrate more than males. In academic year 2005/5006, 58% of higher education students who study in Great Britain from NI were females.

In another study about Northern Ireland Student Mobility by Cairns and Smyth (2009), they observe the student mobility in Northern Ireland. Firstly, they give some information about Northern Ireland's regional context and history. Then they mention about its small economy that depends on public and service sectors and small size of population (1.6 million.)

This article is based on a project entitled "Culture, Youth and Future Life Orientations" (CYFLO) which aimed to examine geographical mobility amongst highly-skilled and qualified young people in Europe between 2005 and 2008. Research was conducted in and around Greater Belfast area and both quantitative and qualitative methods were applied. For the quantitative phase a sample (250 young people) was selected from two Northern Ireland universities and various faculties considering gender and ethnic minorities. And a questionnaire about migration was addressed to them. For the qualitative phase, 15 young people were selected and interviewed.

The main results from quantitative phase is that 55% of students foresee themselves living outside of NI in the future. (60% Male, 51% Female). Also, they examine the intention of migration by ages, socio-economic background and academic discipline. The most remarkable result among them is, students who study at Arts & Humanities tend to live outside of NI more than other faculties. 68% of them responded "yes" to the question "intention to live outside of NI" while 46% of students who study at Social Sciences respond "yes". Also, they ask questions about possible influences on making decisions about mobility. As they stated that

"While making a move may be a personal choice, as mentioned previously, this may be mediated by family members, peers and prevailing social norms within local communities."

In the qualitative phase, six case studies were analyzed. Most of them went out of their countries for various reasons, such as holidays, sport events, visit to friends and families. Some of them think that being abroad was very important and added some perspective to their personal developments. Also, in the interviews the majority of them foresee themselves out of NI in the future.

If we look to the studies about internal educational migration, the only study that we have come across in Turkey about educational migration is "Educational migration in Turkey" (Işık, 2009). Işık explains the aim of this study as "… to evaluate educational migration movements between provinces between 1995 and 2000 in Turkey." He took the time interval of migration as 5 years and above. For this purpose, Işık uses TURKSTAT's "General Population Census 2000, Migration Statistics" and Student Selection and Placement Centre's (ÖSYM) higher education statistics (2000-2001, 2005-2006 and 2007-2008). First he touches upon the history of Turkish internal migration and its reasons. Also, he mentions the proportion of educational migration at all migration movements. Later, he refers to the history of higher education in Turkey. As he stated

"With 32 state universities, which were decided to be established in 2006 and 2007, we did not have a province without a university in our country."

He mentioned that educational migration in Turkey has increased due to the increase in the number of universities and students. He pointed out that although a large part of educational migration occurs in İstanbul, Ankara and İzmir, the proportion of educational migration among all migration movements is low. (For example, 15% of students migrate to İstanbul. But, educational migration makes up 8,8% of all migration in İstanbul). Yet, the provinces where other migration types are limited (especially for finding a job), the proportion of educational migration rises

above 20%. For example, in Erzurum proportion of educational migration is 31,4%. One of the dramatic findings of the study is that, in Çanakkale and Isparta with increasing of educational migration, net migration turned into positive from negative.

There are also lots of studies that focus on the distance between city/state of university and city/state of high school or hometown. In the essay of Winters and Alm (2009) they studied intrastate college student migration in Georgia, United States. They examined intrastate migration decisions of first-time freshmen who graduate from Georgia public high schools and attend a University System of Georgia (USG) institution in 2002. They asked two questions about this study. "First, what factors affect a student's probability of enrolling in a USG institution? Second, upon enrollment in a USG institution, what factors affect a student's choice among USG institutions?" With these two questions, they hypothesized that

> *"the likelihood of attendance decreases as the distance to the nearest USG institution increases."*

They supported this hypothesis by saying that

> *"individuals are more likely to enroll at all when they live closer to an institution, and also that they are more likely to enroll in institution that are located closer to their home."*

They used basic gravity model approach as a method, and their data contained first-time freshman student flows from 175 public school districts in Georgia to the 33 member institutions of USG in 2002. Their key variable was distance. Also they used some demographic and socio-economic variables.

The results were as they had expected. They found that the distance to the closest USG institution has a significantly negative effect on the enrollment in the USG. So, distance has an important role in determining to enroll in the USG. Also, they calculated the distance elasticities of all the colleges and the universities in USG and found that elite universities (like research universities) have less elasticities to the distance. So, students can choose these universities regardless of the distance. In

addition, they calculated all of the other variables, significances and coefficients. And the last and summarizing sentence of the study is

> *"Distance is likely to play an important role in whether students enroll in higher education and distance is likely to be very important for students in determining the specific institution they attend."*

Another study about distance was carried in Italy, made by Agasisti and Bianco (2007). They investigated student mobility in Italy by considering both universities characteristics and socio-economic conditions of the geographical area. They also used gravity model approach as a method. They divided the variables into two groups. First one includes variables about the characteristics of universities. These are the quality of universities, the variety of university's teaching offers (that was measured through the number of faculties), the intensity of resources utilized for student aid and a dummy variable called decentralization for those that have campuses in more than one province.

Second one includes variables about socio-economic conditions of each province. These are the density of the province and the quality of life (an indicator that is annually calculated by an important Italian magazine (IlSole24Ore) that contains GDP per capita, crime rate, employment rate, availability of public services, etc.)

As we look at the results, they found that

> *"students tend to choose the nearest university to reduce living expenses."*

Also, with the critical role of distance, amount of aid available for students and number of faculties also have an important role in students' choices. But in that study they found quality of universities that was measured through student:teacher ratio, have an unimportant role in students' choices.

In another study, Sa, Florax and Rietveld (2004) focused on Netherland's higher education student migration by using gravity model approach. They stated that

> *"In a rational choice perspective, students compare all possible universities and choose the institution and study programme that fits their needs best."*

They mentioned about mobility in the context of a cost-benefit framework. First, they see migration as an investment. Choice of moving to another city can be motivated by expected income and job opportunities. Secondly, migration choice can be motivated by consumption options. People move because of cities' environment such as local amenities, parks, and cultural activities.

They asked some questions about student migration in Netherland in 2000. These were;

- "How relevant is the distance deterrence's effect in students' behavior of choice?
- What is the significance of spatial price differentials in particular regarding rental apartments?
- Are students' behavior of choice governed by considerations regarding the quality of educational programmes, or are urban amenities more relevant?"

They set up a production-constrained gravity model for student flow from regions of students' hometown to regions of universities to find answers to these questions. Netherlands has 13 funded universities and 40 regions. So, model is based on 520 flows (40x13). They combined several data from universities and Statistics Netherlands. The dataset covers only all the students who register at a university for the first time in 2000. It contains 30.037 individual movements. They used distance as a main variable and added five explanatory variables to the model. Key finding of the study stated that

"Conforming to the theoretical expectations, distance has a negative effect on student movements over space. Higher distances deter students from going to those universities."

Also, they found consumption motives effects students' choices while investment reasons are not effective, because the quality of programmes is not significant on their choices.

Another study for internal educational migration is "Socio-economic Determinants of Inter-state Student Mobility in India: Implications for Higher Education Policy" (Jha and Kumar, 2017). They analyzed the socio-economic determinant of higher education student mobility in India. They mentioned about uniqueness of India, because of the various socio-economic levels that the region consists. They suggested that individual and family factors are important determinants for internal student migration in India, and created a logistic regression model to find empirical results.

They used data from National Sample Survey (NSS). In that survey there weren't any clear questions about mobility but, they used the data related to students staying in a hostel which is located other than home state. They used various variables such as location (rural or urban), gender, caste, number of school age children, scholarship, household schooling level, and type of course.

Some findings from that model are;

- Students from rural areas are tend to migrate more than students from urban areas.
- The chance of inter-state mobility is significant among poorer states, while students from disadvantaged social background are less likely to be mobile.
- Students with higher number of siblings who are also studying are less likely to migrate across states.

- Students who have families with higher level of education have strong positive relation with inter-state migration.
- Amount of scholarship is an important factor for inter-state migration.
- Students from states that are disadvantaged socio-economically are less likely to migrate across states.

Also, they mentioned that disadvantaged community and female students are less likely to take part in Higher Education. In addition, they stated that

> *"... in the context of female students' migration, parental income and education were found more relevant than that of their male counterparts."*

In another study, Baryla and Dotterweich (2001) looked at student migration from an economic perspective. They examined the factors that affects student migration in differentgeographic regions in the US. They mentioned about economic reasons of migration as an investment and consumption reasons. They also stated that

> *"Investment and consumption are also at the heart of student migration."*

So, they used unique data that contain institutions' characteristics and some economic variables like "nonresident tuition", "type of institution", "the percent of out-of-state students enrolled at the institution", "the per-capita income and unemployment rate for the county in which the institution is located".

They found that "the most selective institutions do tend to attract more non-resident students." They called that "quality effect". Also, the socio-economic environment of the university affects non-resident students' choices. Especially, students tend to choose the university where the city has low unemployment rates and have many job opportunities. On the other hand, when they looked at the per capita income (PCI) of the cities, the results are mixed. Because, higher PCI means higher living cost which is unattractive for students. Also, the city with higher PCI have lower unemployment rates and have many job opportunities. That is a dilemma for the students.

At the end, they concluded by stating that "these results suggest that there is a linkage between non-resident student enrolment and the surrounding economic environment."

Another study that is mostly cited by other authors is "Determinants of College Student Migration" (Tuckman, 1970). It's one of the oldest studies on student migration. He tried to explain student migration in an economic way. He said that "Price and income variables can also be used to explain interstate migration." Also, he approached to this topic at a benefit-cost perspective. He created a basic regression model of college student migration to find, what affected the proportion of students from a state, attending college outside their state. He used state's per capita income, the average price charged by colleges within the state (tuition), number of public colleges in the state, and the average amount of student aid reported within the state.

He used 1963 data of 50 states and the District of Columbia. He used both gross out-migration data and voluntary out-migration data. So, he analyzed two regression models. First, he used gross out-migration data and found that "… rise in income increases out-migration while an increase in the number of public colleges, serving as a proxy for travel costs and for the attractiveness of state schools, reduces out-migration." Also, as the average price charged by colleges in states increases, out-migration of students rises. In addition, student aid of a state is insignificant to determine out-migration.

In the second regression model, he used voluntary out-migration data. In that regression model, income parameter became insignificant while other parameters remained unchanged. He thought that there was a more complex association between income and voluntary out-migration.

In the conclusion of study he stated that "the decision made by students to attend a college in other states, is influenced by prices of both the in-state and out-of-state colleges."

Another study that focuses on the educational migration in economic view is "Factors Affecting College Student Migration across States." (Mixon, 1992). In that study Mixon mentioned about the lack of economic research for student migration. So, firstly he examined Tuckman's study (1970) which approaches to student migration in benefit-cost framework. Tuckman has found in that study that voluntary student migration is affected by climate, college environment and location. Also, college quality and college selectivity affect the students' choices.

Secondly, with the light of that study, Mixon developed a new model. His hypothesis was that "states which offer larger quantities of investment and consumption benefits through a university education, will experience less out-migration." He uses tuition, quality index, climate, per capita government spending on higher education, per capita income and Ivy Leaguse Schools (the percentage of a state's four-year colleges is classified as Ivy League schools) as variables and "cost" as a dummy variable.

As a result, he found college selectivity, college quality, location and climate had a relationship with consumption benefits and educational demand. As he stated in the study "students will continue to maximize the expected benefit-cost differences and will migrate to neighbouring states to obtain the optimal bundle of human capital."

3. DATA AND METHODOLOGY

In this chapter, we briefly examine the data and the methodology in two sub-chapters.

3.1. DATA SOURCES

In this sub-chapter, the data that is used to create descriptive statistics and regression model is explained

There are 412.637 students who have applied to KYK in 2017-2018 education period. There are applications from all 81 cities (766 districts) to be accommodated in KYK's dorms in all 81 cities and 250 districts. So, there are 280.357 (=(81+766)x(81+250)) possible flows from hometown to city of university. According to the provisions of "Regulation of Hostel Administration and Operation", students are prohibited from applying for dorms, if their city/town of residence and the city/town of dorm is situated, is the same. So, 412.637 is a net flow between cities or towns.

Data of 412.637 students were taken from KYK and as a result of some regulations, the number of the universe became 372.571. For investigating internal educational migration, students who apply from abroad and who apply to stay in dormitories in Turkish Republic of Northern Cyprus are excluded from the data set. Moreover, since YKS score is the most important variable in university selection, the students who study at departments without a base score (like sport sciences) and whose base score is not reported from Council of Higher Education(YÖK) to KYK were excluded from the data set.

We use students' information that apply to KYK for dormitories in 2017-2018 education period. The data set includes information of demographic, social, economic and success status of 372.571 students. As well as examining the data as a whole, we also divided it into two groups according to the city of universities. Because, the number of universities is 61 in İstanbul and 21 in Ankara. Namely, 40%

of universities are located in Ankara and İstanbul. Therefore, first group contains the information of students who study in Ankara and İstanbul. I call that group "Ankara-İstanbul" throughout the thesis. Second group contains the information of students who study in cities except Ankara and İstanbul. I call that groups "Other Cities" throughout the thesis.

3.1.1. Demographic variables

The variables used in the thesis, the coding of the variables and their definitions are as follows.

Distance : Distance between hometown of students and the city/district of university by kilometers taken from the web-site of General Directorate of Highways. (There are 57.644 different distances from hometown and the city/district of university)

Gender : Gender of students (It's used as a dummy variable in regression model)

0 - Male

1 – Female

Age : Age of students (Both single ages and group ages are used.)

1- Under 18 Years

2- Age 18

3- Age 19

4- Age 20

5- Age 21

6- Above Age 21

Hometown/University City : Cities that students reside and universities are located.

Hometown/University City Type : Cities that are grouped by population size.

1 - Small City (Under 349.999 population) (27 cities)

2 - Medium City (Between 350.000 and 749.999 population) (34 cities)

3 - Metropol (Over 750.000 population) (30 cities)[5]

Hometown/University Geographic Region : The geographic region of cities that student reside and universities are located.

1- Marmara

2- Aegean

3- Mediterranean

4- Black Sea

5- Central Anatolia

6- Eastern Anatolia

7- Southeastern Anatolia

Hometown City District : District that students reside (The districts in the city centers are counted as one. There are 766 different districts that are out of cities. So, there are 847 different districts that students reside.)

University City District : District that universities are located. (The districts in the city centers are counted as one. There are 224 different districts out of cities that universities are located. So, there are 305 different districts that universities are located.)

Hometown/University District Type : Districts that are grouped by their location.

1- Central District

2- Outer District

5 "The Law of the Metropolitan Municipality" in Turkey. It said "Provincial municipalities with a total population of more than 750,000 can be transformed into metropolitan municipalities by law." So, cities with a total population of more than 750.000 in Turkey are called Metropolises. Small cities and medium cities are defined according to the distribution of population of cities.

3.1.2. Social variables

Marital Status of Parents : Marital status of students' parents.

1- Married

2- Single

Vital Status of Parents : Vital status of students' parents.

1- Both Mother and Father Alive

2- At Least One Dead

Disability of Parents : Disability status of students' parents.

1- Not Disabled

2- At Least One Disabled

Number of Siblings : Number of siblings that study in elementary school and university

3.1.3. Success variables

Duration of University : Duration of university that students study.

1- 2 Years

2- 4 Years and Above

Base Score : Base score of universities that students study.

Score Percentage : Success scale of students that is created from universities' base score that students study. The maximum score in YKS in 560. So, the formula is [1-(Base Score/560)]. (Both single score and group scores are used.)

1- Under %10

2- Between %10 - %19,99

3- Between %20 - %29,99

4- Between %30 - %39,99

5- Between %40 - %49,99

6- Between %50 - %59,99

7- Above %60

3.1.4. Economic variable

Income: Students' and their families' total income. (Both single income and group income are used.)

1- No Income

2- Between 0 TL - 999,99 TL

3- Between 1.000 TL - 1.999,99 TL

4- Between 2.000 TL - 2.999,99 TL

5- Between 3.000 TL - 3.999,99 TL

6- Between 4.000 TL - 4.999,99 TL

7- Over 5.000 TL

3.2. METHODOLOGY

In the thesis, multiple linear regression model is used to estimate the variables role how to determine distance. This model will reveal how effective the determinant is in educational migration in Turkey through students who apply to stay in KYK dormitories.

First of all some cross-tabs are created and chi-squares between gender and other variables are estimated. And, we will try to find answers to whether there is any relationship between genders concerning other variables.

Secondly, multiple linear regression model is created. We will use the least squares method. Miller stated on his study about that method "The method of Least Squares is a procedure, requiring just some calculus and linear algebra, to determine what the "best fit" line is to the data." So, I used this method to try to find the best approximation to the data.

Dependent variable in this study is distance. Independent variables are age, income groups, score percentage groups, marital status of parents, vital status of parents, disability of parents, number of siblings that study and the duration of university.

Also, the variables marital status and number of properties such as motor vehicles, houses, offices and lands are excluded from analysis. Because, we think that marital status will not affect migration among students. Moreover, we have income as a measure of wealth. So, we thought it would be pointless to examine the number of properties in this study. (Table A.9. shows all variables about students, and Table A.10[6] shows the summary statistics)

[6] Table A.9. and Table A.10. are presented in Appendix A.

In addition, some dummy variables are created. To examine to role of gender in distance we used gender as a dummy variable (Df_i) among female students (reference : male). In addition by ignoring small cities, two dummy variables are created from hometown city type. These are Dm_i (Metropol or not) and $Dmed_i$ (Medium city or not). Similarly by ignoring Southeastern Anatolian region, 6 dummy variables are created from hometown region.

Table 3.2.1. Variables that are used in Regression Model

Dependent Variable	**Independent Variables**	**Dummy Variables**
Distance (Y_{di})	Age (A_i)	Gender Female (Df_i)
	Income Groups (Inc_i)	Hometown City Metropol (Dm_i)
	Marital Status of Parents (Pm_i)	Hometown City Medium ($Dmed_i$)
	Vital Status of Parents (Pv_i)	Hometown District City Center (Dcc_i)
	Disability of Parents (Pd_i)	Hometown Region Marmara ($Dmar_i$)
	Number of Siblings that Study (Ns_i)	Hometown Region Aegean ($Daeg_i$)
	Duration of University (Du_i)	Hometown Region Black Sea (Dbs_i)
	Score Percentage Groups (Sp_i)	Hometown Region Mediterranean ($Dmdt_i$)
		Hometown Region Central Anatolia ($Dcan_i$)
		Hometown Region East Anatolia ($Dean_i$)

The representation as a formula of the whole regression model is as follows:

$$Y_{di} = (b_0 + b_1 Df_i + b_2 A_i + b_3 Inc_i + b_4 Pm_i + b_5 Pv_i + b_6 Pd_i + b_7 Ns_i + b_8 Du_i + b_9 Sp_i + b_{10} Dm_i + b_{11} Dmed_i + b_{12} Dcc_i + b_{13} Dmar_i + b_{14} Daeg_i + b_{15} Dbs_i + b_{16} Dmdt_i + b_{17} Dcan_i + b_{18} Dean_i) + e_i$$

Table 3.2.2. Multiple Linear Regression Analysis Model for All Data Sets

Model	
Dependent Variable	Distance (Ydi)
Independent Variables	Gender Female (Dfi)
	Age (Ai)
	Income (Inci)
	Marital Status of Parents (Pmi)
	Vital Status of Parents (Pvi)
	Disability of Parents (Pdi)
	Number of Siblings that Study (Nsi)
	Duration of University (Dui)
	Score Percentage Groups (Spi)
	Hometown City Metropol (Dmi)
	Hometown City Medium (Dmedi)
	Hometown District City Center (Dcci)
	Hometown Region Marmara (Dmari)
	Hometown Region Aegean (Daegi)
	Hometown Region Black Sea (Dbsi)
	Hometown Region Mediterranean (Dmdti)
	Hometown Region Central Anatolia (Dcani)
	Hometown Region East Anatolia (Deani)

4. RESULTS

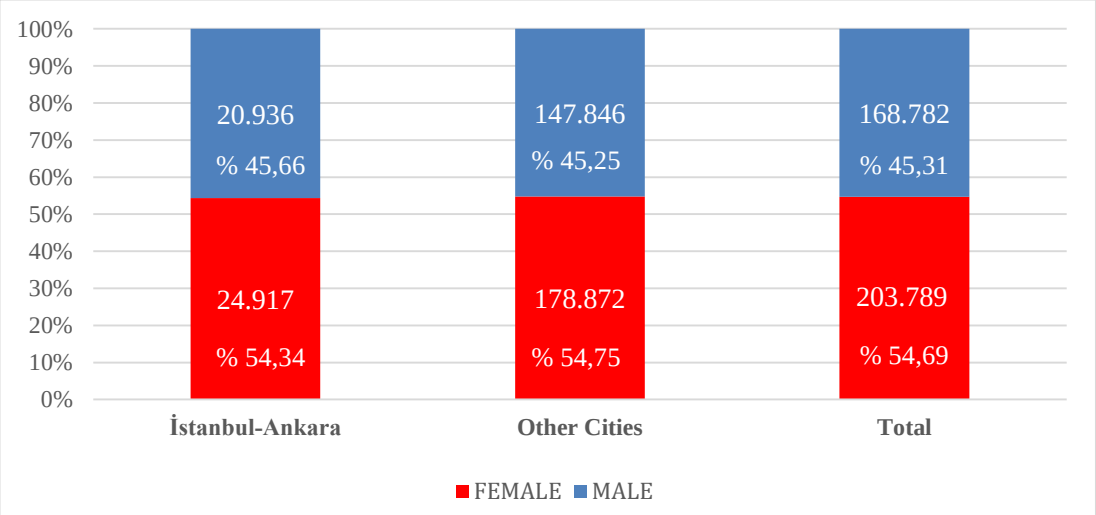
This chapter will present the results of the descriptive statistics and results of regression analysis. In the first subchapter, for both groups, descriptive information is given and the relation between variables and gender by distance are investigated.

In the second subchapter, regression models that include all the variables are created, and we try to find out how the variables affect the distance.

4.1. RESULTS OF DESCRIPTIVE STATISTICS

Here some descriptive statistics based on all data by gender are showed.

Figure 4.1.1. Distribution of Applicants by Gender for Both Groups



While the proportion of male students among all students is 45,31%, 54,69% of applicants are female students. Generally, female students prefer to stay in dorms of KYK more than male students. There isn't any study for why this difference occurs. But, general assumption is that the difference is because of the reliable security services of dormitories.

Table 4.1.1. Summary Descriptive Statistics of Quantitative Variables by Gender

VARIABLE	GROUP	GENDER											
		FEMALE				MALE				TOTAL			
		Min.	Max.	Mean	Std. Dev.	Min.	Max.	Mean	Std. Dev.	Min.	Max.	Mean	Std. Dev.
Distance	Istanbul-Ankara	35,05	1.884,06	**625,04**	390,42	35,05	1.884,06	**743,51**	432,64	35,05	1.884,06	**679,13**	414,46
	Other Cities	4,80	2.080,76	**418,66**	347,77	4,80	2.115,96	**480,14**	382,91	4,80	2.115,96	**446,48**	365,38
	Total	4,80	2.080,76	**443,90**	359,67	4,80	2.115,96	**512,81**	398,99	4,80	2.115,96	**475,11**	379,54
Age	Istanbul-Ankara	15,00	40,00	**19,58**	1,79	16,00	39,00	**19,92**	2,07	15,00	40,00	**19,73**	1,93
	Other Cities	15,00	40,00	**19,61**	1,78	15,00	39,00	**19,86**	1,86	15,00	40,00	**19,72**	1,82
	Total	15,00	40,00	**19,61**	1,78	15,00	39,00	**19,89**	1,89	15,00	40,00	**19,72**	1,84
Income	Istanbul-Ankara	0,00	21.061,14	**2.080,16**	1.742,40	0,00	21.892,27	**1.936,98**	1.731,97	0,00	21.892,27	**2.014,79**	1.739,11
	Other Cities	0,00	18.786,05	**1.663,78**	1.495,77	0,00	20.332,26	**1.676,78**	1.557,78	0,00	20.332,26	**1.669,66**	1.524,16
	Total	0,00	21.061,14	**1.714,67**	1.534,13	0,00	21.892,27	**1.709,06**	1.582,76	0,00	21.892,27	**1.712,13**	1.556,35
Base Score	Istanbul-Ankara	165,73	530,09	**339,63**	85,60	159,12	541,14	**341,91**	93,22	159,12	541,14	**340,67**	89,17
	Other Cities	164,54	497,30	**283,35**	70,34	162,17	497,30	**274,17**	71,13	162,17	497,30	**279,20**	70,84
	Total	164,54	530,09	**290,23**	74,69	159,12	541,14	**282,57**	77,51	159,12	541,14	**286,76**	76,08
Percentage of success	Istanbul-Ankara	5,34%	70,40%	**39,35%**	15,29%	3,37%	71,59%	**38,94%**	16,65%	3,37%	71,59%	**39,17%**	15,92%
	Other Cities	11,20%	70,62%	**49,40%**	12,56%	11,20%	71,04%	**51,04%**	12,70%	11,20%	71,04%	**50,14%**	12,65%
	Total	5,34%	70,62%	**48,17%**	13,30%	3,37%	71,59%	**49,54%**	13,80%	3,37%	71,59%	**48,79%**	13,60%
# of siblings that study	Istanbul-Ankara	0	10	**1,16**	1,06	0	9	**1,14**	1,09	0	10	**1,15**	1,07
	Other Cities	0	16	**1,27**	1,17	0	11	**1,14**	1,13	0	16	**1,21**	1,15
	Total	0	16	**1,25**	1,15	0	11	**1,14**	1,12	0	16	**1,20**	1,14

Firstly, we are going to examine the summary statistics of quantitative variables such as; distance, age, income, base score, percentage of score and number of properties for both groups.

The average distance between the students' hometown and city/district of university is 475,11 km. This distance is 512,81 km for male students while it is 443,891 km for female students. Compared to female students, male students move on average 68,831 km more distance for their universities.. In addition if we are to compare groups, students move longer distance to study in İstanbul and Ankara (679,13 km) than to study in other cities. (446,48 km)

When we examine the age variable, the average age of all students is 19,72 while it's 19,61 for female students and 19,89 for male students. There is no significant difference between male and female students for age variable.

There is no significant difference between genders for income variable like age variable. The average income of students is 1.712,13 TL while it's 1.714,67 TL for female students and 1.709,06 TL for male students. But when we look at the groups, the average income of students who study in Istanbul and Ankara (2.014,79 TL) are more than students who study in other cities (1.669,66 TL).

When we examine the success of the students; female students have an average base score of 290,23 and average success rate of 48.17%. Male students have an average base score of 282,57 and average of success rate of 49,54%. Also, students who study in Istanbul and Ankara are more successful then students who study in other cities. The average percent of success is %39,17 in Istanbul and Ankara, while it's %50,14 in other cities.

Another variable that is interpreted is the number of siblings that students have. While for female students, the average number of siblings that study is 1,25, for male students it is 1,14. Also there is no significant difference between genders and city groups.

Secondly, for both groups and for all cities the cross-tables that show the counts and percentages are examined and how the distance changes according to other variables and gender is analyzed. Also, with chi-square analyses we are going to examine whether there is any difference between genders by other variables.

Table 4.1.2. Hometown City Type X Gender

NO	Hometown City Type		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Small City	Count	2.766	2.371	5.137	16.722	13.057	29.779	19.488	15.428	34.916
		% within City_Type	53,84%	46,16%	100,00%	56,15%	43,85%	100,00%	55,81%	44,19%	100,00%
		% within Gender	**11,10%**	**11,32%**	11,20%	**9,35%**	**8,83%**	9,11%	**9,56%**	**9,14%**	9,37%
		% of Total	6,03%	5,17%	**11,20%**	5,12%	4,00%	**9,11%**	5,23%	4,14%	**9,37%**
2	Medium City	Count	4.896	4.244	9.140	31.052	24.577	55.629	35.948	28.821	64.769
		% within City_Type	53,57%	46,43%	100,00%	55,82%	44,18%	100,00%	55,50%	44,50%	100,00%
		% within Gender	19,65%	20,27%	19,93%	17,36%	16,62%	17,03%	17,64%	17,08%	17,38%
		% of Total	10,68%	9,26%	19,93%	9,50%	7,52%	17,03%	9,65%	7,74%	17,38%
3	Metropol	Count	17.255	14.321	31.576	131.098	110.212	241.310	148.353	124.533	272.886
		% within City_Type	54,65%	45,35%	100,00%	54,33%	45,67%	100,00%	54,36%	45,64%	100,00%
		% within Gender	**69,25%**	**68,40%**	68,86%	**73,29%**	**74,55%**	73,86%	**72,80%**	**73,78%**	73,24%
		% of Total	37,63%	31,23%	**68,86%**	40,13%	33,73%	**73,86%**	39,82%	33,43%	**73,24%**
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within City_Type	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

When we look at the chi-square significant value (0,142), there is no difference between genders by the types of hometown cities among students who live in Ankara and İstanbul. But, there is a difference between genders by the city types of hometown among students that live in other cities. (sig. value = 0) (Appendix B shows the chi-square results of all tables).

68,86% of students who study universities in İstanbul and Ankara are residing in metropolises, while 19,93% are residing in medium cities and 11,20% of them are residing in small cities. Also, it's similarly distributed within genders.

73,86% of students who study universities in other cities are residing in metropolises, while 17,03% are residing in medium cities and 9,11% of them are residing in small cities. Also, it's similarly distributed within genders.

Table 4.1.3. Hometown City Type X Gender by Mean of Distance

HOMETOWN CITY TYPE	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
Small City	706,54	**822,40**	760,01	115,86	446,77	**554,12**	493,84	107,35	483,64	**595,35**	533,00	111,71
Medium City	639,40	**772,93**	701,40	133,52	390,43	**475,92**	428,20	85,49	424,34	**519,65**	466,75	95,32
Metropol	607,90	**721,73**	659,52	113,83	421,77	**472,31**	444,85	50,55	443,42	**500,99**	469,69	57,58
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

In all the city types, male students move longer distances to study in all groups than female students. The difference between female students and male students is mostly seen in medium cities in Ankara-İstanbul group (133,52 km), and rarely seen in metropolises in other cities group.

Among all students as the cities grow; the difference between female students and male students decreases. The distance difference in small cities is 111,71 km, and in metropolises this difference is 57,58 km. In addition, for all groups both male and female students who are residing in small cities move longer distances to study at universities than students who are residing in other city types.

Table 4.1.4. Hometown Region X Gender

NO	Hometown Region		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Aegean	Count	2.705	1.977	4.682	20.955	14.809	35.764	23.660	16.786	40.446
		% within Region	57,77%	42,23%	100,00%	58,59%	41,41%	100,00%	58,50%	41,50%	100,00%
		% within Gender	10,86%	**9,44%**	10,21%	11,72%	**10,02%**	10,95%	11,61%	**9,95%**	10,86%
		% of Total	5,90%	4,31%	10,21%	6,41%	4,53%	10,95%	6,35%	4,51%	10,86%
2	Black Sea	Count	4.066	2.964	7.030	22.422	16.053	38.475	26.488	19.017	45.505
		% within Region	57,84%	42,16%	100,00%	58,28%	41,72%	100,00%	58,21%	41,79%	100,00%
		% within Gender	16,32%	14,16%	15,33%	12,54%	10,86%	11,78%	13,00%	11,27%	12,21%
		% of Total	8,87%	6,46%	15,33%	6,86%	4,91%	11,78%	7,11%	5,10%	12,21%
3	Central Anatolia	Count	3.755	2.949	6.704	30.167	23.832	53.999	33.922	26.781	60.703
		% within Region	56,01%	43,99%	100,00%	55,87%	44,13%	100,00%	55,88%	44,12%	100,00%
		% within Gender	15,07%	14,09%	14,62%	16,87%	16,12%	16,53%	16,65%	15,87%	16,29%
		% of Total	8,19%	6,43%	14,62%	9,23%	7,29%	16,53%	9,10%	7,19%	16,29%
4	Eastern Anatolia	Count	1.653	2.131	3.784	14.995	15.506	30.501	16.648	17.637	34.285
		% within Region	43,68%	56,32%	100,00%	49,16%	50,84%	100,00%	48,56%	51,44%	100,00%
		% within Gender	**6,63%**	10,18%	8,25%	**8,38%**	10,49%	**9,34%**	**8,17%**	10,45%	**9,20%**
		% of Total	3,60%	4,65%	**8,25%**	4,59%	4,75%	**9,34%**	4,47%	4,73%	9,20%
5	Marmara	Count	5.433	3.502	8.935	35.611	31.383	66.994	41.044	34.885	75.929
		% within Region	60,81%	39,19%	100,00%	53,16%	46,84%	100,00%	54,06%	45,94%	100,00%
		% within Gender	**21,80%**	16,73%	19,49%	**19,91%**	**21,23%**	**20,51%**	**20,14%**	**20,67%**	**20,38%**
		% of Total	11,85%	7,64%	**19,49%**	10,90%	9,61%	**20,51%**	11,02%	9,36%	20,38%
6	Mediterranean	Count	4.301	3.417	7.718	30.238	22.734	52.972	34.539	26.151	60.690
		% within Region	55,73%	44,27%	100,00%	57,08%	42,92%	100,00%	56,91%	43,09%	100,00%
		% within Gender	17,26%	16,32%	16,83%	16,90%	15,38%	16,21%	16,95%	15,49%	16,29%
		% of Total	9,38%	7,45%	16,83%	9,26%	6,96%	16,21%	9,27%	7,02%	16,29%
7	Southeastern Anatolia	Count	3.004	3.996	7.000	24.484	23.529	48.013	27.488	27.525	55.013
		% within Region	42,91%	57,09%	100,00%	50,99%	49,01%	100,00%	49,97%	50,03%	100,00%
		% within Gender	12,06%	**19,09%**	15,27%	13,69%	15,91%	14,70%	13,49%	16,31%	14,77%
		% of Total	6,55%	8,71%	15,27%	7,49%	7,20%	14,70%	7,38%	7,39%	14,77%
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Region	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by regions of hometown in both data sets because sig value is 0 for both of them.

Students who apply to stay in dorms in Istanbul and Ankara, reside mostly in the Marmara Region (%19,49), and rarely in the Eastern Anatolia (%8,25). Also, it is similarly distributed among female students while male students reside mostly in Southeastern Anatolia Region and rarely in Aegean Region.

In other group, students who apply to stay in dorms in other cities, also reside mostly in the Marmara Region (%20,51), and rarely in the Central Anatolia (%8,25). Also, it's similarly distributed among female students while male students reside rarely in Aegean Region.

Table 4.1.5. Hometown Region X Gender by Mean of Distance

HOMETOWN REGION	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
AEGEAN	**561,22**	**556,37**	559,17	**-4,85**	382,80	**414,20**	395,80	31,40	403,20	**430,95**	414,72	27,75
BLACK SEA	599,94	**625,25**	610,61	25,31	366,16	**437,12**	395,77	70,96	402,05	**466,45**	428,96	64,40
CENTRAL ANATOLIA	354,47	**426,21**	386,03	71,74	322,53	**361,73**	339,83	39,21	326,07	**368,83**	344,93	42,77
EASTERN ANATOLIA	1.187,54	**1.260,12**	1.228,41	72,58	532,42	**653,47**	593,96	121,05	597,47	**726,77**	663,98	129,30
MARMARA	**285,97**	**281,95**	284,40	**-4,02**	418,83	**455,60**	436,06	36,78	401,24	**438,17**	418,21	36,93
MEDITERRANEAN	735,01	**770,41**	750,68	35,40	455,87	**487,56**	469,47	31,69	490,63	**524,52**	505,23	33,89
SOUTHEASTERN ANATOLIA	1.200,93	**1.263,96**	1.236,91	63,03	500,03	**582,22**	540,31	82,19	576,62	**681,19**	628,94	104,57
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

Among the students who reside in Ankara or İstanbul, in all the geographic regions expect *Aegean* and *Marmara*, male students move longer distances to study university than female students. Students who move the longest distance to study in university in both gender are those who reside in *Eastern Anatolia* and *Southeastern Anatolia*, while those who move shorter distance resides in *Central Anatolia* and *Marmara*. That's an expected result, because universities that students study are in those regions. So, we can ignore hometown regions from regression analysis for Ankara-İstanbul group. Because, it's very clear that hometown regions and hometown cities are correlated in that group.

Among the students that live in other cities, in all the geographic regions male students move longer distances to study university than female students. Students who move the longest distances to study in university in both genders are those who reside in *Eastern*

Anatolia and *Southeastern Anatolia*, while those who move shorter distances reside in *Central Anatolia* and *Black Sea* for female students and *Central Anatolia* and *Aegean* for male students.

The distance difference between male and female students is less in regions, which are advanced and have more universities than other regions.

Table 4.1.6. Hometown District Type X Gender

NO	Hometown District Type		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Central District	Count	13.479	11.547	25.026	88.908	76.897	165.805	102.387	88.444	190.831
		% within Dis_Type	53,86%	46,14%	100,00%	53,62%	46,38%	100,00%	53,65%	46,35%	100,00%
		% within Gender	**54,10%**	**55,15%**	54,58%	**49,70%**	**52,01%**	50,75%	**50,24%**	**52,40%**	51,22%
		% of Total	29,40%	25,18%	**54,58%**	27,21%	23,54%	**50,75%**	27,48%	23,74%	**51,22%**
2	Outer District	Count	11.438	9.389	20.827	89.964	70.949	160.913	101.402	80.338	181.740
		% within Dis_Type	54,92%	45,08%	100,00%	55,91%	44,09%	100,00%	55,80%	44,20%	100,00%
		% within Gender	**45,90%**	**44,85%**	45,42%	50,30%	**47,99%**	49,25%	49,76%	47,60%	48,78%
		% of Total	24,94%	20,48%	**45,42%**	27,54%	21,72%	**49,25%**	27,22%	21,56%	48,78%
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Dis_Type	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by district of hometown in both data sets. Because sig value less than 0,05 for both of them.

For students who study in universities in Istanbul and Ankara, 54,58% of students reside in city centers, while 45,42% of them reside out of cities. Also, it is similarly distributed within genders.

For students who study in universities in other cities, 50,75% of students reside in city centers, while 49,25% of them reside out of cities. For female students 50,30% of students reside in upstate, and 49,70% of them reside in city centers. For male students 52,01% reside in city centers, and 47,99% of them reside in upstate regions.

Table 4.1.7. Hometown District Type X Gender by Mean of Distance

HOMETOWN DISTRICT TYPE	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
CENTER	612,09	**711,45**	657,93	99,36	432,94	**483,15**	456,23	50,21	456,53	**512,96**	482,68	56,43
OUTER	640,30	**782,93**	704,60	142,63	404,55	**476,87**	436,44	72,32	431,15	**512,64**	467,17	81,49
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

In all groups, male students move longer distances to study university than female students, in both city centers and upstate regions.

When we look at Ankara-İstanbul and other cities groups, for both genders students those who reside in the upstate move longer distances than those who reside in city centers while the opposite is seen among all cities group.

Table 4.1.8. Ages X Gender

NO	Age Group		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Under 18	Count	139	93	232	1.584	773	2.357	1.723	866	2.589
		% within Age	59,91%	40,09%	100,00%	67,20%	32,80%	100,00%	66,55%	33,45%	100,00%
		% within Gender	**0,56%**	**0,44%**	0,51%	**0,89%**	**0,52%**	0,72%	**0,85%**	**0,51%**	0,69%
		% of Total	0,30%	0,20%	**0,51%**	0,48%	0,24%	**0,72%**	0,46%	0,23%	**0,69%**
2	18	Count	6.460	4.578	11.038	43.338	30.198	73.536	49.798	34.776	84.574
		% within Age	58,53%	41,47%	100,00%	58,93%	41,07%	100,00%	58,88%	41,12%	100,00%
		% within Gender	25,93%	21,87%	24,07%	24,23%	20,43%	22,51%	24,44%	20,60%	22,70%
		% of Total	14,09%	9,98%	24,07%	13,26%	9,24%	22,51%	13,37%	9,33%	22,70%
3	19	Count	8.517	6.524	15.041	60.796	46.694	107.490	69.313	53.218	122.531
		% within Age	56,63%	43,37%	100,00%	56,56%	43,44%	100,00%	56,57%	43,43%	100,00%
		% within Gender	**34,18%**	**31,16%**	32,80%	**33,99%**	**31,58%**	32,90%	**34,01%**	**31,53%**	32,89%
		% of Total	18,57%	14,23%	**32,80%**	18,61%	14,29%	**32,90%**	18,60%	14,28%	**32,89%**
4	20	Count	4.942	4.084	9.026	36.810	31.900	68.710	41.752	35.984	77.736
		% within Age	54,75%	45,25%	100,00%	53,57%	46,43%	100,00%	53,71%	46,29%	100,00%
		% within Gender	19,83%	19,51%	19,68%	20,58%	21,58%	21,03%	20,49%	21,32%	20,86%
		% of Total	10,78%	8,91%	19,68%	11,27%	9,76%	21,03%	11,21%	9,66%	20,86%
5	21	Count	2.324	2.352	4.676	17.424	16.799	34.223	19.748	19.151	38.899
		% within Age	49,70%	50,30%	100,00%	50,91%	49,09%	100,00%	50,77%	49,23%	100,00%
		% within Gender	9,33%	11,23%	10,20%	9,74%	11,36%	10,47%	9,69%	11,35%	10,44%
		% of Total	5,07%	5,13%	10,20%	5,33%	5,14%	10,47%	5,30%	5,14%	10,44%
6	Over 21	Count	2.535	3.305	5.840	18.920	21.482	40.402	21.455	24.787	46.242
		% within Age	43,41%	56,59%	100,00%	46,83%	53,17%	100,00%	46,40%	53,60%	100,00%
		% within Gender	10,17%	15,79%	12,74%	10,58%	14,53%	12,37%	10,53%	14,69%	12,41%
		% of Total	5,53%	7,21%	12,74%	5,79%	6,58%	12,37%	5,76%	6,65%	12,41%
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Age	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by age groups in both data sets. Because sig value is 0 for both of them.

Among all students 32,89% of students are 19 years old, while 0,70% of them are under 18. The distribution among genders and groups are similar.

Table 4.1.9. Ages X Gender by Mean of Distance

AGE	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
Under 18	773,09	**1.012,53**	869,07	239,44	463,43	**582,54**	502,49	119,10	488,41	**628,71**	535,34	140,30
18	542,49	**606,99**	569,24	64,50	402,96	**460,23**	426,48	57,28	421,06	**479,55**	445,11	58,50
19	602,97	**680,21**	636,47	77,23	415,89	**473,16**	440,77	57,27	438,88	**498,54**	464,79	59,67
20	662,92	**785,01**	718,16	122,09	419,69	**480,38**	447,86	60,69	448,48	**514,95**	479,25	66,48
21	708,21	**862,40**	785,77	154,19	427,29	**493,30**	459,70	66,01	460,35	**538,64**	498,89	78,28
Over 21	751,31	**914,09**	843,43	162,78	449,87	**508,93**	481,27	59,06	485,49	**562,95**	527,01	77,46
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

In all groups, for both genders, students under 18 (0,69% of all students) move longer distance to study university. At the age of 18 and over, as age increases, the distance that is moved by the student increases, too.

In all age groups male students move longer distances than female students to study university. Also, if we don't take into account students under 18 years of age, the average distance difference is increasing as age ascends.

Table 4.1.10. Marital Status of Parents by Gender

NO	Marital Status of Parents		Ankara-İstanbul			Other Cities			All Cities		
			Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Married	Count	23.413	19.991	43.404	170.243	141.696	311.939	193.656	161.687	355.343
		% within Mar-Sta	53,94%	46,06%	100,00%	54,58%	45,42%	100,00%	54,50%	45,50%	100,00%
		% within Gender	**93,96%**	**95,49%**	94,66%	**95,18%**	**95,84%**	95,48%	**95,03%**	**95,80%**	95,38%
		% of Total	51,06%	43,60%	**94,66%**	52,11%	43,37%	**95,48%**	51,98%	43,40%	**95,38%**
2	Single	Count	1.504	945	2.449	8.629	6.150	14.779	10.133	7.095	17.228
		% within Mar-Sta	61,41%	38,59%	100,00%	58,39%	41,61%	100,00%	58,82%	41,18%	100,00%
		% within Gender	**6,04%**	**4,51%**	5,34%	**4,82%**	**4,16%**	4,52%	**4,97%**	**4,20%**	4,62%
		% of Total	3,28%	2,06%	**5,34%**	2,64%	1,88%	**4,52%**	2,72%	1,90%	**4,62%**
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Mar-Sta	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by marital status of parents in both data sets. Because sig value is 0 for both of them.

95,38% of students' parents are married, while 4,62% of them are single, divorced or widowed.

Table 4.1.11. Marital Status of Parents X Gender by Mean of Distance

MARITAL STATUS OF PARENTS	Ankara-İstanbul				Other Cities				All Cities			
	Female	Male	Total	Dif	Female	Male	Total	Dif	Female	Male	Total	Dif
MARRIED	628,96	**751,28**	685,30	122,32	418,00	**480,87**	446,56	62,86	443,51	**514,30**	475,72	70,79
SINGLE	564,01	**579,04**	569,81	15,03	431,69	**463,31**	444,85	31,63	451,33	**478,73**	462,61	27,40
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

In all groups for both statuses, male students move longer distances than female students to study university.

Also, the average distance difference between genders is 122,32 km. among students who study in İstanbul and Ankara and whose parents are married, while it's 62,86 km among students who study in other cities and whose parents are married.

Table 4.1.12. Vital Status of Parents by Gender

NO	Vital Status of Parents		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Both Mother and Father Alive	Count	23.717	19.840	43.557	170.067	140.233	310.300	193.784	160.073	353.857
		% within Vit-Sta	54,45%	45,55%	100,00%	54,81%	45,19%	100,00%	54,76%	45,24%	100,00%
		% within Gender	**95,18%**	**94,76%**	94,99%	**95,08%**	**94,85%**	94,97%	**95,09%**	**94,84%**	94,98%
		% of Total	51,72%	43,27%	**94,99%**	52,05%	42,92%	**94,97%**	52,01%	42,96%	**94,98%**
2	At Least One Dead	Count	1.200	1.096	2.296	8.805	7.613	16.418	10.005	8.709	18.714
		% within Vit-Sta	52,26%	47,74%	100,00%	53,63%	46,37%	100,00%	53,46%	46,54%	100,00%
		% within Gender	**4,82%**	**5,24%**	5,01%	**4,92%**	**5,15%**	5,03%	**4,91%**	**5,16%**	5,02%
		% of Total	2,62%	2,39%	**5,01%**	2,69%	2,33%	**5,03%**	2,69%	2,34%	**5,02%**
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Vit-Sta	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by vital status of parents in both data sets. Because sig value less than 0,05 for both of them.

94,98% of students' parents are both alive, while 5,02% of students' have at least one dead parent.

Table 4.1.13. Vital Status of Parents X Gender Mean of Distance

VITAL STATUS OF PARENTS	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
Both Mother and Father Alive	622,14	**736,70**	674,32	114,57	418,21	**479,20**	445,78	60,99	443,17	**511,12**	473,91	67,95
At Least One Dead	682,34	**866,65**	770,32	184,31	427,39	**497,30**	459,81	69,91	457,97	**543,78**	497,90	85,81
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

For both groups in both statuses, male students move longer distances than female students to study university.

Also, students who have at least one dead parent move longer distances than students whose parents are both alive.

Table 4.1.14. Disability of Parents by Gender

NO	Disability of Parents		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Not Disabled	Count	24.539	20.606	45.145	176.055	145.517	321.572	200.594	166.123	366.717
		% within Disab-Sta	54,36%	45,64%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	**98,48%**	**98,42%**	98,46%	**98,43%**	**98,42%**	98,42%	**98,43%**	**98,42%**	98,43%
		% of Total	53,52%	44,94%	**98,46%**	53,89%	44,54%	**98,42%**	53,84%	44,59%	**98,43%**
2	At Least One Disabled	Count	378	330	708	2.817	2.329	5.146	3.195	2.659	5.854
		% within Disab-Sta	53,39%	46,61%	100,00%	54,74%	45,26%	100,00%	54,58%	45,42%	100,00%
		% within Gender	**1,52%**	**1,58%**	1,54%	**1,57%**	**1,58%**	1,58%	**1,57%**	**1,58%**	1,57%
		% of Total	0,82%	0,72%	**1,54%**	0,86%	0,71%	**1,58%**	0,86%	0,71%	**1,57%**
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Disab-Sta	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a no significant difference between genders by disability status of parents in both data sets. Because sig value more than 0,05 for both of them.

98,43% of students' parents are not disabled, while 1,57% of them are disabled. Also, for both groups the distribution within genders is similar.

Table 4.1.15. Disability of Parents X Gender by Mean of Distance

DISABILITY OF PARENTS	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
Not Disabled	624,08	**742,41**	678,09	118,32	418,50	**479,84**	446,26	61,34	443,65	**512,41**	474,80	68,76
At Least One	687,00	**812,31**	745,41	125,31	428,74	**498,64**	460,38	69,91	459,29	**537,57**	494,85	78,28
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

For both groups, in both statuses, male students move longer distances than female students to study university.

In both genders, students who have at least one disabled parent move longer distance than students whose parents are not disabled.

Table 4.1.16. Duration of University by Gender

NO	Duration of University		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	2 Years	Count	5.115	4.900	10.015	49.439	41.238	90.677	54.554	46.138	100.692
		% within Dur	51,07%	48,93%	100,00%	54,52%	45,48%	100,00%	54,18%	45,82%	100,00%
		% within Gender	**20,53%**	**23,40%**	21,84%	**27,64%**	**27,89%**	27,75%	**26,77%**	**27,34%**	27,03%
		% of Total	11,16%	10,69%	**21,84%**	15,13%	12,62%	**27,75%**	14,64%	12,38%	**27,03%**
2	4 Years and Above	Count	19.802	16.036	35.838	129.433	106.608	236.041	149.235	122.644	271.879
		% within Dur	55,25%	44,75%	100,00%	54,84%	45,16%	100,00%	54,89%	45,11%	100,00%
		% within Gender	**79,47%**	**76,60%**	78,16%	**72,36%**	**72,11%**	72,25%	**73,23%**	**72,66%**	72,97%
		% of Total	43,19%	34,97%	**78,16%**	39,62%	32,63%	**72,25%**	40,06%	32,92%	**72,97%**
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within Dur	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by duration of university in Ankara-İstanbul (sig=0) and there is no difference between genders by duration of university in other cities (sig=0,108).

Students prefer more 4 year and above universities (72,97%) than 2 year universities (27,03%) to study. In addition students who study in Ankara or İstanbul prefer 4 years and above universities than those who study in other cities.

Table 4.1.17. Duration of University x Gender by Mean of Distance

Duration of University	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
2 Years	761,49	**960,00**	858,62	198,51	382,86	**440,11**	408,89	57,25	418,35	**495,33**	453,62	76,97
4 Years and Above	589,79	**677,35**	628,97	87,56	432,34	**495,62**	460,92	63,28	453,23	**519,38**	483,07	66,15
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

For both city groups, in both statuses male students move longer distances than female students to study university. Students who study in Ankara or İstanbul, for both genders, students who attend 2-year universities move longer distances than 4 year and over universities. In contrast, for both genders students who study in other cities, who attend 4 year and over universities move longer distances than students who study 2-year universities. Also, as the duration of university decreases, the average distance difference between male and female students increases for both groups.

Table 4.1.18. Score Percentage Groups by Gender

NO	PERCENTAGE GROUPS		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	Under 10%	Count	302	452	754	0	0	0	302	452	754
		% within %	40,05%	59,95%	100,00%	-	-	-	40,05%	59,95%	100,00%
		% within Gender	**1,21%**	**2,16%**	1,64%	0,00%	0,00%	0,00%	**0,15%**	**0,27%**	0,20%
		% of Total	0,66%	0,99%	**1,64%**	0,00%	0,00%	0,00%	0,08%	0,12%	**0,20%**
2	Between 10%-19,99%	Count	1.805	2.012	3.817	3.413	3.330	6.743	5.218	5.342	10.560
		% within %	47,29%	52,71%	100,00%	50,62%	49,38%	100,00%	49,41%	50,59%	100,00%
		% within Gender	7,24%	9,61%	8,32%	**1,91%**	**2,25%**	2,06%	2,56%	3,17%	2,83%
		% of Total	3,94%	4,39%	8,32%	1,04%	1,02%	**2,06%**	1,40%	1,43%	2,83%
3	Between 20%-29,99%	Count	6.259	5.502	11.761	10.671	7.269	17.940	16.930	12.771	29.701
		% within %	53,22%	46,78%	100,00%	59,48%	40,52%	100,00%	57,00%	43,00%	100,00%
		% within Gender	**25,12%**	**26,28%**	25,65%	5,97%	4,92%	5,49%	8,31%	7,57%	7,97%
		% of Total	13,65%	12,00%	**25,65%**	3,27%	2,22%	5,49%	4,54%	3,43%	7,97%
4	Between 30%-39,99%	Count	5.302	3.855	9.157	28.538	18.438	46.976	33.840	22.293	56.133
		% within %	57,90%	42,10%	100,00%	60,75%	39,25%	100,00%	60,29%	39,71%	100,00%
		% within Gender	21,28%	18,41%	19,97%	15,95%	12,47%	14,38%	16,61%	13,21%	15,07%
		% of Total	11,56%	8,41%	19,97%	8,73%	5,64%	14,38%	9,08%	5,98%	15,07%
5	Between 40%-49,99%	Count	4.267	2.631	6.898	40.960	31.474	72.434	45.227	34.105	79.332
		% within %	61,86%	38,14%	100,00%	56,55%	43,45%	100,00%	57,01%	42,99%	100,00%
		% within Gender	17,12%	12,57%	15,04%	22,90%	21,29%	22,17%	22,19%	20,21%	21,29%
		% of Total	9,31%	5,74%	15,04%	12,54%	9,63%	22,17%	12,14%	9,15%	21,29%
6	Between 50%-59,99%	Count	4.099	3.440	7.539	58.063	48.328	106.391	62.162	51.768	113.930
		% within %	54,37%	45,63%	100,00%	54,58%	45,42%	100,00%	54,56%	45,44%	100,00%
		% within Gender	16,45%	16,43%	16,44%	**32,46%**	**32,69%**	32,56%	**30,50%**	**30,67%**	30,58%
		% of Total	8,94%	7,50%	16,44%	17,77%	14,79%	**32,56%**	16,68%	13,89%	**30,58%**
7	Over 60%	Count	2.883	3.044	5.927	37.227	39.007	76.234	40.110	42.051	82.161
		% within %	48,64%	51,36%	100,00%	48,83%	51,17%	100,00%	48,82%	51,18%	100,00%
		% within Gender	11,57%	14,54%	12,93%	20,81%	26,38%	23,33%	19,68%	24,91%	22,05%
		% of Total	6,29%	6,64%	12,93%	11,39%	11,94%	23,33%	10,77%	11,29%	22,05%
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.789	168.782	372.571
		% within %	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

There is a difference between genders by percentage groups in both data sets. Because sig value is 0 for both of them.

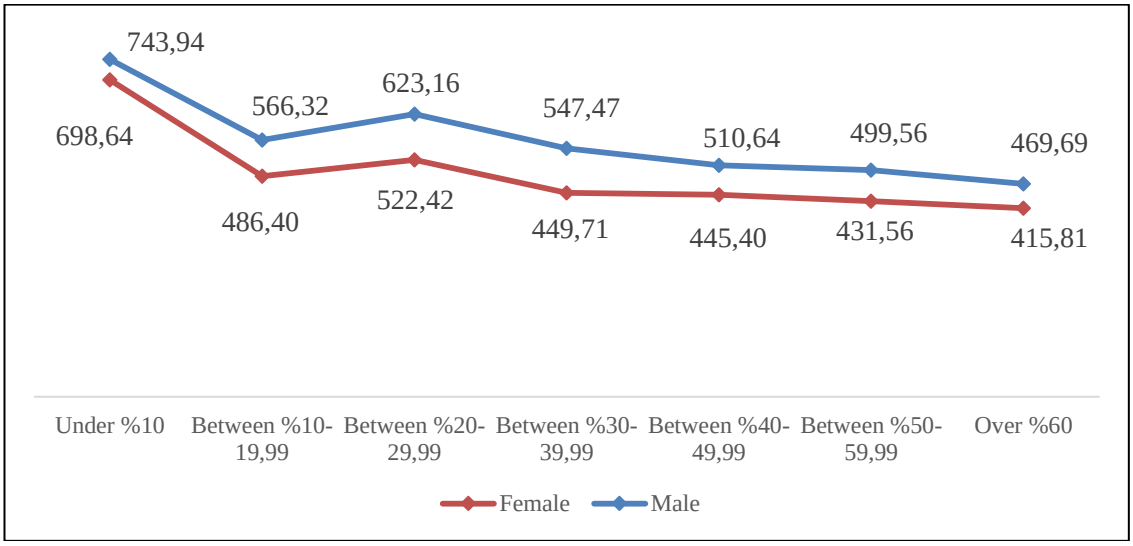
Among all students, most students (30,58%) are in between 50%-59,99% success groups, while less students (0,20%) are in under 10% success groups. Also, the distribution within genders is similar.

In addition, most students (25,12%) between 20%-29,99% success groups are among students who reside in Ankara or İstanbul, while most students (32,56%) between 50%-59,99% success groups are among students who reside in other cities. Also, there are no students above 10% success groups that reside in other cities.

Table 4.1.19. Score Percentage Groups x Gender by Mean of Distance

PERCENTAGE GROUPS	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
Under %10	698,64	**743,94**	725,79	45,30	-	-	-	-	698,64	**743,94**	725,79	45,30
Between %10-19,99	555,40	**614,71**	586,67	59,31	449,91	**537,08**	492,96	87,17	486,40	**566,32**	526,83	79,92
Between %20-29,99	594,41	**691,23**	639,70	96,82	480,20	**571,63**	517,25	91,43	522,42	**623,16**	565,74	100,73
Between %30-39,99	576,41	**691,76**	624,97	115,35	426,17	**517,30**	461,94	91,12	449,71	**547,47**	488,54	97,75
Between %40-49,99	575,28	**674,05**	612,95	98,77	431,87	**496,98**	460,16	65,11	445,40	**510,64**	473,45	65,24
Between %50-59,99	656,31	**785,05**	715,05	128,75	415,70	**479,24**	444,57	63,54	431,56	**499,56**	462,46	68,00
Over %60	846,03	**1.001,68**	925,97	155,65	382,49	**428,17**	405,87	45,68	415,81	**469,69**	443,39	53,88
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

Figure 4.1.2. Score Percentage Groups x Gender by Mean of Distance **(All Cities)**



For both groups, in all percentage point groups, male students move longer distances than female students to study university.

As seen from table 4.1.19, among students who reside in Ankara or İstanbul, unsuccessful students move longer distances to study university in both genders. In contrast, among students who reside in other cities successful students move longer distances to study university in both genders.

Also, as the success decreases, the average distance difference increases in Ankara-İstanbul group while as the success decreases, the average distance difference also decreases in other city groups. On the contrary, among all students the lowest average distance difference between male and female students is observed in the most successful group.

Table 4.1.20. Income Groups by Gender

NO	INCOME GROUPS		Ankara-İstanbul			Other Cities			All Cities		
			Female	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
1	No Income	Count	3.132	3.461	6.593	34.072	29.324	63.396	37.206	32.785	69.991
		% within Inc.	47,50%	52,50%	100,00%	53,75%	46,25%	100,00%	53,16%	46,84%	100,00%
		% within Gender	12,57%	16,53%	14,38%	19,05%	19,83%	19,40%	18,26%	19,42%	18,79%
		% of Total	6,83%	7,55%	14,38%	10,43%	8,98%	19,40%	9,99%	8,80%	18,79%
2	Between 0-999,99 TL	Count	1.725	1.560	3.285	15.916	13.818	29.734	17.641	15.378	33.019
		% within Inc.	52,51%	47,49%	100,00%	53,53%	46,47%	100,00%	53,43%	46,57%	100,00%
		% within Gender	6,92%	7,45%	7,16%	8,90%	9,35%	9,10%	8,66%	9,11%	8,86%
		% of Total	3,76%	3,40%	7,16%	4,87%	4,23%	9,10%	4,73%	4,13%	8,86%
3	Between 1.000-1.999,99 TL	Count	9.937	8.355	18.292	76.326	60.488	136.814	86.265	68.844	155.109
		% within Inc.	54,32%	45,68%	100,00%	55,79%	44,21%	100,00%	55,62%	44,38%	100,00%
		% within Gender	**39,88%**	**39,91%**	39,89%	**42,67%**	**40,91%**	41,88%	**42,33%**	**40,79%**	41,63%
		% of Total	21,67%	18,22%	**39,89%**	23,36%	18,51%	**41,88%**	23,15%	18,48%	**41,63%**
4	Between 2.000-2.999,99 TL	Count	4.987	3.650	8.637	28.796	23.876	52.672	33.783	27.526	61.309
		% within Inc.	57,74%	42,26%	100,00%	54,67%	45,33%	100,00%	55,10%	44,90%	100,00%
		% within Gender	20,01%	17,43%	18,84%	16,10%	16,15%	16,12%	16,58%	16,31%	16,46%
		% of Total	10,88%	7,96%	18,84%	8,81%	7,31%	16,12%	9,07%	7,39%	16,46%
5	Between 3.000-3.999,99 TL	Count	2.634	1.962	4.596	12.145	10.150	22.295	14.779	12.112	26.891
		% within Region	57,31%	42,69%	100,00%	54,47%	45,53%	100,00%	54,96%	45,04%	100,00%
		% within Inc.	10,57%	9,37%	10,02%	6,79%	6,87%	6,82%	7,25%	7,18%	7,22%
		% of Total	5,74%	4,28%	10,02%	3,72%	3,11%	6,82%	3,97%	3,25%	7,22%
6	Between 4.000-4.999,99 TL	Count	1.092	864	1.956	5.395	4.630	10.025	6.487	5.494	11.981
		% within Inc.	55,83%	44,17%	100,00%	53,82%	46,18%	100,00%	54,14%	45,86%	100,00%
		% within Gender	**4,38%**	**4,13%**	4,27%	**3,02%**	**3,13%**	3,07%	**3,18%**	**3,26%**	3,22%
		% of Total	2,38%	1,88%	**4,27%**	1,65%	1,42%	**3,07%**	1,74%	1,47%	**3,22%**
7	Over 5.000 TL	Count	1.410	1.084	2.494	6.222	5.560	11.782	7.632	6.644	14.276
		% within Inc.	56,54%	43,46%	100,00%	52,81%	47,19%	100,00%	53,46%	46,54%	100,00%
		% within Gender	5,66%	5,18%	5,44%	3,48%	3,76%	3,61%	3,74%	3,94%	3,83%
		% of Total	3,08%	2,36%	5,44%	1,90%	1,70%	3,61%	2,05%	1,78%	3,83%
TOTAL		Count	24.917	20.936	45.853	178.872	147.846	326.718	203.793	168.783	372.576
		% within Inc.	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%
		% within Gender	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
		% of Total	54,34%	45,66%	100,00%	54,75%	45,25%	100,00%	54,70%	45,30%	100,00%

* The minimum values are colored red and maximum values are colored blue.

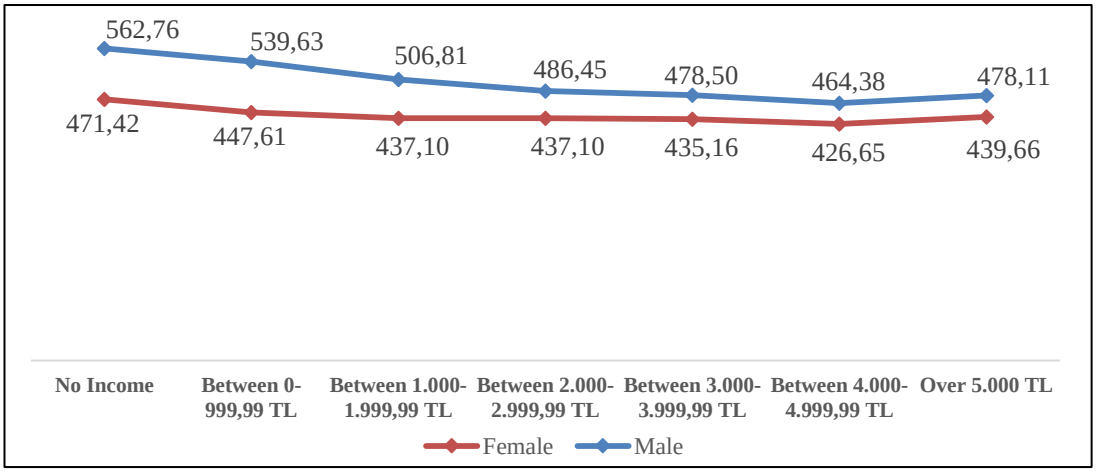
There is a difference between genders by income groups in both data sets. Because sig value is 0 for both of them.

While most students (41,63%) have income between 1.000TL – 1.999,99TL, least students (3,22%) have income between 4.000TL – 4.999TL. Also for both groups, it's similarly distributed among genders.

Table 4.1.21. Income Groups X Gender by Mean of Distance

INCOME GROUPS	Ankara-İstanbul				Other Cities				All Cities			
	Female	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**	**Female**	**Male**	**Total**	**Dif**
No Income	778,13	**930,24**	857,98	152,11	443,23	**519,39**	478,46	76,16	471,42	**562,76**	514,21	91,34
Between 0-999,99 TL	701,68	**850,81**	772,50	149,13	420,07	**504,50**	459,31	84,43	447,61	**539,63**	490,46	92,02
Between 1.000-1.999,99 TL	635,26	**755,58**	690,21	120,32	411,30	**472,45**	438,33	61,15	437,10	**506,81**	468,04	69,71
Between 2.000-2.999,99 TL	575,29	**660,11**	611,14	84,82	413,17	**459,91**	434,36	46,74	437,10	**486,45**	459,26	49,35
Between 3.000-3.999,99 TL	543,81	**592,41**	564,56	48,60	411,60	**456,48**	432,03	44,88	435,16	**478,50**	454,68	43,33
Between 4.000-4.999,99 TL	523,46	**596,44**	555,70	72,98	407,06	**439,74**	422,15	32,68	426,65	**464,38**	443,95	37,73
Over 5.000 TL	525,56	**571,36**	545,47	45,80	420,19	**459,92**	438,94	39,73	439,66	**478,11**	457,55	38,45
TOTAL	**625,04**	**743,51**	**679,13**	**118,47**	**418,66**	**480,14**	**446,48**	**61,47**	**443,90**	**512,81**	**475,11**	**68,91**

Figure 4.1.3. Income Groups X Gender by Mean of Distance **(All Cities)**



Among all students; in all income groups, male students move longer distances than female students to study university.

In general, it is thought that as the income increases, the distance that students move will increase, too. But, we can see from Figure 3, in both genders as the income increases, the average distance that student move decreases. Only the students who have over 5.000TL income seem to increase a bit. In addition, the average distance difference between male and female students decreases as the income increases.

4.2. RESULTS OF REGRESSION ANALYSIS

The results of multiple linear regression analysis that is performed to investigate the relation between distance and other variables are presented and interpreted in this part.

First of all, for all data sets, we will investigate if there is a multicollinearity, autocorrelation or heteroscedasticity problems in data groups. Secondly the significance of the model will be examined. Finally, the results will be interpreted.

One way to test whether there is a multicollinearity problem between dependent variables is the Variance Inflation Factor (VIF) values. VIF values less than 10 indicate that there is no multicollinearity. (Büyükuysal and Öz, 2016). For all groups in the models, VIF values are less than 10. So, we can say that there aren't any multicollinearity problems in all data groups. Table C.1, Table C.4, Table C.7[7] provides collinearity statististics of independent variables.

To see if there is an autocorrelation problem, it is necessary to calculate the Durbin-Watson (DW) test statistic. The fact that DW is close to 2 means that there is no autocorrelation problem. (Uysal and Günay, 2001). DW value is 1,979 in Ankara-İstanbul group, 1,999 in other cities group and 1,995 in all cities. So, we can say that there aren't any autocorrelation problems in all data groups. Table C.2, Table C.5, Table C.8[8] shows the DW statistics of models.

To see if there is a heteroscedasticity problem, we test all data sets with Breusch-Pagan test for heteroscedasticity. Based on the test results, all data sets have a heteroscedasticity problem because, p values are less than then 0,05. So, to avoid heteroscedasticity problem, we'll use robust standard errors.

[7] Tables are presented in Appendix C.
[8] Tables are presented in Appendix C.

After looking at whether there is a problem of multicollinearity, autocorrelation and heteroscedasticity, we can examine the significance of models. All models are significant according to the significance test ($p\ values = 0.000$)[9].

Table 4.2.1. is represents results of all models.

[9] Table C.3, Table C.6, Table C.9 in Appendix C shows the ANOVA results of models.

Table 4.2.1. Results of Multiple Linear Regression Analysis for All Data Sets

Variables in the model	Ankara-İstanbul			Other Cities			All Cities		
	B	**Robust Std. errors**	**Sig.**	**B**	**Robust Std. errors**	**Sig.**	**B**	**Robust Std. errors**	**Sig.**
(Constant)	1.102,365	16,819	0,000*	584,363	12,170	0,000*	633,770	11,689	0,000*
Gender (reference : Male)									
Female	-34,283	2,164	0,000*	-56,935	1,265	0,000*	-61,068	1,205	0,000*
Age	10,047	0,613	0,000*	2,278	0,385	0,000*	4,702	0,370	0,000*
Income Groups	-3,615	0,723	0,000*	-1,473	0,441	0,001*	-1,156	0,416	0,005*
Marital Status of Parents (reference : married)									
Divorced or Widowed	**3,293**	**4,303**	**0,444**	-25,672	2,767	0,000*	24,256	2,526	0,000*
Vital Status of Parents (reference : alive)									
At least one Dead	16,014	5,050	0,002*	-7,232	3,007	0,016*	11,156	2,920	0,000*
Disability of Parents (reference : not disabled)									
At least one Disabled	16,262	8,529	0,057**	-10,626	5,110	0,038*	12,770	4,942	0,010*
Score Percentage Groups	5,976	0,972	0,000*	-12,539	0,645	0,000*	-22,723	0,556	0,000*
Duration of University	-21,320	1,609	0,000*	16,576	0,816	0,000*	**0,600**	**0,790**	**0,447**
# of Sibling that Study	15,454	1,078	0,000*	8,100	0,646	0,000*	7,358	0,633	0,000*
Hometown City Type (reference : small cities)									
Metropol	-17,097	4,510	0,000*	-33,001	2,695	0,000*	-31,568	2,568	0,000*
Medium	-49,806	4,949	0,000*	-54,121	2,935	0,000*	-52,474	2,791	0,000*
Hometown District Type (reference : upstate)									
City Center	-25,943	2,178	0,000*	30,262	1,304	0,000*	34,185	1,240	0,000*
Hometown Region (reference : Southeastearn Anatolia)									
Aegean	-628,764	3,962	0,000*	-125,170	2,874	0,000*	-195,366	2,766	0,000*
Central Anatolia	-805,035	4,723	0,000*	-195,182	2,312	0,000*	-279,198	2,322	0,000*
Black Sea	-582,376	4,785	0,000*	-127,268	2,707	0,000*	-183,548	2,666	0,000*
Eastern Anatolia	11,571	5,688	0,042*	53,222	3,563	0,000*	33,945	3,532	0,000*
Marmara	-904,092	3,952	0,000*	-101,090	2,502	0,000*	-206,727	2,460	0,000*
Mediterranean	-447,560	4,317	0,000*	-58,409	2,464	0,000*	-112,441	2,453	0,000*

a. Dependent Variable: Distance
* %95 Confidence Level
** %90 Confidence Level

Firstly, we will interpret the regression results of students who reside in Ankara or İstanbul. Marital status of parents is unrelated to distance. All other variables are associated with distance, significantly. Therefore, all variables expect marital status of parents are interpreted. Also, disability of parents is related to distance at 90% confidence level.

First of all, when we look at gender as our main curiosity, female students move 34,283 km shorter distances than males.

Subsequently, when we look at other demographic variables; as age increases one unit, the distance increases by 10,047 km. Also, students who reside in metropolises move 17,097 km and who reside in medium cities move 49,806 km shorter distances than students who reside in small cities. Moreover, students who reside in city centers move 25,943 km shorter distances than students who reside in upstate regions. Finally, students who live in Eastern Anatolia move 11,571 km longer distances than students who reside in Southeastern Anatolia while students who live in Aegean move 628,764 km, Central Anatolia move 805,035 km, Black Sea move 582,376 km, Marmara move 904,092 km, and Mediterranean move 447,560 km shorter distances than students who live in Southeastern Anatolia. (Table C.10.[10] presents the results that region variables are excluded)

Thirdly, when we look at the social variables; students whose at least one parent is dead move 16,015 km longer distance than students whose parents are alive. And students whose at least one parent is disabled move 16,262 km longer distance than students whose parents are not disabled. In addition, as the number of siblings increases one unit, the distance increases 15,454 km.

Lastly, when we look at the only economic variable income and variables about success, as the income increases 1.000 TL, the distance decreases by 3,615 km. As the success of students decreases 10%, the distance increases 5,976 km and as the duration of university increases 1 year, the distance decreases 21,32 km.

[10] Table C.10. is presented in Appendix C.

Secondly, the regression results of students who reside in other cities are interpreted. All variables are associated with distance, significantly.

Firstly if we examine the gender again, female students move 56,935 km shorter distances than males.

Secondly, we will interpret the demographic variables. As the age increases one unit, the distance increases by 2,278 km. Also, students who reside in metropolises move 33,001 km and who reside in medium cities move 54,121 km shorter distances than students who reside in small cities. Moreover students who reside in city centers move 30,262 km longer distances than students who reside in upstate regions. Lastly, students who live in Eastern Anatolia move 53,252 km longer distances than students who reside in Southeastern Anatolia while students who live in Aegean move 125,170 km, students in Central Anatolia move 195,182 km, in Black Sea move 127,268 km, in Marmara move 101,090 km, and in Mediterranean move 58,409 km shorter distances than students who live in Southeastern Anatolia.

Thirdly, we will interpret the social variables. Students whose parents are divorced or widowed move 25,672 km shorter than students whose parents are married. And, students whose at least one parent is dead move 7,232 km shorter distances than students whose parents are alive. Also, students whose at least one parent is disabled move 10,626 km shorter distances than students whose parents are not disabled. Moreover as the number of siblings increases one unit, the distance increases 8,1 km.

Finally, when look at the economic and success variables; as the income increases 1.000TL, the distance decreases by 1,473 km. In addition, as the success of students decrease 10%, the distances decrease 12,539 km. And as the duration of university increases 1 year, the distance increases 16,576 km.

Finally, we will interpret the regression results of all students. Duration of university is unrelated to distance. All other variables are associated with distance, significantly. Therefore all variables expect duration of university are interpreted.

As a main interest, female students move 61,068 km shorter distances than males.

Afterwards, when we look at the other demographic variables; as the age increases one unit, the distance increases by 4,702 km. Also, students who reside in metropolises move 31,568 km and who reside in medium cities move 52,474 km shorter distances than students who reside in small cities. In addition, students who reside in city centers move 34,185 km longer distances than students who reside in upstate regions. Lastly, students who live in Eastern Anatolia move 33,945 km longer distances than students who reside in Southeastern Anatolia while students who live in Aegean move 195,366 km, those who live in Central Anatolia move 279,198 km, in Black Sea move 183,548 km, in Marmara move 206,727 km, and in Mediterranean move 112,441 km shorter distances than students who live in Southeastern Anatolia.

Thirdly, when we look at the social variables; students whose parents are divorced or widowed move 24,256 km longer than students whose parents are married. Moreover, students whose at least one parent is dead move 11,156 km longer distances than students whose parents are alive. And, students whose at least one parent is disabled move 12,770 km longer distances than students whose parents are not disabled. In addition, as the number of siblings increases one unit, the distance increases 7,358 km.

Finally, when we look at the economic and success variables; as the income increases 1.000 TL, the distance increases by 1,156 km. And, as the success of students decreases 10%, the distance decreases 22,723 km.

5. CONCLUSION AND DISCUSSION

In that chapter, first the results are interpreted. Then we will check the hypotheses. Finally, we will discuss about the results and reasons.

In the 2017-2018 academic year, 54.70% of the students who applied to accommodate in the dormitories of the General Directorate of Credit and Hostels were female students and 45.30% of them were male students. For all applicant students, the average distance between hometown and the place of university was 475,11 km. It was 679,13 km for students who study in Ankara and İstanbul, and 446,48 km for students who study in other cities.

If we examine in terms of gender while, male students move average of 512,81 km, female students move 443,89 km. The average distance difference between male and female is 68,92 km among all students.

If we look at the students who study in Ankara and İstanbul, the average distance is 743,51 km for male students and 625,04 km for female students. It can be said that, the affect of gender difference in distance is higher for students in Ankara and İstanbul as male students move 118,47 km longer distances than female students to study university.

In other cities as male students move an average of 480,15 km, female students move 418,66 km to study university. Female students move 61,49 km shorter distances compared to male students.

Also, when we examine students' demographic, social, economic and success data in terms of gender separately, male students move longer distances than female students in all cases.

Secondly, we will check the hypothesis according to the results.

The first hypothesis is "Male students move longer distances that female students." When the results of the regression analysis are examined, it is seen that for all data sets, male students move longer distances than female students. It is observed that, male students move 34,283 km longer distances among students who study in Ankara and İstanbul, 56,935 km among students that study in other cities, and 61,068 km among all cities. Furthermore, when we look at the descriptive analysis related to all dependent variables it is seen that male students move longer distances than female students. As a result, we can say that my first hypothesis is correct.

We will use descriptive statistics to test the second, third and fourth hypotheses. The second hypothesis is "Among female students, students who live in small cities move longer distances than students who live in big cities." To check this hypothesis, we looked at the cross table between hometown city type and gender through the mean of the distance (Table 4.1.3.) When we look at the Ankara-İstanbul group, the longest distance (706,54 km) is among female students that reside in small cities, while the shortest distance (607,90 km) is among female students that reside in metropolises. When we look at the all cities and other cities groups, the shortest distance is observed among female students who reside is small cities, while the longest distance is observed among female students who reside in medium cities. Female students who reside in metropolises move longer distances than students who reside in medium cities in all cities and other cities groups. In this direction, we can see that the second hypothesis is correct in the Ankara-İstanbul group, while it is not correct in the all cities and other cities groups.

The third hypothesis is "Among female students, students who live in more developed regions move longer distances than students who live in less developed regions." To check this hypothesis, we looked at the cross table between hometown region and gender through the mean of distance (Table 4.1.5.) When all groups are examined, it is observered that the students who live in the Easteran Anatolia and Southeastern Anatolia regions move longest distance among female students. The

shortest distances are observed on students who live in Marmara, Aegean and Central Anatolia regions. In this case, the third hypothesis is not correct. Since universities are mainly located in western and central part of the country, students live in east in need to move longer in all cases. This might be the main reason to reject our third hypothesis.

The last hypothesis is "Among female students, students who live in upstate regions move longer distances than students who live in city centers." To check this hypothesis we looked at the cross table between hometown region and gender through the mean of distance (Table 4.1.7.). When we look at the students studying in all cities and in other cities separately, female students who live in upstate regions move shorter distances than who live in city centers. When we consider students who study in Ankara and İstanbul, female students who live in upstate regions move longer distances than those who live in city centers. So, the last hypothesis is not correct for all cities and other cities data sets, but correct for Ankara-İstanbul. It shows that students in rural areas move to neighboring cities for university education unless they move to Ankara and İstanbul.

In conclusion, we can clearly see that male students move longer distances than female students for university education. Although analysis of this thesis does not grant us any explanation for this trend, we may consider the effects of the Turkish traditional patriarchal family structure. Parents want to keep their daughters closer to them. However, students' YKS scores have a quite important role. As we see from the results, successful students may move more distance to study at universities that offer quality education.

Moreover other studies in which distances are analyzed in university preference, the subject is generally considered economically. In these studies, the students determine the university they want to study economically. As students' incomes increase, they move longer distances. In this thesis, according to the studies, the opposite is observed. As students' incomes decrease, the distance between hometown and place of university increases. It is thought to originate of this situation

is suitable prices of dormitories and nutrition aid given to all students which is more than dormitory prices.

Furthermore, as we have seen from the results, there are differences in distances and genders by geographical regions. In less developed regions, students can move further distances. Also, the distance difference between male and female students is more. Two factors can be mentioned as the reason for this. First, the pressure made by families in these regions. Students can see university education in a distant university as an escape and freedom. Second is that generally preferred universities are located in more developed cities and these cities are further away from less developed cities.

Finally, technological developments on transportation have changed the meaning of the concept of distance. Planes, fast trains, new model buses and cars shorten distances. So, in future studies on educational migration, besides distance transportation possibilities should be taken into account.

REFERENCES

Agasisti T., Dal Bianco A. (2007). Determinants of College Student Migration in Italy: Empirical Evidence from a Gravity Approach. Available at SSRN: https://ssrn.com/abstract=1063481 or http://dx.doi.org/10.2139/ssrn.1063481.

Albayrak A.S., (2005). Çoklu doğrusal bağlantı halinde en küçük kareler tekniğinin alternatifi yanlı tahmin teknikleri ve bir uygulama. Zonguldak Karaelmas Üniversitesi Sosyal Bilimler Dergisi, 1(1): 105-126

Alm, J., Winters, J. V. (2009). Distance and intrastate college student migration. Economics of Education Review, 28, 728-738.

Baláž V., Williams A.M. (2004). 'Been There, Done That': International Student Migration and Human Capital Transfers from the UK to Slovakia. Population, Space and Place, 10, 217-237.

Baryla, E.A.Jr., Dotterweich D. (2001). Student Migration: Do Significant Factors Vary by Region? Education Economics, 9:3, 269-280.

Büyükuysal M.Ç., Öz, İ.İ. (2016). An Alternative Method to Least Squares in Presence of Multicollinearity: Ridge Regression. Journal of Duzce University Health Sciences Institute, 6(2), 110-114

Cairns D., Smyth, Jim. (2009). I wouldn't mind moving actually: Exploring Student Mobility in Northern Ireland. International Migration, 49(2), 135-161.

Donato K.M., Gabacci D., Holdaway J., Manalansan M., Pessar P.R. (2006). A Glass Half Full? Gender in Migration. International Migration Review, 40(1), 3-26.

General Directorate of Highways, Distance Calculater, http://www.kgm.gov.tr/Sayfalar/KGM/SiteEng/Root/DistanceCalculator.aspx

Günay D., Günay A. (2011). Quantitative Developments in Turkish Higher Education since 1933. Journal of Higher Education and Science, 1(1), 1-22.

Işık, Ş., (2009). Türkiye'de Eğitim Amaçlı Göçler. Coğrafi Bilimler Dergisi, 7(1), 27-37.

Jha S., Kumar S. (2017). Socio-economic Determinants of Inter-state Student Mobility in India: Implications for Higher Education Policy. Higher Education for the Future, 4 (2), 166-185.

King R., Ruiz-Gelices E. (2003). International Student Migration and the European 'Year Abroad': Effects on European Identity and Subsequent Migration Behaviour. International Journal of Population Geography, 9, 229-252.

Kurumu Y. Ö. K. Y. (2016) Yurt İdare ve İşletme Yönetmeliği. Ankara: Resmi Gazete (29796 Sayılı)

McQuaid R., Hollywood E. (2008). Educational Migration and Non-return in Northern Ireland. Report Prepared for The Equality Commission for Northern Ireland, Section 2: Patterns and Trends of Educational Migration, 23-40.

Miller J. S. (2006). The Method of Least Squares, Mathematics Department, Brown University, Providence, RI, 2.

Mixon F.G., Jr. (1992) Factors affecting college student migration across states. International Journal of Manpower, 13 (1), 25-32.

Tuckman H.P. (1970) Determinants of College Student Migration. Southern Economic Journal, Vol. 37 (2), 184-189.

Sà, C., Florax, R. J. G. M., & Rietveld, P. (2004). Determinants of the regional demand for higher education in the Netherlands: A gravity model approach. Regional Studies, 38(4), 375–392.

Săseanu A.S., Petrescu M.R. (2012). Education and migration. The case of Romanian immigrants in Andalusia, Spain. Procedia - Social and Behavioral Sciences, 46, 4077–4081.

Poot J., Alimi O., Cameron M.P., Maré D.C. (2016). The Gravity Model of Migration: The Successful Comeback of an Ageing Superstar in Regional Science. IZA Discussion Paper Series, No. 10329.

Uysal M., Günay S. (2001). Some Tests for Negative Autocorrelation in the Inconclusive Area According to The Durbin-Watson Criterion. Anadolu University Journal of Science and Technology, 2(2), 277-284

TURKSTAT. (2011). Population and Housing Census.

TURKSTAT. (2000). General Population Census.

Vakhitova H., Coupé T. (2014). The Relationship between Education and Migration. The Direct Impact of a Person's Education on Migration. FREE Policy Brief Series, Forum for Research on Eastern Europe and Emerging Economies.

Williams N. (2009). Education, gender, and migration in the context of social change. Social Science Research, 38, 883–896.

APPENDIX A

Table A.1. Distribution of Universities by Cities

CITY	COUNT
İSTANBUL	61
ANKARA	21
İZMİR	9
ANTALYA	5
KONYA	5
GAZİANTEP	4
KAYSERİ	4
MERSİN	4
ADANA	2
BALIKESİR	2
BURSA	3
ERZURUM	2
ESKİŞEHİR	3
HATAY	2
KOCAELİ	2
NEVŞEHİR	2
TRABZON	3
ADIYAMAN	1
AFYONKARAHİSAR	2
AĞRI	1
AKSARAY	1
AMASYA	1
ARDAHAN	1
ARTVİN	1
AYDIN	1
BARTIN	1
BATMAN	1
BAYBURT	1
BİLECİK	1
BİNGÖL	1
BİTLİS	1
BOLU	1
BURDUR	1
ÇANAKKALE	1
ÇANKIRI	1
ÇORUM	1
DENİZLİ	1
DİYARBAKIR	1
DÜZCE	1
EDİRNE	1
ELAZIĞ	1
ERZİNCAN	1

CITY	COUNT
GİRESUN	1
GÜMÜŞHANE	1
HAKKARİ	1
IĞDIR	1
ISPARTA	2
KAHRAMANMARAŞ	2
KARABÜK	1
KARAMAN	1
KARS	1
KASTAMONU	1
KIRIKKALE	1
KIRKLARELİ	1
KIRŞEHİR	1
KİLİS	1
KÜTAHYA	2
MALATYA	2
MANİSA	1
MARDİN	1
MUĞLA	1
MUŞ	1
NİĞDE	1
ORDU	1
OSMANİYE	1
RİZE	1
SAKARYA	2
SAMSUN	2
SİİRT	1
SİNOP	1
SİVAS	2
ŞANLIURFA	1
ŞIRNAK	1
TEKİRDAĞ	1
TOKAT	1
TUNCELİ	1
UŞAK	1
VAN	1
YALOVA	1
YOZGAT	1
ZONGULDAK	1
TOTAL	**206**

Table A.2. Number of Faculties

Faculty Name	Count	Number of Cities
Faculty of Economics and Administrative Sciences	172	80
Faculty of Theology	83	74
Faculty of Education	91	64
Faculty of Science and Letters	85	60
Faculty of Engineering	118	59
Faculty of Medicine	91	55
Faculty of Health Sciences	79	44
Faculty of Agriculture	33	33
Faculty of Dentistry	50	32
Faculty of Communication	51	31
Faculty of Architecture	53	30
Faculty of Tourism	35	27
Faculty of Engineering and Architecture	31	24
Faculty of Veterinary Medicine	24	24
Faculty of Law	63	23
Faculty of Fine Arts	44	22
Faculty of Literature	28	22
Faculty of Pharmacy	31	19
Faculty of Science	28	19
Faculty of Technology	19	19
Faculty of Maritime	16	12
Faculty of Fisheries	12	11
Faculty of Forestry	10	10
Faculty of Art and Design	19	9
Faculty of Humanities	18	8
Sports Science Faculty	8	8
Faculty of Aeronautics and Astronautics	8	7
Faculty of Political Sciences	10	6
Faculty of Nursing	9	6
Faculty of Applied Sciences	7	6
Faculty of Social Sciences	7	4
Faculty of Agricultural Sciences and Technologies	3	3
Faculty of Civil Engineering	3	2
Faculty of Computer and Informatics	2	2
Faculty of Commercial Sciences	2	2
Faculty of Management	2	2
Faculty of Electrical and Electronics	2	1
Faculty of Chemistry and Metallurgy	2	1
Faculty of Mechanical	2	1
Faculty of Languages, History and Geography	1	1
aculty of Natural Sciences, Architecture and Engineeri	1	1
Faculty of Culture and Social Sciences	1	1
Faculty of Mines	1	1
Faculty of Textile Technologies and Design	1	1
Faculty of Basic Sciences	1	1
Faculty of Transport and Logistics	1	1
Faculty of Foreign Languages	1	1
Faculty of Life and Natural Sciences	1	1
TOTAL	**1.360**	

Table A.3. Distribution of Faculties by Cities

FACULTY/CITY	ADANA	ADIYAMAN	AFYONKARAHİSAR	AĞRI	AKSARAY	AMASYA	ANKARA	ANTALYA	ARDAHAN	ARTVİN	AYDIN	BALIKESİR	BARTIN	BATMAN	BAYBURT	BİLECİK	BİNGÖL	BİTLİS	BOLU
Faculty ofComputer and Informatics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Maritime	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Faculty of Languages, History and Geography	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Dentistry	1	1	0	0	0	0	5	1	0	0	1	0	0	0	0	0	0	0	1
Faculty of Fine Arts, Architecture and Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Pharmacy	1	1	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Literature	0	0	0	0	0	0	2	1	1	0	0	0	1	0	0	0	0	0	0
Faculty of Education	1	1	1	1	1	1	7	2	0	1	1	1	1	0	1	0	0	0	1
Faculty of Electrical and Electronics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Science	0	0	0	0	0	0	4	1	0	0	0	0	1	0	0	0	0	0	0
Faculty of Science and Letters	1	1	1	1	1	1	8	0	0	1	1	1	0	1	0	1	1	1	1
Faculty of Fine Arts	1	0	1	0	0	0	7	2	0	0	0	0	0	1	0	1	0	0	0
Faculty of Aeronautics and Astronautics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Nursing	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0
Faculty of Law	1	0	1	0	0	0	10	2	0	0	0	0	0	0	0	0	0	0	0
Faculty of Economics and Administrative Sciences	3	1	1	1	1	0	13	5	1	1	3	2	1	1	1	1	1	1	1
Faculty of Theology	1	1	1	1	1	1	2	1	1	1	0	1	1	1	1	1	1	1	1
Faculty of Communication	1	0	0	0	1	0	3	1	0	0	1	0	0	0	0	0	0	0	1
Faculty of Humanities	0	0	0	0	0	0	2	1	0	0	0	0	0	0	1	0	0	0	0
Faculty of Civil Engineering	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Chemistry and Metallurgy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Culture and Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mechanical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Architecture	0	0	0	0	1	1	4	2	0	0	0	1	0	0	0	0	0	0	0
Faculty of Engineering	2	1	1	0	1	0	12	3	0	0	1	1	1	0	1	1	0	0	0
Faculty of Engineering and Architecture	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1
Faculty of Forestry	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0
Faculty of Health Sciences	1	0	0	0	1	0	7	1	0	1	1	1	0	0	1	0	1	0	0
Faculty of Art and Design	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Faculty of Political Sciences	1	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sports Science Faculty	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Fisheries	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Faculty of Agricultural Sciences and Technologies	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Technology	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Textile Technologies and Design	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Basic Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Medicine	1	1	1	0	1	1	8	2	0	0	1	1	0	0	0	0	0	0	1
Faculty of Commercial Sciences	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Tourism	0	1	1	0	1	0	1	5	0	0	1	1	0	0	0	0	0	0	0
Faculty of Transport and Logistics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Applied Sciences	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0
Faculty of Veterinary Medicine	1	0	1	0	1	0	1	0	0	0	1	1	0	0	0	0	1	0	0
Faculty of Foreign Languages	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Life and Natural Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Agriculture	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	1	0	1
TOTAL	**20**	**10**	**11**	**5**	**11**	**6**	**112**	**35**	**3**	**6**	**14**	**13**	**7**	**5**	**6**	**6**	**7**	**4**	**9**

Table A.3. Distribution of Faculties by Cities (continued)

FACULTY/CITY	BURDUR	BURSA	ÇANAKKALE	ÇANKIRI	ÇORUM	DENİZLİ	DİYARBAKIR	DÜZCE	EDİRNE	ELAZIĞ	ERZİNCAN	ERZURUM	ESKİŞEHİR	GAZİANTEP	GİRESUN	GÜMÜŞHANE	HAKKARİ	HATAY	IĞDIR
Faculty of Computer and Informatics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Maritime	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Faculty of Languages, History and Geography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Dentistry	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0
Faculty of Fine Arts, Architecture and Engineering	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Pharmacy	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0
Faculty of Literature	0	0	0	1	0	0	1	0	1	0	0	2	1	0	0	1	0	0	0
Faculty of Education	1	1	1	0	0	1	1	1	1	1	1	1	2	2	1	0	1	1	0
Faculty of Electrical and Electronics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Science	0	0	0	1	0	0	1	0	1	1	0	2	1	0	0	0	0	0	0
Faculty of Science and Letters	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1	0	0	1	1
Faculty of Fine Arts	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Faculty of Aeronautics and Astronautics	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Faculty of Nursing	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Faculty of Law	0	1	0	0	0	0	1	0	0	0	1	1	1	2	0	0	0	0	0
Faculty of Economics and Administrative Sciences	2	2	1	1	1	1	1	1	1	1	1	2	4	3	1	1	1	1	1
Faculty of Theology	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Faculty of Communication	0	0	1	0	0	1	1	0	0	1	0	1	1	1	1	1	0	0	0
Faculty of Humanities	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Faculty of Civil Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Chemistry and Metallurgy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Culture and Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mines	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mechanical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Architecture	0	1	1	0	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0
Faculty of Engineering	0	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Faculty of Engineering and Architecture	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Faculty of Forestry	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Faculty of Health Sciences	1	1	0	1	0	1	0	1	1	1	1	1	2	3	1	1	0	0	0
Faculty of Art and Design	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Faculty of Political Sciences	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Faculty of Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sports Science Faculty	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0
Faculty of Fisheries	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Faculty of Agricultural Sciences and Technologies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Technology	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Faculty of Textile Technologies and Design	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Basic Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Medicine	0	1	1	0	1	1	1	1	1	1	1	1	1	2	1	0	0	1	0
Faculty of Commercial Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Tourism	0	0	1	0	0	1	0	0	0	0	0	1	2	0	0	1	0	0	0
Faculty of Transport and Logistics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Applied Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Veterinary Medicine	1	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0
Faculty of Foreign Languages	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Life and Natural Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Agriculture	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	1	1
TOTAL	**8**	**15**	**12**	**7**	**5**	**13**	**14**	**12**	**11**	**15**	**9**	**23**	**26**	**22**	**8**	**7**	**4**	**12**	**5**

Table A.3. Distribution of Faculties by Cities (continued)

FACULTY/CITY	ISPARTA	İSTANBUL	İZMİR	[illegible]	KARABÜK	KARAMAN	KARS	KASTAMONU	KAYSERİ	KIRIKKALE	KIRKLARELİ	KIRŞEHİR	KİLİS	KOCAELİ	KONYA	KÜTAHYA	MALATYA	MANİSA	MARDİN
Faculty of Computer and Informatics	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Maritime	0	4	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Faculty of Languages, History and Geography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Dentistry	1	13	2	0	0	0	0	0	1	1	0	0	0	1	2	0	1	0	0
[illegible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Pharmacy	0	11	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0
Faculty of Literature	0	4	2	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	1
Faculty of Education	1	17	2	1	0	1	1	1	1	1	0	1	1	1	2	1	1	1	0
Faculty of Electrical and Electronics	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Science	0	3	3	0	1	1	0	0	1	0	0	0	0	0	2	0	0	0	0
Faculty of Science and Letters	1	18	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0
Faculty of Fine Arts	0	13	2	0	1	0	0	0	1	1	0	0	0	0	2	1	1	0	0
Faculty of Aeronautics and Astronautics	0	2	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0
Faculty of Nursing	0	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Law	1	26	3	0	0	0	0	0	1	1	0	0	0	1	3	0	1	0	0
[illegible]	1	44	8	1	2	1	1	1	2	1	1	1	1	2	4	1	1	3	1
Faculty of Theology	1	7	2	1	1	1	1	1	1	1	1	0	1	1	2	1	1	0	1
Faculty of Communication	1	17	3	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0
Faculty of Humanities	0	10	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Civil Engineering	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Chemistry and Metallurgy	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Culture and Social Sciences	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mines	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mechanical	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Architecture	1	15	4	0	1	0	0	0	2	0	1	0	0	2	1	0	0	0	0
Faculty of Engineering	1	33	6	0	1	1	0	0	3	1	1	0	0	2	4	1	1	1	0
Faculty of Engineering and Architecture	0	7	1	1	0	0	1	1	0	0	0	1	1	0	2	0	0	0	1
Faculty of Forestry	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Faculty of Health Sciences	1	21	3	0	1	1	1	1	2	1	0	0	0	1	2	0	1	1	0
Faculty of Art and Design	0	11	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Political Sciences	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Social Sciences	0	2	1	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0
Sports Science Faculty	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0
Faculty of Fisheries	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[illegible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Technology	1	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0
Faculty of Textile Technologies and Design	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Basic Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Faculty of Medicine	1	22	5	1	1	0	1	1	1	1	0	1	0	1	3	1	1	1	0
Faculty of Commercial Sciences	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Tourism	0	1	2	0	1	0	1	1	1	0	1	0	0	0	3	0	0	0	0
Faculty of Transport and Logistics	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Applied Sciences	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Veterinary Medicine	0	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0
Faculty of Foreign Languages	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Life and Natural Sciences	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Faculty of Management	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Faculty of Agriculture	1	0	1	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0
TOTAL	**15**	**328**	**59**	**8**	**12**	**7**	**9**	**10**	**26**	**12**	**7**	**6**	**5**	**19**	**45**	**8**	**14**	**9**	**4**

Table A.3. Distribution of Faculties by Cities (continued)

FACULTY/CITY	MERSİN	MUĞLA	MUŞ	NEVŞEHİR	NİĞDE	ORDU	OSMANİYE	RİZE	SAKARYA	SAMSUN	SİİRT	SİNOP	SİVAS
Faculty of Computer and Informatics	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Maritime	1	0	0	0	0	1	0	1	0	0	0	0	0
Faculty of Languages, History and Geography	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Dentistry	1	0	0	0	0	1	0	1	0	1	0	0	1
Faculty of Natural Sciences, Architecture and Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Pharmacy	1	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Literature	0	1	0	0	0	0	0	0	0	0	0	0	1
Faculty of Education	1	1	1	1	1	1	0	1	1	1	1	1	1
Faculty of Electrical and Electronics	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Science	0	1	0	0	0	0	0	0	0	0	0	0	1
Faculty of Science and Letters	2	0	1	1	1	1	1	1	1	1	1	1	0
Faculty of Fine Arts	1	0	0	0	0	1	0	1	0	1	0	0	0
Faculty of Aeronautics and Astronautics	0	0	0	0	0	0	0	0	0	1	0	0	0
Faculty of Nursing	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Law	1	0	0	0	0	0	0	0	1	1	0	0	0
Faculty of Economics and Administrative Sciences	3	2	1	1	1	1	1	1	1	1	1	1	1
Faculty of Theology	0	0	1	1	1	1	1	1	1	1	1	1	1
Faculty of Communication	1	0	0	0	1	0	0	0	1	1	0	0	1
Faculty of Humanities	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Civil Engineering	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Chemistry and Metallurgy	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Culture and Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mines	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Mechanical	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Architecture	1	0	0	0	1	0	0	0	0	1	0	0	1
Faculty of Engineering	2	1	0	0	1	0	1	1	1	1	0	0	1
Faculty of Engineering and Architecture	0	0	1	1	0	0	0	0	0	0	1	1	0
Faculty of Forestry	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Health Sciences	0	2	0	0	0	1	0	0	1	1	0	0	1
Faculty of Art and Design	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Political Sciences	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Social Sciences	0	0	0	0	0	0	1	0	0	0	0	0	0
Sports Science Faculty	0	0	0	0	0	0	0	0	1	0	0	0	0
Faculty of Fisheries	1	1	0	0	0	0	0	1	0	0	0	1	0
Faculty of Agricultural Sciences and Technologies	0	0	0	0	1	0	0	0	0	0	0	0	0
Faculty of Technology	1	1	0	0	0	0	0	0	1	0	0	0	1
Faculty of Textile Technologies and Design	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Basic Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Medicine	1	1	0	0	1	1	0	1	1	1	0	0	1
Faculty of Commercial Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Tourism	1	1	0	1	0	0	0	1	1	1	0	0	0
Faculty of Transport and Logistics	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Applied Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Veterinary Medicine	0	0	0	0	0	0	0	0	0	1	1	0	1
Faculty of Foreign Languages	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Life and Natural Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Management	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty of Agriculture	0	0	0	0	0	1	0	1	0	1	1	0	0
TOTAL	**19**	**12**	**5**	**6**	**9**	**10**	**5**	**12**	**15**	**16**	**7**	**6**	**14**

Table A.3. Distribution of Faculties by Cities (continued)

FACULTY/CITY	ŞANLIURFA	ŞIRNAK	TEKİRDAĞ	TOKAT	TRABZON	TUNCELİ	UŞAK	VAN	YALOVA	YOZGAT	ZONGULDAK	TOTAL
Faculty of Computer and Informatics	0	0	0	0	0	0	0	0	0	0	0	2
Faculty of Maritime	0	0	0	0	1	0	0	1	0	0	1	16
Faculty of Languages, History and Geography	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Dentistry	0	0	0	1	1	0	1	1	0	0	1	50
Faculty of Natural Sciences, Architecture and Engineering	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Pharmacy	0	0	0	0	1	0	0	1	0	0	1	31
Faculty of Literature	0	0	0	0	1	1	0	1	0	0	0	28
Faculty of Education	1	0	0	1	1	0	1	1	0	1	1	91
Faculty of Electrical and Electronics	0	0	0	0	0	0	0	0	0	0	0	2
Faculty of Science	0	0	0	0	1	0	0	1	0	0	0	28
Faculty of Science and Letters	1	0	1	1	1	0	1	0	0	1	1	85
Faculty of Fine Arts	0	0	1	0	0	0	0	1	0	0	0	44
Faculty of Aeronautics and Astronautics	0	0	0	0	0	0	0	0	0	0	0	8
Faculty of Nursing	0	0	0	0	0	0	0	0	0	0	0	9
Faculty of Law	0	0	0	0	1	0	0	0	1	0	0	63
Faculty of Economics and Administrative Sciences	1	1	1	1	2	1	1	2	1	1	1	172
Faculty of Theology	1	1	1	1	1	0	1	1	1	1	1	83
Faculty of Communication	0	0	0	0	1	0	1	0	0	1	0	51
Faculty of Humanities	0	0	0	0	0	0	0	0	0	0	0	18
Faculty of Civil Engineering	0	0	0	0	0	0	0	0	0	0	0	3
Faculty of Chemistry and Metallurgy	0	0	0	0	0	0	0	0	0	0	0	2
Faculty of Culture and Social Sciences	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Mines	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Mechanical	0	0	0	0	0	0	0	0	0	0	0	2
Faculty of Architecture	0	0	0	0	1	0	1	1	0	0	0	53
Faculty of Engineering	1	1	1	1	1	1	1	0	1	0	1	118
Faculty of Engineering and Architecture	0	0	0	0	1	0	0	1	0	1	0	31
Faculty of Forestry	0	0	0	0	1	0	0	0	0	0	0	10
Faculty of Health Sciences	1	0	0	1	2	0	0	0	0	0	1	79
Faculty of Art and Design	0	0	0	0	0	0	0	0	1	0	0	19
Faculty of Political Sciences	0	0	0	0	0	0	0	0	0	0	0	10
Faculty of Social Sciences	0	0	0	0	0	0	0	0	0	0	0	7
Sports Science Faculty	0	0	0	0	0	0	0	0	0	0	0	8
Faculty of Fisheries	0	0	0	0	0	0	0	0	0	0	0	12
Faculty of Agricultural Sciences and Technologies	0	0	0	0	0	0	0	0	0	0	0	3
Faculty of Technology	0	0	0	0	1	0	0	0	0	0	0	19
Faculty of Textile Technologies and Design	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Basic Sciences	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Medicine	1	0	1	1	1	0	1	1	0	1	1	91
Faculty of Commercial Sciences	0	0	0	0	0	0	0	0	0	0	0	2
Faculty of Tourism	0	0	0	0	0	0	0	0	0	0	1	35
Faculty of Transport and Logistics	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Applied Sciences	1	0	0	0	0	0	0	0	0	0	0	7
Faculty of Veterinary Medicine	1	0	1	0	0	0	0	1	0	0	0	24
Faculty of Foreign Languages	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Life and Natural Sciences	0	0	0	0	0	0	0	0	0	0	0	1
Faculty of Management	0	0	0	0	0	0	0	0	0	0	0	2
Faculty of Agriculture	1	1	1	1	0	0	1	1	0	1	0	33
TOTAL	**10**	**4**	**8**	**9**	**20**	**3**	**10**	**15**	**5**	**8**	**11**	**1.360**

Table A.4. Distribution of Faculties by Regions

FACULTY/REGION	MEDITERRANEAN	SOUTHEASTERN	AEGEAN	EASTERN ANATOLIA	BLACK SEA	CENTRAL ANATOLIA	MARMARA	TOTAL
Faculty of Computer and Informatics	0	0	0	0	0	0	2	**2**
Faculty of Maritime	3	0	1	1	4	0	7	**16**
Faculty of Languages, History and Geography	0	0	0	0	0	1	0	**1**
Faculty of Dentistry	5	3	5	4	7	11	15	**50**
Faculty of Natural Sciences, Architecture and Engineering	0	0	0	0	0	0	1	**1**
Faculty of Pharmacy	2	2	1	5	2	7	12	**31**
Faculty of Literature	1	2	3	5	4	8	5	**28**
Faculty of Education	8	8	9	8	14	20	24	**91**
Faculty of Electrical and Electronics	0	0	0	0	0	0	2	**2**
Faculty of Science	1	1	4	4	3	11	4	**28**
Faculty of Science and Letters	8	6	7	8	13	16	27	**85**
Faculty of Fine Arts	4	3	4	2	4	12	15	**44**
Faculty of Aeronautics and Astronautics	0	1	0	0	1	3	3	**8**
Faculty of Nursing	1	0	3	1	0	1	3	**9**
Faculty of Law	5	3	4	3	2	16	30	**63**
Faculty of Economics and Administrative Sciences	17	12	20	15	18	32	58	**172**
Faculty of Theology	7	10	6	12	17	13	18	**83**
Faculty of Communication	4	2	6	3	6	10	20	**51**
Faculty of Humanities	1	0	1	2	1	2	11	**18**
Faculty of Civil Engineering	0	0	0	0	0	1	2	**3**
Faculty of Chemistry and Metallurgy	0	0	0	0	0	0	2	**2**
Faculty of Culture and Social Sciences	0	0	0	0	0	0	1	**1**
Faculty of Mines	0	0	0	0	0	0	1	**1**
Faculty of Mechanical	0	0	0	0	0	0	2	**2**
Faculty of Architecture	5	2	6	3	4	11	22	**53**
Faculty of Engineering	10	7	13	6	11	26	45	**118**
Faculty of Engineering and Architecture	3	4	1	6	4	6	7	**31**
Faculty of Forestry	2	0	0	0	4	1	3	**10**
Faculty of Health Sciences	4	4	8	6	12	18	27	**79**
Faculty of Art and Design	1	0	1	0	0	3	14	**19**
Faculty of Political Sciences	1	0	0	0	0	3	6	**10**
Faculty of Social Sciences	1	0	1	0	0	3	2	**7**
Sports Science Faculty	0	0	1	2	0	3	2	**8**
Faculty of Fisheries	4	0	3	2	2	0	1	**12**
Faculty of Agricultural Sciences and Technologies	0	1	0	0	0	2	0	**3**
Faculty of Technology	2	0	5	1	3	3	5	**19**
Faculty of Textile Technologies and Design	0	0	0	0	0	0	1	**1**
Faculty of Basic Sciences	0	0	0	0	0	0	1	**1**
Faculty of Medicine	7	5	12	6	12	19	30	**91**
Faculty of Commercial Sciences	0	0	0	0	0	1	1	**2**
Faculty of Tourism	6	1	6	2	6	9	5	**35**
Faculty of Transport and Logistics	0	0	0	0	0	0	1	**1**
Faculty of Applied Sciences	1	1	0	0	0	2	3	**7**
Faculty of Veterinary Medicine	3	3	2	5	1	6	4	**24**
Faculty of Foreign Languages	0	0	0	0	0	1	0	**1**
Faculty of Life and Natural Sciences	0	0	0	0	0	1	0	**1**
Faculty of Management	0	0	0	0	0	1	1	**2**
Faculty of Agriculture	5	4	3	5	5	6	5	**33**
TOTAL	**122**	**85**	**136**	**117**	**160**	**289**	**451**	**1.360**

Table A.5. Number of University Student by Cities

CITY	STUDENTS ARE STUDYING FORMAL EDUCATION IN 2017-2018 EDUCATION PERIOD		
	FEMALE	MALE	TOTAL
ADANA	25.861	34.151	60.012
ADIYAMAN	9.317	11.357	20.674
AFYONKARAHİSAR	21.014	26.275	47.289
AĞRI	5.306	6.386	11.692
AKSARAY	10.281	13.166	23.447
AMASYA	8.357	10.021	18.378
ANKARA	152.550	152.020	304.570
ANTALYA	33.843	51.338	85.181
ARDAHAN	2.297	3.120	5.417
ARTVİN	4.648	5.410	10.058
AYDIN	26.827	28.981	55.808
BALIKESİR	21.164	28.442	49.606
BARTIN	7.097	8.880	15.977
BATMAN	4.634	8.689	13.323
BAYBURT	5.019	5.741	10.760
BİLECİK	7.501	10.313	17.814
BİNGÖL	6.577	8.629	15.206
BİTLİS	3.751	5.362	9.113
BOLU	16.436	16.243	32.679
BURDUR	14.498	17.074	31.572
BURSA	36.181	42.273	78.454
ÇANAKKALE	23.344	26.796	50.140
ÇANKIRI	6.305	8.157	14.462
ÇORUM	7.658	10.609	18.267
DENİZLİ	28.310	32.782	61.092
DİYARBAKIR	13.731	19.418	33.149
DÜZCE	11.865	17.765	29.630
EDİRNE	21.341	25.715	47.056
ELAZIĞ	17.243	28.061	45.304
ERZİNCAN	10.440	12.879	23.319
ERZURUM	35.813	39.500	75.313
ESKİŞEHİR	30.634	36.165	66.799
GAZİANTEP	27.881	35.307	63.188
GİRESUN	14.842	15.721	30.563
GÜMÜŞHANE	8.199	10.509	18.708
HAKKARİ	845	1.200	2.045
HATAY	14.236	25.144	39.380
IĞDIR	2.661	3.611	6.272
ISPARTA	35.683	49.633	85.316
İSTANBUL	358.863	397.911	756.774

Table A.5. Number of University Student by Cities (continued)

CITY	STUDENTS ARE STUDYING FORMAL EDUCATION IN 2017-2018 EDUCATION PERIOD		
	FEMALE	MALE	TOTAL
İZMİR	83.218	99.926	183.144
KAHRAMANMARAŞ	15.415	22.587	38.002
KARABÜK	19.122	30.630	49.752
KARAMAN	7.735	7.448	15.183
KARS	8.994	11.395	20.389
KASTAMONU	12.780	16.542	29.322
KAYSERİ	31.251	39.613	70.864
KIRIKKALE	16.909	21.717	38.626
KIRKLARELİ	12.320	14.225	26.545
KIRŞEHİR	9.592	10.497	20.089
KİLİS	4.313	3.944	8.257
KOCAELİ	34.510	55.994	90.504
KONYA	59.732	76.151	135.883
KÜTAHYA	24.153	32.754	56.907
MALATYA	22.795	24.431	47.226
MANİSA	22.962	30.344	53.306
MARDİN	4.338	5.401	9.739
MERSİN	25.217	35.149	60.366
MUĞLA	19.373	27.683	47.056
MUŞ	3.900	4.744	8.644
NEVŞEHİR	11.467	10.942	22.409
NİĞDE	12.329	16.148	28.477
ORDU	9.003	12.153	21.156
OSMANİYE	4.857	9.364	14.221
RİZE	9.146	11.291	20.437
SAKARYA	33.337	46.851	80.188
SAMSUN	27.865	30.431	58.296
SİİRT	5.282	7.242	12.524
SİNOP	4.770	5.623	10.393
SİVAS	26.934	30.465	57.399
ŞANLIURFA	10.453	14.540	24.993
ŞIRNAK	798	1.794	2.592
TEKİRDAĞ	13.332	21.386	34.718
TOKAT	15.499	18.965	34.464
TRABZON	30.839	36.511	67.350
TUNCELİ	2.554	3.706	6.260
UŞAK	14.943	18.124	33.067
VAN	10.761	16.819	27.580
YALOVA	6.821	8.143	14.964
YOZGAT	7.789	10.099	17.888
ZONGULDAK	16.631	19.128	35.759
TOTAL	**1.807.092**	**2.211.654**	**4.018.746**

Table A.6. Number of University Student by Regions

CITY	STUDENTS ARE STUDYING FORMAL EDUCATION IN 2017-2018 EDUCATION PERIOD		
	FEMALE	**MALE**	**TOTAL**
MEDITERRANEAN	169.610	244.440	414.050
SOUTHEASTERN ANATOLIA	81.592	108.892	190.484
AEGEAN	240.800	296.869	537.669
EASTERN ANATOLIA	133.092	168.643	301.735
BLACK SEA	217.911	264.408	482.319
CENTRAL ANATOLIA	383.508	432.588	816.096
MARMARA	580.579	695.814	1.276.393
TOTAL	**1.807.092**	**2.211.654**	**4.018.746**

Table A.7. Number of Dorms, Capacities and Applications by Cities

CITY	NUMBER OF DORMS	CAPACITY			APPLICATION		
		FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
ADANA	8	4.302	3.247	**7.549**	2.584	2.038	**4.622**
ADIYAMAN	6	4.426	3.046	**7.472**	1.712	1.374	**3.086**
AFYONKARAHİSAR	18	9.646	4.515	**14.161**	3.972	2.519	**6.491**
AĞRI	6	3.305	2.463	**5.768**	1.236	1.303	**2.539**
AKSARAY	10	6.175	3.130	**9.305**	1.994	1.697	**3.691**
AMASYA	6	2.350	2.062	**4.412**	1.805	1.069	**2.874**
ANKARA	31	18.772	8.294	**27.066**	12.420	7.859	**20.279**
ANTALYA	11	6.129	6.050	**12.179**	4.314	5.354	**9.668**
ARDAHAN	5	1.823	1.256	**3.079**	570	594	**1.164**
ARTVİN	8	1.796	1.151	**2.947**	1.224	776	**2.000**
AYDIN	14	4.705	2.865	**7.570**	3.809	3.029	**6.838**
BALIKESİR	12	4.687	2.143	**6.830**	2.310	2.197	**4.507**
BARTIN	4	3.546	907	**4.453**	1.723	1.111	**2.834**
BATMAN	3	1.820	1.062	**2.882**	808	1.017	**1.825**
BAYBURT	4	2.004	1.383	**3.387**	1.321	1.249	**2.570**
BİLECİK	5	2.070	892	**2.962**	1.010	854	**1.864**
BİNGÖL	5	2.746	1.874	**4.620**	1.540	1.121	**2.661**
BİTLİS	6	1.756	783	**2.539**	923	769	**1.692**
BOLU	10	6.519	3.583	**10.102**	3.609	2.307	**5.916**
BURDUR	7	2.803	2.304	**5.107**	2.988	2.339	**5.327**
BURSA	11	5.020	3.020	**8.040**	3.028	2.823	**5.851**
ÇANAKKALE	10	5.349	2.706	**8.055**	3.060	2.080	**5.140**
ÇANKIRI	4	2.928	1.996	**4.924**	1.164	1.208	**2.372**
ÇORUM	7	3.885	2.133	**6.018**	1.404	985	**2.389**
DENİZLİ	12	5.905	3.179	**9.084**	3.456	2.765	**6.221**
DİYARBAKIR	5	4.530	3.034	**7.564**	1.153	1.481	**2.634**
DÜZCE	14	7.144	3.906	**11.050**	2.198	2.255	**4.453**
EDİRNE	11	5.185	2.639	**7.824**	2.810	1.988	**4.798**
ELAZIĞ	7	3.512	4.190	**7.702**	1.976	2.845	**4.821**
ERZİNCAN	11	5.493	4.161	**9.654**	2.521	2.113	**4.634**
ERZURUM	20	13.229	8.351	**21.580**	5.237	4.514	**9.751**
ESKİŞEHİR	13	5.804	3.219	**9.023**	3.299	3.378	**6.677**
GAZİANTEP	9	7.182	4.381	**11.563**	3.341	2.786	**6.127**
GİRESUN	11	5.448	2.119	**7.567**	3.470	1.759	**5.229**
GÜMÜŞHANE	9	3.168	1.621	**4.789**	2.474	1.942	**4.416**
HAKKARİ	2	378	378	**756**	165	188	**353**
HATAY	11	4.785	2.588	**7.373**	1.997	2.060	**4.057**
IĞDIR	3	1.425	727	**2.152**	702	609	**1.311**
ISPARTA	13	10.080	5.675	**15.755**	5.414	4.463	**9.877**
İSTANBUL	22	11.762	12.163	**23.925**	14.831	15.407	**30.238**

Table A.7. Number of Dorms and Capacities by Cities (continued)

CITY	NUMBER OF DORMS	CAPACITY			APPLICATION		
		FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
İZMİR	19	10.529	5.557	16.086	6.447	6.369	12.816
KAHRAMANMARAŞ	9	5.769	1.810	7.579	2.453	1.499	3.952
KARABÜK	9	5.599	4.910	10.509	3.674	3.192	6.866
KARAMAN	6	4.390	2.132	6.522	1.515	988	2.503
KARS	10	5.704	2.814	8.518	2.359	1.852	4.211
KASTAMONU	7	4.462	2.928	7.390	1.962	1.421	3.383
KAYSERİ	12	6.119	3.721	9.840	3.571	3.086	6.657
KIRIKKALE	7	5.400	2.210	7.610	2.844	2.006	4.850
KIRKLARELİ	8	4.934	3.110	8.044	1.627	1.288	2.915
KIRŞEHİR	9	5.380	2.484	7.864	1.974	1.274	3.248
KİLİS	8	2.791	1.508	4.299	1.045	822	1.867
KOCAELİ	16	7.549	7.260	14.809	4.092	4.822	8.914
KONYA	28	13.816	12.381	26.197	8.258	6.689	14.947
KÜTAHYA	12	6.405	3.736	10.141	3.654	2.907	6.561
MALATYA	8	6.883	2.919	9.802	2.463	2.047	4.510
MANİSA	18	5.706	3.627	9.333	3.421	3.034	6.455
MARDİN	4	1.807	1.037	2.844	1.295	627	1.922
MERSİN	8	4.704	2.195	6.899	3.069	2.299	5.368
MUĞLA	6	4.081	2.302	6.383	2.544	2.747	5.291
MUŞ	5	2.365	956	3.321	834	576	1.410
NEVŞEHİR	10	4.925	1.583	6.508	2.777	1.450	4.227
NİĞDE	10	6.810	3.681	10.491	2.441	2.125	4.566
ORDU	7	2.813	1.533	4.346	1.664	1.304	2.968
OSMANİYE	3	1.210	952	2.162	934	868	1.802
RİZE	10	3.654	2.000	5.654	1.686	1.281	2.967
SAKARYA	12	7.205	5.101	12.306	4.141	3.981	8.122
SAMSUN	17	9.113	4.024	13.137	4.004	2.784	6.788
SİİRT	5	2.610	2.054	4.664	1.377	1.293	2.670
SİNOP	5	2.439	968	3.407	1.508	817	2.325
SİVAS	16	11.782	5.972	17.754	5.777	3.227	9.004
ŞANLIURFA	6	2.526	1.368	3.894	1.105	989	2.094
ŞIRNAK	2	448	571	1.019	134	318	452
TEKİRDAĞ	8	2.991	2.818	5.809	1.517	1.611	3.128
TOKAT	15	6.010	3.461	9.471	2.984	2.469	5.453
TRABZON	18	8.535	5.619	14.154	4.533	3.688	8.221
TUNCELİ	3	1.263	753	2.016	547	483	1.030
UŞAK	4	4.518	3.372	7.890	2.389	2.318	4.707
VAN	11	4.627	4.809	9.436	1.781	2.173	3.954
YALOVA	3	812	568	1.380	1.003	693	1.696
YOZGAT	9	4.680	2.979	7.659	2.569	1.594	4.163
ZONGULDAK	10	5.052	2.986	8.038	3.561	2.376	5.937
KIBRIS	4	2.995	2.096	5.091	1.924	1.996	3.920
TOTAL	781	415.003	254.061	669.064	225.029	187.608	412.637

Table A.8. Distances between Cities

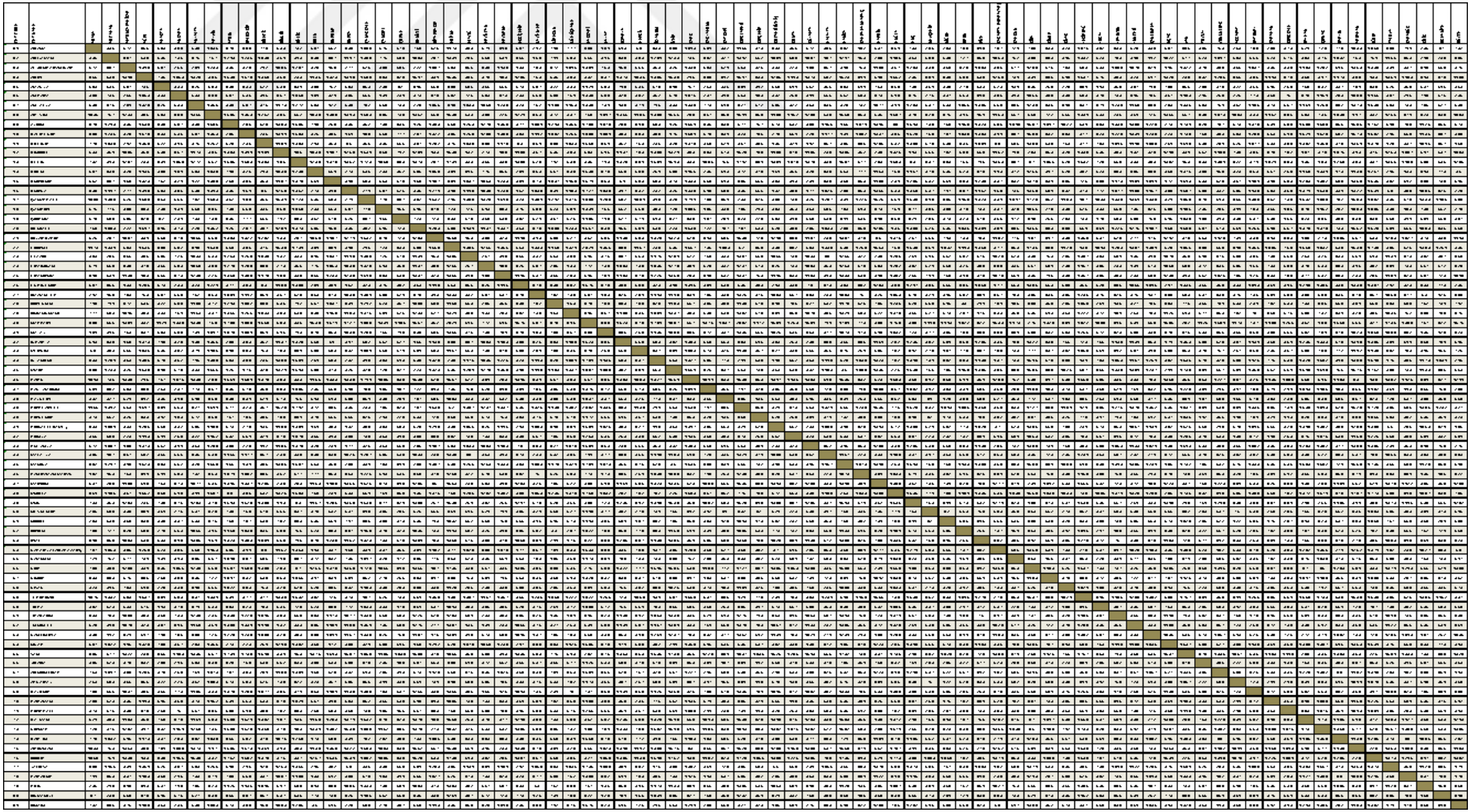


Table A.9. Sample of All Variables

V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12	V13	V14	V15	V16
Hometown City	Hometown City Type	Hometown Region	Hometown District Type	University City	University City Type	University Region	University District Type	Distance	Gender	Age	Age Groups	Income	Income Groups	Marital Status	Marital Status of Parents
Van	Metropol	Eastern Anatolia	Center	Ankara	Metropol	Central Anatolia	Center	1.215,00	Female	24	Over 21	1.404,06 TL	Between 1.000-2.000	Single	Married
Konya	Metropol	Central Anatolia	Outer	Düzce	Medium	Marmara	Center	593,21	Female	20	20	0,00 TL	No income	Single	Married
Eskişehir	Metropol	Central Anatolia	Center	Kütahya	Medium	Aegean	Center	78,73	Female	20	20	0,00 TL	No income	Single	Married
Burdur	Small	Mediterranean	Center	Ankara	Metropol	Central Anatolia	Outer	424,01	Female	19	19	1.786,72 TL	Between 1.000-2.000	Single	Married
Muş	Medium	Eastern Anatolia	Outer	Van	Metropol	Eastern Anatolia	Center	198,89	Male	23	Over 21	1.014,91 TL	Between 1.000-2.000	Single	Married
Kahramanmaraş	Metropol	Mediterranean	Outer	Gaziantep	Metropol	Southeastern Anatolia	Center	73,72	Female	19	19	0,00 TL	No income	Single	Married
Karaman	Small	Central Anatolia	Center	Trabzon	Metropol	Black Sea	Center	882,67	Female	18	18	2.603,16 TL	Between 2.000-3.000	Single	Married
İstanbul	Metropol	Marmara	Center	Kocaeli	Metropol	Marmara	Center	112,63	Female	20	20	1.712,86 TL	Between 1.000-2.000	Single	Married
Bitlis	Small	Eastern Anatolia	Outer	Elazığ	Medium	Eastern Anatolia	Center	370,23	Male	22	Over 21	0,00 TL	No income	Single	Married
Kahramanmaraş	Metropol	Mediterranean	Center	Erzincan	Small	Eastern Anatolia	Center	584,01	Male	20	20	0,00 TL	No income	Single	Married
Mersin	Metropol	Mediterranean	Center	Denizli	Metropol	Aegean	Center	694,26	Male	20	20	1.914,20 TL	Between 1.000-2.000	Single	Married
Manisa	Metropol	Aegean	Outer	Edirne	Medium	Marmara	Outer	587,29	Female	19	19	0,00 TL	No income	Single	Married
Gaziantep	Metropol	Southeastern Anatolia	Center	Nevşehir	Small	Central Anatolia	Outer	408,08	Female	20	20	0,00 TL	No income	Single	Married
Bitlis	Small	Eastern Anatolia	Outer	Afyonkarahisar	Medium	Aegean	Outer	1.301,12	Male	20	20	1.404,06 TL	Between 1.000-2.000	Single	Married
Kocaeli	Metropol	Marmara	Center	Manisa	Metropol	Aegean	Center	411,26	Male	20	20	2.927,57 TL	Between 2.000-3.000	Single	Married
Diyarbakır	Metropol	Southeastern Anatolia	Center	İstanbul	Metropol	Marmara	Center	1.331,66	Male	21	21	452,03 TL	Between 0-1.000	Single	Married
Kocaeli	Metropol	Marmara	Outer	Sakarya	Metropol	Marmara	Outer	117,80	Male	25	Over 21	856,03 TL	Between 0-1.000	Single	Married
Adana	Metropol	Mediterranean	Center	Ankara	Metropol	Central Anatolia	Center	492,44	Male	18	18	1.602,64 TL	Between 1.000-2.000	Single	Married
Ağrı	Medium	Eastern Anatolia	Outer	Erzincan	Small	Eastern Anatolia	Center	417,40	Female	19	19	0,00 TL	No income	Single	Married

Table A.9. Sample of All Variables (continued)

V17	V18	V19	V20	V21	V22	V23	V24	V25	V26	V27	V28	V29	V30	V31	V32
Vital Status of Parents	Disability of Parents	# of Sibling That Study	Base Score	Base Percentage	Base Percentage Group	Score Type	Duration of University	Duration of University Group	# of Motor Vehicles	# of Houses	# of offices	# of Lands	University	Faculty	Department
Both Alive	Not Disabled	3	339,89	39,31%	Between %30-%40	Mf3	4	4 Year And Over	0	0	0	0	Gazi Üniversitesi	Sağlık Bilimleri Fakült	Hemşirelik Pr.
Both Alive	Not Disabled	1	303,22	45,85%	Between %40-%50	Tm3	4	4 Year And Over	0	0	0	0	Düzce Üniversitesi	İşletme Fakültesi	Uluslararası İlişkiler F
Both Alive	Not Disabled	1	392,83	29,85%	Between %20-%30	Ts1	4	4 Year And Over	1	5	0	0	Dumlupınar Üniver	Eğitim Fakültesi	Okul Öncesi Öğretme
Both Alive	Not Disabled	1	307,08	45,16%	Between %40-%50	Mf4	4	4 Year And Over	1	1	0	0	Gazi Üniversitesi	Teknoloji Fakültesi	Endüstriyel Tasarım I
Both Alive	Not Disabled	1	229,50	59,02%	Between %50-%60	Ygs1	2	2 Year	2	0	0	1	Yüzüncü Yıl Ünive	Van Sağlık Hizmetleri	Tıbbi Görüntüleme T
Both Alive	Not Disabled	3	262,81	53,07%	Between %50-%60	Ygs3	2	2 Year	3	1	0	0	Gaziantep Univers	Sağlık Hizmetleri Mes	Tıbbi Dokümantasyo
Both Alive	Not Disabled	2	226,72	59,51%	Between %50-%60	Mf2	4	4 Year And Over	1	1	0	0	Karadeniz Teknik	Fen Fakültesi	Fizik Pr.
Both Alive	Not Disabled	1	364,27	34,95%	Between %30-%40	Ygs2	4	4 Year And Over	1	6	0	1	Kocaeli Üniversites	Kocaeli Sağlık Yüksek	Hemşirelik Pr.
Both Alive	Not Disabled	0	245,67	56,13%	Between %50-%60	Mf4	4	4 Year And Over	0	0	0	0	Fırat Üniversitesi	Teknoloji Fakültesi	Otomotiv Mühendisli
Both Alive	Not Disabled	1	409,71	26,84%	Between %20-%30	Tm3	4	4 Year And Over	1	1	0	0	Erzincan Üniversite	Hukuk Fakültesi	Hukuk Pr.
Both Alive	Not Disabled	0	325,96	41,79%	Between %40-%50	Ts1	4	4 Year And Over	1	0	0	0	Pamukkale Univers	Fen-Edebiyat Fakülte	Coğrafya Pr.
Both Alive	Not Disabled	3	231,10	58,73%	Between %50-%60	Ygs6	4	4 Year And Over	0	0	1	0	Trakya Üniversites	Uzunköprü Uygulama	Bankacılık Ve Sigorta
Both Alive	Not Disabled	0	177,71	68,27%	Between %60-%70 Arasi	Ygs2	2	2 Year	1	1	0	1	Kapadokya Üniver	Kapadokya Meslek Y	Fizyoterapi Pr. (Ücre
Both Alive	Not Disabled	2	232,45	58,49%	Between %50-%60	Ygs6	4	4 Year And Over	0	2	0	0	Afyon Kocatepe Ü	Bolvadin Uygulamalı	Lojistik Yönetimi Pr.
Both Alive	Not Disabled	0	223,12	60,16%	Between %60-%70 Arasi	Tm1	4	4 Year And Over	0	0	0	1	Manisa Celâl Baya	İktisadi Ve İdari Bilim	İşletme Pr. (İö)
At Least One Dead	Not Disabled	2	185,34	66,90%	Between %60-%70 Arasi	Ygs2	2	2 Year	0	1	0	1	Biruni Üniversitesi	Meslek Yüksekokulu	Anestezi Pr. (İö) (%2
Both Alive	Not Disabled	0	345,30	38,34%	Between %30-%40	Mf1	4	4 Year And Over	0	1	0	2	Sakarya Üniversite	Eğitim Fakültesi	İlköğretim Matematik
Both Alive	Not Disabled	2	246,86	55,92%	Between %50-%60	Mf4	4	4 Year And Over	3	2	1	5	Gazi Üniversitesi	Teknoloji Fakültesi	Ağaç İşleri Endüstri M
Both Alive	Not Disabled	5	172,87	69,13%	Between %60-%70 Arasi	Ygs1	2	2 Year	0	1	0	0	Erzincan Üniversite	Meslek Yüksekokulu	Harita Ve Kadastro P

Table A.10. Summary Statistics of Qualitative Variables

Variable	Groups	Female	Male	Total
Hometown City Type	Small City	5,23%	4,14%	9,37%
	Medium City	9,65%	7,74%	17,38%
	Metropol	39,82%	33,43%	73,24%
Hometown Region	Aegean	6,35%	4,51%	10,86%
	Black Sea	7,11%	5,10%	12,21%
	Central Anatolia	9,10%	7,19%	16,29%
	Eastern Anatolia	4,47%	4,73%	9,20%
	Marmara	11,02%	9,36%	20,38%
	Mediterranean	9,27%	7,02%	16,29%
	Southeastern Anatolia	7,38%	7,39%	14,77%
Hometown District Type	Central District	27,48%	23,74%	51,22%
	Outer District	27,22%	21,56%	48,78%
Ages	Under 18	0,46%	0,23%	0,69%
	18	13,37%	9,33%	22,70%
	19	18,60%	14,28%	32,89%
	20	11,21%	9,66%	20,86%
	21	5,30%	5,14%	10,44%
	Over 21	5,76%	6,65%	12,41%

Variable	Groups	Female	Male	Total
Marital Status*	Single	54,59%	45,24%	99,83%
	Married	0,11%	0,06%	0,17%
Marital Status of Parents	Married	51,98%	43,40%	95,38%
	Single	2,72%	1,90%	4,62%
Vital Status of Parents	Both Mother and Father Alive	52,01%	42,96%	94,98%
	At Least One Dead	2,69%	2,34%	5,02%
Disability of Parents	Not Disabled	53,84%	44,59%	98,43%
	At Least One Disabled	0,86%	0,71%	1,57%
Duration of University	2 Years	14,64%	12,38%	27,03%
	4 Years and Above	40,06%	32,92%	72,97%
Score Percentages	Under %10	0,08%	0,12%	0,20%
	Between %10-19,99	1,40%	1,43%	2,83%
	Between %20-29,99	4,54%	3,43%	7,97%
	Between %30-39,99	9,08%	5,98%	15,07%
	Between %40-49,99	12,14%	9,15%	21,29%
	Between %50-59,99	16,68%	13,89%	30,58%
	Over %60	10,77%	11,29%	22,05%
Incomes	No Income	9,99%	8,80%	18,79%
	Between 0-999,99 TL	4,73%	4,13%	8,86%
	Between 1.000-1.999,99 TL	23,15%	18,48%	41,63%
	Between 2.000-2.999,99 TL	9,07%	7,39%	16,46%
	Between 3.000-3.999,99 TL	3,97%	3,25%	7,22%
	Between 4.000-4.999,99 TL	1,74%	1,47%	3,22%
	Over 5.000 TL	2,05%	1,78%	3,83%

* Marital Status is excluded from analysis

APPENDIX B – CHI-SQUARE TABLES OF DESCRIPTIVES

Table B.1. Hometown City Type X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,902[a]	2	,142
Likelihood Ratio	3,900	2	,142
Linear-by-Linear Association	2,784	1	,095
N of Valid Cases	45853		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 2345,50.			

Table B.2. Hometown City Type X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66,822a	2	,000
Likelihood Ratio	66,897	2	,000
Linear-by-Linear Association	61,856	1	,000
N of Valid Cases	326723		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 13475,44.			

Table B.3. Hometown City Type X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46,738[a]	2	,000
Likelihood Ratio	46,778	2	,000
Linear-by-Linear Association	43,797	1	,000
N of Valid Cases	372576		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 15817,52.			

Table B.4. Hometown Region X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	762,492[a]	6	,000
Likelihood Ratio	761,888	6	,000
Linear-by-Linear Association	585,633	1	,000
N of Valid Cases	45853		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 1727,73.			

Table B.5. Hometown Region X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1276,142[a]	6	,000
Likelihood Ratio	1275,795	6	,000
Linear-by-Linear Association	234,382	1	,000
N of Valid Cases	326723		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 13803,06.			

Table B.6. Hometown Region X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1647,489[a]	6	,000
Likelihood Ratio	1645,566	6	,000
Linear-by-Linear Association	517,722	1	,000
N of Valid Cases	372576		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 15532,57.			

Table B.7. Hometown District Type X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5,139[a]	1	,023		
Continuity Correction[b]	5,096	1	,024		
Likelihood Ratio	5,140	1	,023		
Fisher's Exact Test				,024	,012
Linear-by-Linear Association	5,139	1	,023		
N of Valid Cases	45853				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 9509,39.					
b. Computed only for a 2x2 table					

Table B.8. Hometown District Type X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	172,351[a]	1	,000		
Continuity Correction[b]	172,259	1	,000		
Likelihood Ratio	172,374	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	172,350	1	,000		
N of Valid Cases	326723				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 72817,33.					

Table B.9. Hometown District Type X Gender Chi-Square Analysis **(All cities Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	172,371[a]	1	,000		
Continuity Correction[b]	172,284	1	,000		
Likelihood Ratio	172,396	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	172,370	1	,000		
N of Valid Cases	372576				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 82332,99.					
b. Computed only for a 2x2 table					

Table B.10. Age Groups X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	434,983[a]	5	,000
Likelihood Ratio	434,101	5	,000
Linear-by-Linear Association	398,587	1	,000
N of Valid Cases	45853		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 105,93.			

Table B.11. Age Groups X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2075,202a	5	,000
Likelihood Ratio	2076,284	5	,000
Linear-by-Linear Association	2035,717	1	,000
N of Valid Cases	326723		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 1068,84.			

Table B.12. Age Groups X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2476,780[a]	5	,000
Likelihood Ratio	2476,453	5	,000
Linear-by-Linear Association	2426,272	1	,000
N of Valid Cases	372576		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 1175,12.			

Table B.13. Marital Status of Parents X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	52,147a	1	,000		
Continuity Correction[b]	51,846	1	,000		
Likelihood Ratio	52,730	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	52,146	1	,000		
N of Valid Cases	45853				

Table B.14. Marital Status of Parents X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	82,710a	1	,000		
Continuity Correction[b]	82,557	1	,000		
Likelihood Ratio	83,151	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	82,710	1	,000		
N of Valid Cases	326723				

Table B.15. Marital Status of Parents X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	123,658[a]	1	,000		
Continuity Correction[b]	123,484	1	,000		
Likelihood Ratio	124,413	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	123,658	1	,000		
N of Valid Cases	372576				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 7804,56.					
b. Computed only for a 2x2 table					

Table B.16. Vital Status of Parents X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4,199[a]	1	,040		
Continuity Correction[b]	4,112	1	,043		
Likelihood Ratio	4,191	1	,041		
Fisher's Exact Test				,041	,021
Linear-by-Linear Association	4,199	1	,040		
N of Valid Cases	45853				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 1048,33.					
b. Computed only for a 2x2 table					

Table B.17. Vital Status of Parents X Gender Chi-Square Analysis **(Other Citites)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8,727[a]	1	,003		
Continuity Correction[b]	8,680	1	,003		
Likelihood Ratio	8,716	1	,003		
Fisher's Exact Test				,003	,002
Linear-by-Linear Association	8,727	1	,003		
N of Valid Cases	326723				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 7429,39.					
b. Computed only for a 2x2 table					

Table B.18. Vital Status of Parents X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12,142[a]	1	,000		
Continuity Correction[b]	12,090	1	,001		
Likelihood Ratio	12,126	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	12,142	1	,000		
N of Valid Cases	372576				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 8477,75.					
b. Computed only for a 2x2 table					

Table B.19. Disability of Parents X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,262a	1	,609		
Continuity Correction[b]	,225	1	,635		
Likelihood Ratio	,262	1	,609		
Fisher's Exact Test				,621	,318
Linear-by-Linear Association	,262	1	,609		
N of Valid Cases	45853				

Table B.20. Disability of Parent X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,000[a]	1	,992		
Continuity Correction[b]	,000	1	1,000		
Likelihood Ratio	,000	1	,992		
Fisher's Exact Test				1,000	,502
Linear-by-Linear Association	,000	1	,992		
N of Valid Cases	326723				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 2328,64.					
b. Computed only for a 2x2 table					

Table B.21. Disability of Parent X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,035[a]	1	,852		
Continuity Correction[b]	,030	1	,863		
Likelihood Ratio	,035	1	,852		
Fisher's Exact Test				,853	,431
Linear-by-Linear Association	,035	1	,852		
N of Valid Cases	372576				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 2651,96.					
b. Computed only for a 2x2 table					

Table B.22. Duration of University X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	55,143[a]	1	,000		
Continuity Correction[b]	54,975	1	,000		
Likelihood Ratio	55,024	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	55,142	1	,000		
N of Valid Cases	45853				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 4572,74.					
b. Computed only for a 2x2 table					

Table B.23. Duration of University X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,586[a]	1	,108		
Continuity Correction[b]	2,573	1	,109		
Likelihood Ratio	2,585	1	,108		
Fisher's Exact Test				,108	,054
Linear-by-Linear Association	2,586	1	,108		
N of Valid Cases	326723				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 41033,14.					
b. Computed only for a 2x2 table					

Table B.24. Duration of University X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14,990[a]	1	,000		
Continuity Correction[b]	14,961	1	,000		
Likelihood Ratio	14,984	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	14,990	1	,000		
N of Valid Cases	372576				
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 45615,57.					
b. Computed only for a 2x2 table					

Table B.25. Percentage Group X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	426,013[a]	6	,000
Likelihood Ratio	427,363	6	,000
Linear-by-Linear Association	8,720	1	,003
N of Valid Cases	45853		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 344,27.			

Table B.26. Percentage Group X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2065,996[a]	6	,000
Likelihood Ratio	2068,725	6	,000
Linear-by-Linear Association	1302,463	1	,000
N of Valid Cases	326723		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 405,91.			

Table B.27. Percentage Group X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2273,396[a]	6	,000
Likelihood Ratio	2274,104	6	,000
Linear-by-Linear Association	883,418	1	,000
N of Valid Cases	372576		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 341,57.			

Table B.28. Income Groups X Gender Chi-Square Analysis **(Istanbul and Ankara)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	191,749a	6	,000
Likelihood Ratio	191,420	6	,000
Linear-by-Linear Association	125,866	1	,000
N of Valid Cases	45853		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 5427,59.			

Table B.29. Income Groups X Gender Chi-Square Analysis **(Other Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	125,520a	6	,000
Likelihood Ratio	125,503	6	,000
Linear-by-Linear Association	,437	1	,000
N of Valid Cases	326723		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 4536,46.			

Table B.30. Income Groups X Gender Chi-Square Analysis **(All Cities)**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	156,320[a]	6	,000
Likelihood Ratio	156,221	6	,000
Linear-by-Linear Association	20,970	1	,000
N of Valid Cases	372576		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 5427,59.			

APPENDIX C – RESULTS OF REGRESSION ANALYSIS

Table C.1. Collinearity statistics of the variables for Multiple Linear Regression for Ankara-İstanbul

Variables in the model	Ankara-İstanbul			
	Tolerance	**VIF**	**Eigenvalue**	**Condition Index**
Gender (reference : Male)				
Female	0,973	1,028	1,276	2,545
Age	0,915	1,093	1,057	2,796
Income	0,897	1,115	1,017	2,851
Marital Status of Parents (reference : married)				
Divorced or Widowed	0,981	1,019	1,013	2,856
Vital Status of Parents (reference : alive)				
At least one Dead	0,964	1,038	1,002	2,872
Disability of Parents (reference : not disabled)				
At least one Disabled	0,998	1,002	0,977	2,909
Score Percentage Groups	0,463	2,160	0,957	2,939
Duration of University	0,466	2,144	0,886	3,054
# of Sibling that Study	0,875	1,143	0,752	3,314
Hometown City Type (reference : small cities)				
Metropol	0,394	2,536	0,481	4,143
Medium	0,436	2,294	0,442	4,326
Hometown District Type (reference : upstate)				
City Center	0,954	1,049	0,364	4,766
Hometown Region (reference : Southeastearn Anatolia)				
Aegean	0,585	1,710	0,181	6,766
Central Anatolia	0,532	1,878	0,132	7,909
Black Sea	0,507	1,974	0,110	8,688
Eastern Anatolia	0,676	1,478	0,071	10,823
Marmara	0,460	2,176	0,014	23,899
Mediterranean	0,506	1,975	0,003	50,578

Table C.2. Model summary and DW Test of Multiple Linear Regression for Ankara-İstanbul

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,838	,702	,702	226,13019775346	,702	6011,028	18	45834	,000	1,979

Predictors: (Constant), Dmdti, Pdi, Dfi, Pvi, dcci, Pmi, Dui, Nsi, Dmedi, Deani, Ai, Daegi, Incig, Dcani, Dbsi, Spig, Dmari, Dmi

b. Dependent Variable: Ydi

Table C.3. ANOVA table of Multiple Linear Regression Analysis for Ankara-İstanbul

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5532715780,177	18	307373098,899	6011,028	,000[b]
	Residual	2343715463,645	45834	51134,866		
	Total	7876431243,823	45852			

a. Dependent Variable: Ydi

b. Predictors: (Constant), Dmdti, Pdi, Dfi, Pvi, dcci, Pmi, Dui, Nsi, Dmedi, Deani, Ai, Daegi, Incig, Dcani, Dbsi, Spig, Dmari, Dmi

Table C.4. Collinearity statistics of the variables for Multiple Linear Regression for other cities

Variables in the model	Other Cities			
	Tolerance	**VIF**	**Eigenvalue**	**Condition Index**
Gender (reference : Male)				
Female	,981	1,019	1,298	2,915
Age	,941	1,063	1,031	3,271
Income	,898	1,113	1,025	3,280
Marital Status of Parents (reference : married)				
Divorced or Widowed	,986	1,014	1,000	3,320
Vital Status of Parents (reference : alive)				
At least one Dead	,970	1,031	1,000	3,321
Disability of Parents (reference : not disabled)				
At least one Disabled	,998	1,002	,748	3,840
Score Percentage Groups	,596	1,678	,490	4,743
Duration of University	,597	1,675	,427	5,085
# of Sibling that Study	,866	1,155	,386	5,344
Hometown City Type (reference : small cities)				
Metropol	,366	2,735	,161	8,275
Medium	,407	2,456	,117	9,713
Hometown District Type (reference : upstate)				
City Center	,903	1,107	,098	10,596
Hometown Region (reference : Southeastearn Anatolia)				
Aegean	,571	1,752	,072	12,366
Central Anatolia	,504	1,983	,049	14,953
Black Sea	,560	1,787	,036	17,559
Eastern Anatolia	,647	1,545	,018	24,925
Marmara	,448	2,232	,011	31,960
Mediterranean	,519	1,926	,002	68,585

Table C.5. Model summary and DW Test of Multiple Linear Regression for other cities

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,244[a]	,060	,060	354,30608998068	,060	1153,819	18	326704	,000	1,999

Predictors: (Constant), Dmdti, Pvi, Pdi, Dfi, Dui, Pmi, Dmedi, Ai, Nsi, dcci, Deani, Daegi, Incig, Dcani, Dbsi, Spig, Dmari, Dmi

b. Dependent Variable: Ydi

Table C.6. ANOVA table of Multiple Linear Regression Analysis for other cities

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2607158436,742	18	144842135,375	1153,819	,000[b]
	Residual	41012069654,551	326704	125532,805		
	Total	43619228091,293	326722			

a. Dependent Variable: Ydi

b. Predictors: (Constant), Dmdti, Pvi, Pdi, Dfi, Dui, Pmi, Dmedi, Ai, Nsi, dcci, Deani, Daegi, Incig, Dcani, Dbsi, Spig, Dmari, Dmi

Table C.7. Collinearity statistics of the variables for Multiple Linear Regression for all cities

Variables in the model	All Cities			
	Tolerance	**VIF**	**Eigenvalue**	**Condition Index**
Gender (reference : Male)				
Female	0,984	1,017	1,289	2,926
Age	0,939	1,065	1,029	3,274
Income	0,897	1,115	1,025	3,281
Marital Status of Parents (reference : married)				
Divorced or Widowed	0,985	1,015	1,000	3,321
Vital Status of Parents (reference : alive)				
At least one Dead	0,969	1,032	1,000	3,321
Disability of Parents (reference : not disabled)				
At least one Disabled	0,998	1,002	0,749	3,838
Score Percentage Groups	0,592	1,689	0,493	4,732
Duration of University	0,593	1,687	0,429	5,072
# of Sibling that Study	0,867	1,154	0,387	5,337
Hometown City Type (reference : small cities)				
Metropol	0,370	2,706	0,168	8,110
Medium	0,411	2,433	0,117	9,706
Hometown District Type (reference : upstate)				
City Center	0,914	1,094	0,104	10,278
Hometown Region (reference : Southeastearn Anatolia)				
Aegean	0,574	1,742	0,074	12,191
Central Anatolia	0,509	1,963	0,041	16,411
Black Sea	0,554	1,806	0,032	18,709
Eastern Anatolia	0,652	1,534	0,018	24,767
Marmara	0,452	2,214	0,010	32,682
Mediterranean	0,519	1,926	0,002	68,371

Table C.8. Model summary and DW Test of Multiple Linear Regression for all cities

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,305	,093	,093	361,41710574160	,093	2129,866	18	372557	,000	1,995

a. Predictors: (Constant), Dmdti, Pvi, Pdi, Dfi, Dui, Pmi, Dmedi, Ai, Nsi, dcci, Deani, Daegi, Incgi, Dcani, Dbsi, Sgi, Dmari, Dmi

b. Dependent Variable: Ydi

Table C.9. ANOVA table of Multiple Linear Regression Analysis for all cities

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5007744968,240	18	278208053,791	2129,866	,000[b]
	Residual	48664261282,667	372557	130622,324		
	Total	53672006250,907	372575			

a. Dependent Variable: Ydi

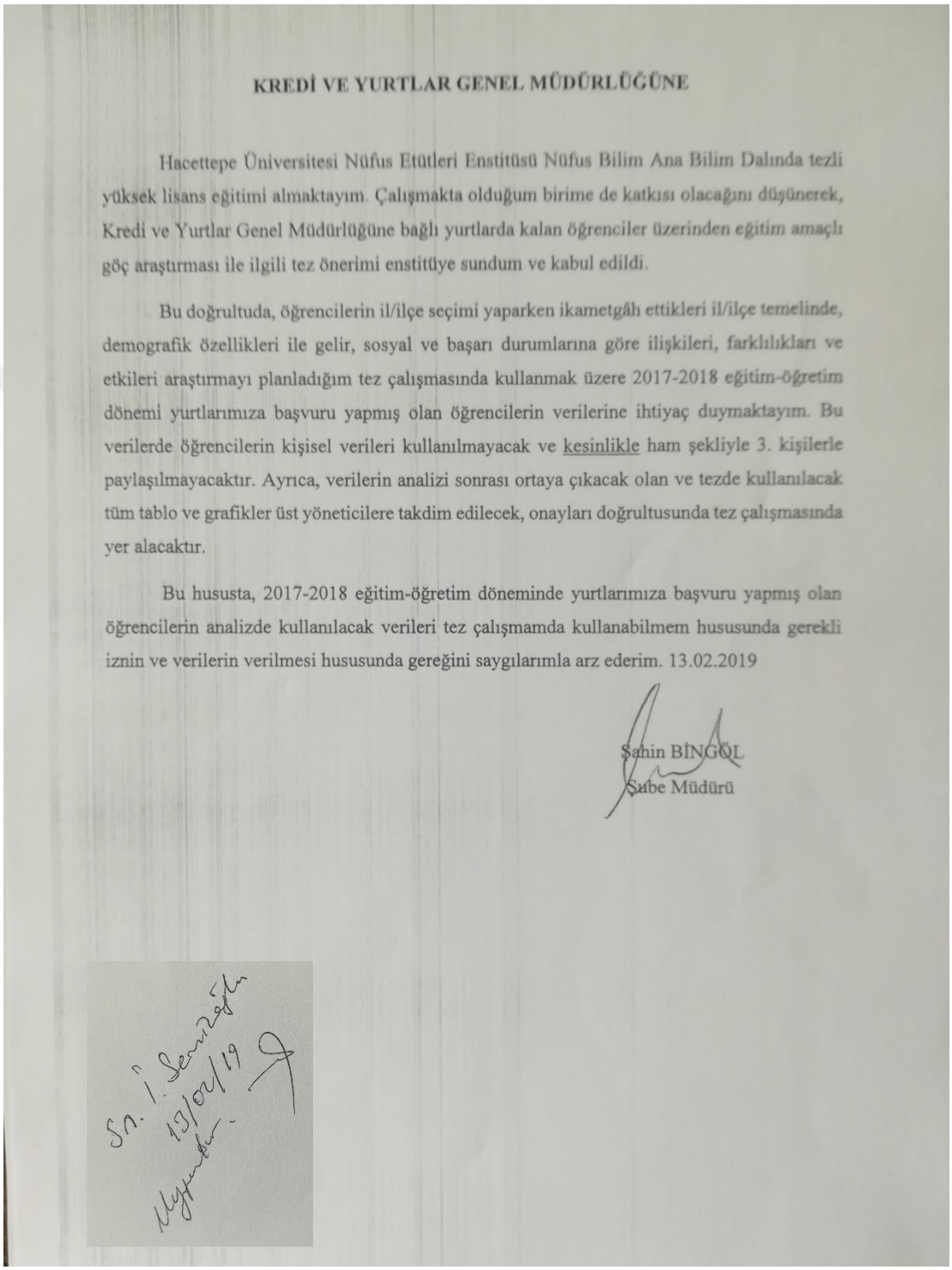
b. Predictors: (Constant), Dmdti, Pvi, Pdi, Dfi, Dui, Pmi, Dmedi, Ai, Nsi, dcci, Deani, Daegi, Incgi, Dcani, Dbsi, Sgi, Dmari, Dmi

Table C.10. Results of Multiple Linear Regression for Ankara-İstanbul **(Region variables are expected)**

Variables in the model	Ankara-İstanbul		
	B	**Robust Standard errors**	**Sig.**
(Constant)	217,352	27,304	0,000
Gender (reference : Male)			
Female	-98,770	3,564	0,000
Age	35,417	1,058	0,000
Income	-36,681	1,201	0,000
Marital Status of Parents (reference : married)			
Divorced or Widowed	-53,443	6,761	0,000
Vital Status of Parents (reference : alive)			
At least one Dead	40,874	8,938	0,000
Disability of Parents (reference : not disabled)			
At least one Disabled	46,461	14,260	0,001
Score Percentage Groups	16,041	1,579	0,000
Duration of University	-41,372	2,728	0,000
# of Sibling that Study	92,728	1,672	0,000
Hometown City Type (reference : small cities)			
Metropol	-92,565	6,905	0,000
Medium	-74,117	7,704	0,000
Hometown District Type (reference : upstate)			
City Center	-11,363	3,577	0,001

a. Dependent Variable: Distance

APPENDIX D – PERMISSION FOR DATA USAGE



KREDİ VE YURTLAR GENEL MÜDÜRLÜĞÜNE

Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü Nüfus Bilim Ana Bilim Dalında tezli yüksek lisans eğitimi almaktayım. Çalışmakta olduğum birime de katkısı olacağını düşünerek, Kredi ve Yurtlar Genel Müdürlüğüne bağlı yurtlarda kalan öğrenciler üzerinden eğitim amaçlı göç araştırması ile ilgili tez önerimi enstitüye sundum ve kabul edildi.

Bu doğrultuda, öğrencilerin il/ilçe seçimi yaparken ikametgâh ettikleri il/ilçe temelinde, demografik özellikleri ile gelir, sosyal ve başarı durumlarına göre ilişkileri, farklılıkları ve etkileri araştırmayı planladığım tez çalışmasında kullanmak üzere 2017-2018 eğitim-öğretim dönemi yurtlarımıza başvuru yapmış olan öğrencilerin verilerine ihtiyaç duymaktayım. Bu verilerde öğrencilerin kişisel verileri kullanılmayacak ve kesinlikle ham şekliyle 3. kişilerle paylaşılmayacaktır. Ayrıca, verilerin analizi sonrası ortaya çıkacak olan ve tezde kullanılacak tüm tablo ve grafikler üst yöneticilere takdim edilecek, onayları doğrultusunda tez çalışmasında yer alacaktır.

Bu hususta, 2017-2018 eğitim-öğretim döneminde yurtlarımıza başvuru yapmış olan öğrencilerin analizde kullanılacak verileri tez çalışmamda kullanabilmem hususunda gerekli iznin ve verilerin verilmesi hususunda gereğini saygılarımla arz ederim. 13.02.2019

Şahin BİNGÖL
Şube Müdürü