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MARKETING OF GMAT PREPERATION COURSES IN TURKEY AND ABROAD

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APPROVAL PAGE

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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AUTHOR DECLARATIONS

1. The material included in this thesis has not been submitted wholly or in part for any academic award or qualification other than that for which it is now submitted.

2. The program of advanced study of which this thesis is part has consisted of examination of several academic articles of particular universities abroad, professional books on this subject.

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ABSTRACT

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MARKETING OF GMAT PREPERATION COURSES IN TURKEY AND ABROAD

This study tells about the GMAT as a test product and its marketability in Turkey. Consisting of four main part, in the first chapter; it will mainly be an introduction to the GMAT by starting to tell about how MBA programs evolved in USA and spread to the world. The introduction chapter tells about how the MBA schools and the universities who are giving admissions to the international students are involved in GMAT as an admission test to their institution.

The second chapter is "GMAT as a test product". In this chapter, the basic characteristics of GMAT is discussed. It is described as a test product and the subject continues as; the sections of GMAT, what GMAT measures, validity of GMAT , reliability of GMAT, GMAT scores, why do school use GMAT, Increasing demand on GMAT.

The third chapter studies a research about the thoughts and expectations of students about admission tests, GMAT and graduate study abroad. The Research Methodology chapter consist of two parts Research Design and Findings. In the research design part, the questionnaire is described , then the sampling selection and data collection method is stated . In the findings part, it basically deals with the tables resulted from the questionnaire, the methods used to create the tables, the detailed narration of findings resulted from the questionnaire.

The fourth chapter is conclusions, it mainly deals with the comments on the findings about marketability of GMAT in Turkey using the results of the questionnaire.

Key words:

Graduate Study, GMAT

KISA ÖZET

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Mart 2006

GMAT HAZIRLIK KURSLARININ TÜRKİYE VE YURTDIŞINDA PAZARLANMASI

Bu çalışma GMAT sınavını bir test ürünü olarak ele almakta ve Türkiye'deki pazarlanabilirliği hakkında bir araştırma içermektedir. Başlıca dört bölümden oluşan bu tez, ilk olarak giriş bölümünde MBA programlarının nerede başlayıp geliştiğini ve dünyaya nasıl yayıldığını anlatmaktadır. Ayrıca, bu bölümde MBA okullarının ve yurtdışından öğrenci kabul eden üniversitelerin GMAT ile nasıl bir ilgisi olduğu anlatılmaktadır.

İkinci bölümde ise " Bir test ürünü olarak GMAT" , detaylı olarak GMAT' in bir test ürünü olarak özellikleri hakkında detaylı bilgiler verilmektedir. Bu bölümde GMAT sınavının bölümleri, bölümlerin neleri kapsadığı ve ölçtüğü, GMAT puanlarının geçerliliği, güvenilirliği, enstitülerin neden GMAT kullandığı ve GMAT' e olan talepteki artıştan bahsedilmektedir.

Üçüncü bölümde ise yüksek lisansa giriş sınavlarına giren öğrencilerin sınavla ilgili beklentileri ve düşüncelerini ölçmek amacıyla uygulanan bir anket çalışması ve bulguları işlenmektedir. Anket, yüksek lisansa giriş sınavları, GMAT ve yurtdışında yüksek lisans yapmakla ilgili olarak üç bölümden oluşmaktadır. Bölüm; araştırma metodolojisi ve bulgular olmak üzere iki kısımdan oluşmaktadır. Birinci kısımda anketin nasıl oluşturduğu ve neleri içerdiği, anketin kimlere uygulandığı ve veri toplama metotları anlatılmaktadır. İkinci kısımda ise anketle ilgili bulgular ve bu bulguların neler olduğu hakkında bilgi verilmektedir.

Dördüncü bölüm ise sonuçlardan oluşmaktadır. Bu bölüm anket bulgularını kullanarak, GMAT' in Türkiye' deki pazarlanabilirliği hakkında yorumlar ve bulgular içermektedir.

Anahtar Kelimeler

Yüksek Lisans, GMAT

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LIST OF ABBREVIATIONS

AWA	Analytical Writing Assessment
CAT	Computer Adaptive Test
ETS	Educational Testing Service
GMAC	Graduate Management Admission Council
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
MBA	Masters in Business Administration

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INTRODUCTION

MBA SCHOOLS AND GMAT

For the last two decades, having a graduate study in Management & Business Administration (MBA) became a core and distinctive characteristics for management candidates on the way of their career steps. Because of fast and rapid changing in business life, there has always been a need for a fit between the studies and working life, which is MBA. Many researchers have demonstrated the need for a fit between the studies and working life (Ball and McCulloch, 1993; Doyle, 1992; Roth, 1990; Sheridan, 1993)

Among all the countries, USA has always been the leading country in MBA education and it has always dominated the world with business culture and spreaded this culture either attracting the students around the world to convince them to have MBA education in USA or sending their MBA level professionals overseas. The countries have been much impressed by those professionals about their knowledge and their professions either in Marketing, Finance, Human Resources, Public Relations, Advertising, etc.

Then MBA education was seen as a core competencies in the other countries, too and most of the universities all around the world has started to conduct MBA programs in their graduate schools. The market is now more sophisticated but business schools have proven flexible and adaptable in meeting market expectations without diminution of quality (Weir, 1996). Not only the MBA programs at universities but also online MBA programs has

also been developed and increased rapidly in the recent years InterEd, an Idaho-based research firm that studies the use of technology in higher education, projects that enrollment in virtual MBA programs will jump from 5,000 in the year 2000 to more than 50,000 in two years (Dash, 2000). As a result, MBA program administrators see distance learning as a means to expand their student population (Smith, 2001).

And the path that goes to the MBA schools is through graduate admission tests in all around the world. At each country, either private or governmental graduate admission tests are offered to assess the applicants for acceptance to the graduate schools in science and social science. All those admission test are in domestic languages and it has the validity for only the country where it is conducted, except GMAT.

Since, the origin of MBA schools is USA and the educational language and educational materials for MBA study is dominantly is in English, most of the MBA programs in the other countries are offered in English too. Being the common language of the world and spoken widely in the world is another reason for future's business men and women to have their educations, in English, at MBA schools. Now, most of the MBA schools seek for English language sufficiency and sufficiency of academic skills for their schools for efficiency and reputation of their MBA programs.

Getting use of being offered in English and being accessible to students all around the world made GMAT widely used the only common graduate

admission test for business schools in the world. While the world is getting more global and abroad graduate study acquisition has increased year by year, especially the graduate schools who are giving admissions to the international students, have started to use GMAT as a valid admission test because of its good reputation and being the only common graduate admission test offered globally.

In this study, GMAT will be taken as a test product in the first chapter. Much detailed information will be provided about GMAT specifications like; what GMAT is, who, how, where offers this test, the sections of GMAT, What the sections measure, AWA section of GMAT which is a distinctive characteristics of GMAT among the other admissions tests offered in the world, how it is scored, reliability and validity if GMAT, how to assess individuals by test score, what the advantages of universities are when using GMAT, appropriate and inappropriate ways of using GMAT scores. Real data will be provided about increasing demand on GMAT usage in the world.

The second chapter will be covering a research done using a questionnaire named "A questionnaire about graduate admissions tests and GMAT". The purpose of the questionnaire is to evaluate the limitations and advantages of GMAT as a testing product with special emphasis on avenues of improvement.

As the last and third chapter will be providing conclusions about the findings from the research.

There is no real academic research about graduate admission tests and GMAT in the literature. Therefore, there will be very little amount of references in this study. This study mainly talks about GMAT as a test product in a descriptive manner and seeks for the insight of Turkish graduate students about their perceptions and expectations about how an admission test should be, in the purpose to find out how compatible GMAT with their expectations in terms of product characteristics, what their point of view about GMAT resources and GMAT test-prep educations offered in Turkey and what kind of factors effect or may affect GMAT usage as admission test in Turkey.

CHAPTER 1

GMAT AS A TEST PRODUCT

1.1. WHAT IS GMAT?

The GMAT ,Graduate Management Admission Test, is a three and a half hour standardized exam designed to predict how test-takers will perform academically in MBA (Masters in Business Administration) programs and in some other Graduate Programs. GMAT scores are mainly used by graduate business schools to make admission decisions in USA and abroad.

GMAT is a Computer Adaptive Test. The GMAT is administered only by computer for now, except in certain locations outside North America, where the test is referred to as the paper-based GMAT.

The GMAT is the test product of the GMAC (Graduate Management Admission Council), which determines what kinds of skills the GMAT should measure and how it should measure them . But it is ETS (Educational Testing Service) in Princeton, New Jersey that actually develops the test questions, administers the test, and reports test scores to the schools chosen by the registrants ,all at the behest of GMAC.

1.1.1. What is a Computer Adaptive Test?

A computer-adaptive test (CAT) is what it sounds like: the computer adapts the test to how you answer the questions. Test takers start off the test with a question of medium difficulty ,if they answer it correctly, question number two will get a bit more challenging. If they get that one right, and

question number three gets harder still. The opposite way is true as well. This system continues until test takers get to the end of the section and their ability level on that subject is determined.

1.2. SECTIONS OF GMAT

The GMAT seeks to measure three main areas of ability by way of its three different test sections:

- Analytical Writing Assessment
- Quantitative Ability
- Verbal Ability

1.3. WHAT THE GMAT INCLUDES AND MEASURES

The Graduate Management Admission Test (GMAT) examination is a standardized test designed to measure basic verbal, mathematical, and analytical writing ability and skills that have been developed over a long period of time through education and work. It does not measure;

- knowledge of business
- job skills
- specific content in undergraduate or first university course work
- subjective qualities such as motivation, creativity, and interpersonal skills
- abilities in any other specific subject area.

1.3.1. Analytical Writing Assessment Section

The Analytical Writing Assessment (AWA) is designed as a direct measure of the test taker's ability to think as critically and communicate ideas. The AWA consists of two writing tasks;

- Analysis of an Issue
- Analysis of an Argument.

The issue and argument that are found on the test concern topics of general interest related to business or a variety of other topics . A specific knowledge of the essay topic is not necessary. Only the test taker's capacity to write analytically is assessed in the AWA section.

1.3.1.1. Analysis of an Issue

For the Analysis of an Issue section, test takers need to analyze the issue presented and explain their point of view on the subject. There is no correct answer. The Analysis of an Issue tests the test taker's ability to explore the complexities of an issue or opinion and take a position informed by their understanding.

1.3.1.2. Analysis of an Argument

For the Analysis of an Argument section, test takers need to analyze the reasoning behind a given argument and write a critique of that argument. They are not being asked to present their own thoughts on the subject. The Analysis of an Argument tests their ability to formulate an appropriate and constructive critique of a specific conclusion based on a specific line of thinking.

1.3.2. Verbal Section

The Verbal section of the GMAT exam measures the test taker's ability to:

- read and comprehend written material
- reason and evaluate arguments
- correct written material to conform to standard written English

Three types of multiple-choice questions are used in the Verbal section of the GMAT , which are Reading Comprehension, Critical Reasoning, and Sentence Correction.

1.3.2.1. Reading Comprehension Questions

Reading Comprehension passages are up to 350 words long. Topics from the social sciences, physical or biological sciences, and business-related areas (marketing, economics, human resource management, etc.) are discussed. All questions are answered on the basis of what is stated or implied in the reading material. No specific knowledge of the material is required. Reading Comprehension passages are accompanied by interpretive, applied, and inferential questions. The questions measure the test taker's ability to understand, analyze, and apply information and concepts presented in written form.

This section evaluates the test taker's ability to:

- Understand words and statements in reading passages. Questions of this type test the test taker's understanding of and ability to:

comprehend terms used in the passage and his or her understanding of the English language.

- Understand the logical relationships between significant points and concepts in the reading passages. Questions of this type ask the test taker to determine the strong and weak points of an argument or to evaluate the importance of arguments and ideas in a passage.
- Draw inferences from facts and statements in the reading passages. Questions of this type ask the test taker to consider factual statements or information and, on the basis of that information, reach a general conclusion.
- Understand and follow the development of quantitative concepts as they are presented in verbal material. Questions of this type involve the interpretation of numerical data or the use of simple arithmetic to reach conclusions about material in a passage.

1.3.2.2.Critical-Reasoning Questions

Critical-Reasoning questions are designed to test the reasoning skills involved in making arguments, evaluating arguments, and formulating or evaluating a plan of action. Questions are based on materials from a variety of sources. No familiarity with the specific subject matter is needed.

This section measures the test taker's ability to reason effectively in the following areas:

- Argument construction: Questions of this type may ask the test taker to recognize the basic structure of an argument, properly drawn conclusions, underlying assumptions, well-supported explanatory hypotheses, or parallels between structurally similar arguments.
- Argument evaluation: Questions of this type may ask the test taker to analyze a given argument, recognize factors that would strengthen or weaken an argument, reasoning errors committed in making an argument, or aspects of the methods by which an argument proceeds.
- Formulating and evaluating a plan of action: Questions of this type may ask the test taker to recognize the relative appropriateness, effectiveness, or efficiency of different plans of action; factors that would strengthen or weaken a proposed plan of action; or assumptions underlying a proposed plan of action.

1.3.2.3.Sentence Correction Questions

Sentence Correction questions ask which of the five choices best expresses an idea or relationship. The questions will require test takers to be familiar with the stylistic conventions and grammatical rules of standard written English. They must also demonstrate their ability to improve incorrect or ineffective expressions.

This section tests two broad aspects of language proficiency:

- Correct expression: A correct sentence is grammatically and structurally sound. It conforms to all the rules of standard written

English, e.g., noun-verb agreement, pronoun consistency, pronoun case, and verb tense sequence. A correct sentence will not have dangling, misplaced, or improperly formed modifiers, unidiomatic or inconsistent expressions, or faults in parallel construction.

- **Effective expression:** An effective sentence expresses an idea or relationship clearly and concisely, as well as grammatically. This does not mean that the choice with the fewest and simplest words is necessarily the best answer. It means that there are no superfluous words or needlessly complicated expressions in the best choice. In addition, an effective sentence uses proper diction, the standard dictionary meanings of words and the appropriateness of words in context. In evaluating the diction of a sentence, the test taker must be able to recognize whether the words are well chosen, accurate, and suitable for the context.

1.3.3. Quantitative Section

The Quantitative section of the GMAT exam measures basic mathematical skills and understanding of elementary concepts and the ability to reason quantitatively, solve quantitative problems, and interpret graphic data. Two types of multiple-choice questions are used in the Quantitative section of the GMAT exam: Problem Solving and Data Sufficiency.

Problem Solving and Data Sufficiency questions are intermingled throughout the section. Both types of questions require knowledge of the following:

- arithmetic
- elementary algebra
- commonly known concepts of geometry

1.3.3.1. Problem Solving Questions

Problem solving questions are designed to test

- basic mathematical skills
- understanding of elementary mathematical concepts
- the ability to reason quantitatively and solve quantitative problems

1.3.3.2. Data Sufficiency Questions

Data Sufficiency questions are designed to measure the test taker's ability to:

- analyze a quantitative problem
- recognize which information is relevant
- determine at what point there is sufficient information to solve a problem

1.4. UNDERSTANDING THE GMAT SCORES

The Graduate Management Admission Test (GMAT) yields four scores: Verbal, Quantitative, Total, and Analytical Writing Assessment. Each of these

scores is reported on a fixed scale and will appear on the official GMAT score reports that to the test taker and his/her designated score recipients (schools) receive.

1.4.1. GMAT Score Report

Score reports include the test taker's three most recent scores from tests they have taken in the last five years and the following background information they may have provided during GMAT registration or on the day of the test: country of citizenship, gender, date of birth, social Security number, telephone number, undergraduate institution, grade point average (GPA), major, and date of graduation, intended graduate study, the highest level of education attained.

1.4.1.1. Total, Verbal, and Quantitative Scores

Total GMAT scores range from 200 to 800. Two-thirds of test takers score between 400 and 600 (GMAC, 2005).

The Verbal and Quantitative scores range from 0 to 60. Scores below 9 and above 44 for the Verbal section or below 7 and above 50 for the Quantitative section are rare. Both scores are on a fixed scale and can be compared across any GMAT administration.

The Verbal and Quantitative scores measure different things and cannot be compared to each other. If the test taker does not finish each multiple-choice section of the test, his/her score will depend on the number of questions answered within each section.

1.4.1.2. Analytical Writing Assessment Score

The Analytical Writing Assessment (AWA) score is an average of the ratings given to the Analysis of an Issue and the Analysis of an Argument sections.

Each response is given two independent ratings. Once both essays have been scored, the scores are averaged to provide an overall score. Scores for the AWA can range from 0 to 6 in half-point intervals.

Writing scores are computed separately from the scores for the multiple-choice sections of the test and have no effect on the Verbal, Quantitative, or Total scores.

1.4.1.2.1. How AWA Is Scored

Each of your essays in the AWA section will be given two, independent ratings, one of which may be performed by E-rater. E-rater is an electronic system that evaluates more than 50 structural and linguistic features, including organization of ideas, syntactic variety, and topical analysis.

If the two ratings differ by more than one point, another evaluation by an expert reader is required to resolve the discrepancy and determine the final score. E-rater and independent readers agree, on average, 87% to 94% of the time.

College and university faculty members trained as readers for the AWA will consider:

- the overall quality of the test taker's ideas about the issue and argument presented ,
- the test taker's overall ability to organize, develop, and express those ideas ,
- the relevant supporting reasons and examples the test taker used
- the test taker's ability to control the elements of standard written English .

In considering the elements of standard written English, readers are trained to be sensitive and fair in evaluating the responses of examinees whose native language is not English.

1.5.RELIABILITY AND VALIDITY OF GMAT SCORES

It is important to remember that test scores are not precise measures. Even the best possible test can provide no more than an estimate of a test taker's abilities. Because they are estimates, test scores (like other measures) are subject to a certain amount of chance variation that is inherent in the measurement process itself.

1.5.1.Reliability

If an individual takes the GMAT examination more than once, he or she is unlikely to receive the same scores each time. It is not possible to determine whether the scores a test taker earns are higher or lower than his or her true performance. However, the chance variation can be estimated statistically and given a value known as the standard error of measurement. The current

standard error of measurement for the GMAT Total score is 29. This means that chances are two out of three that the reported GMAT Total score is within 29 points above or below a score reflecting true performance. The standard error of measurement for the Verbal section is 2.8, and for the Quantitative section, 3.0.

Reliability indicates the degree to which a test taker would keep the same score if he or she were to take the test more than once. The average reliability for the GMAT Total score is 0.92. Perfect reliability is 1.00. Average reliability is 0.90 for the Verbal score and 0.89 for the Quantitative score. Therefore, the reliability of the GMAT score accurately reflecting abilities is very high.

1.5.2.Validity

The validity of GMAT scores can be described as the degree to which the scores relate to or predict first-year grades in graduate management programs. Since 1978, GMAC has conducted many studies of the validity of GMAT scores. In all studies, GMAT scores, undergraduate grade point averages, and average grades for the first year of graduate school were obtained.

“The most recent validity studies indicate that the average correlation between GMAT Verbal, Quantitative, and Analytical Writing Assessment (AWA) scores and mid-program graduate management school grades was 0.48 (a 1.0 indicates perfect accuracy of prediction). The median correlation between undergraduate grade point average (GPA) and first-year graduate

management school grades was 0.28. When GMAT scores were combined with undergraduate GPA, the median correlation was 0.53" (GMAC, 2005).

These results indicate that GMAT scores are generally better than undergraduate GPAs for predicting average grades in the first-year of graduate management school. However, the best predictor is obtained by combining GMAT scores and the undergraduate GPA.

1.6. USING SCORES TO ASSESS INDIVIDUALS

Studies of performance in graduate school have primarily identified undergraduate performance and standardized test scores as predicting variables(Abedi 1991: Hecht 1989: Hecht 1982:Stolzenberg 1985). For years, graduate schools of business have used standardized tests, in particular the Graduate Management Admission Test (GMAC, 1988), to select among applicants for MBA programmes. Studies have shown a link between GMAT scores and individual performance in graduate school (Hecht 1982: GMAC 1988: Deckro 1977).

The Graduate Management Admission Test (GMAT) examination is an excellent tool for predicting how well an applicant will do academically in a graduate business or management program, but it does not and cannot measure all the characteristics or qualities important to success in graduate school.

GMAT scores cannot be used to estimate potential for success in a career, because many factors other than basic verbal and mathematical abilities

influence work performance. Similarly, GMAT scores cannot pinpoint achievement in specific subjects, measure a person's determination to succeed, or identify other specific strengths and weaknesses.

Therefore, the GMAT exam should be used as one of several sources of information about an applicant. Evidence indicates that the undergraduate record and information obtained from applications, interviews, and letters of recommendation are also good predictors of success. For this reason, GMAT scores should be used in conjunction with other such information.

1.6.1. Appropriate Uses of Scores

Graduate Management Admission Test scores should be used for;

- Selection of applicants for graduate study in management
- Selection of applicants for financial aid on the basis of academic potential
- Counseling and guidance

1.6.2. Inappropriate Uses of Scores

GMAT scores should not be used for the following purposes:

- As a requisite for awarding a degree
- As a requirement for employment, for licensing or certification to perform a job, or for job-related rewards (approved score-receiving institutions are not permitted to make score reports available for any of these purposes)
- As an achievement test

1.7. WHY DO SCHOOLS USE GMAT?

There are two main reasons why schools use the GMAT exam:

- The GMAT is a reliable and valid measure of basic verbal and quantitative skills that have been found to be important in the study of management at the graduate level. In repeated research studies, GMAT scores have been found to be a good predictor of academic success in the first year of an MBA or other graduate management program.
- Unlike academic performance or grade point averages (GPA) which vary in meaning according to the grading standards of each school, GMAT scores are based on the same standard for all test takers. Therefore, applicants can be directly compared on GMAT scores but not on GPAs.

Being a GMAT-using school gives to the universities unique access to applicants.

- Only schools that use the GMAT exam have access to test takers through a variety of services offered by GMAC.
- Test-using programs can advertise their recruiting events on mba.com, the Council's student Web site.
- Additionally, programs can choose to participate in MBA Pathfinder, a school search database on www.mba.com that allows applicants to find their program if it meets the search criteria they select.

- GMAC fee-based recruiting services, Applicant Finder and Graduate Management Search Service, are also only available to those programs that use the GMAT in their admissions process.
- Using the GMAT in admissions to the program opens the door to a world of networking and professional development for university and other professionals at their program.
- The Graduate Management Admission Council is the organization for people who work in management education. Whether they work in admissions, student services, program management, financial aid, or career services, GMAC have information, courses, and networking opportunities that will be of interest to university.
- Most of these services are only available to programs that use the GMAT. Universities are able to interact and learn from programs across town and across the ocean at GMAC programs and meetings.
- Additionally, participating in GMAC surveys gives access to global information about industry trends and developments.

1.8. HOW TEST-TAKERS REGISTER

The test taker must first select a GMAT test center location. Most test centers are in permanent locations and offer the Computer Adaptive GMAT throughout the year. Some test centers are Mobile (temporary) and offer the Computer-Adaptive GMAT on a very limited schedule. In some countries,

Supplementary test centers offer a paper-based version of the test once or twice a year.

Each test center operates on its own schedule and can accommodate varying numbers of test takers. Test takers choose the most convenient location for them by viewing the Test Center List for the United States, U.S. Territories, Puerto Rico, and Canada or the International Test Center Locations List for all other countries, either online or in the GMAT Information Bulletin. The list provides the street address and telephone number of each test center.

Once they have decided where to take the test, test takers then need to schedule a GMAT test appointment using one of three methods online, by phone, or by mail. They can find out what times are available at their chosen test center by using the Check Seat Availability feature on www.mba.com in the GMAT section of the site (www.mba.com/mba/takethegmat).

If a test taker has a documented disability and requires special testing accommodations, he or she must follow the registration procedures as described in the Test Takers with Disabilities article in the GMAT section of www.mba.com or in the GMAT Information Bulletin.

Details on all registration procedures and payment methods can be found in the Take the GMAT section of www.mba.com and any update available can be observed via this web-site.

1.9. INCREASING DEMAND FOR GMAT

Thousands of graduate management programs around the world use the Graduate Management Admission Test in their admissions process.

The GMAT is an invaluable tool for admissions professionals. Interest in graduate management education has never been higher, and the job of selecting a class to fill the limited capacity of most MBA programs has never been more challenging. The applicants come from different countries, cultures, academic backgrounds, and levels of work experience. Using the GMAT exam gives admissions professionals one element of the application that is a consistent measure. The GMAT exam is given under standard conditions around the world, with the highest level of security, to ensure that scores are comparable across applicants.

The GMAT is a valid predictor of academic success for all kinds of applicants. The GMAT exam was created to measure the academic abilities needed to succeed in graduate management education. Over the 50 years of its use, the GMAT has been repeatedly studied, tested, and modified to ensure that it continues to help predict performance in the first year or midway through a graduate management program.

Using the GMAT allows universities to increase the objectivity in their admission process. When they use the GMAT in their program, they can participate in the Validity Study Service (VSS) at no charge. The VSS allows admissions departments to study the statistical relationship among GMAT

scores, other admissions criteria, and academic success in their program. A validity study helps to ensure that universities are making the best admissions decisions and provides a specific, fact-based rationale in the event that applicants, faculty, or administrators have questions about how they made their admission decisions.

1.10.THE GMAT IS ACCESSABLE TO STUDENTS AROUND THE WORLD

The GMAT is given throughout the year in more than 150 countries around the world. GMAC has a combination of permanent and mobile test centers that creates access for virtually every prospective applicant. Online registration in most of the locations makes the process of registering for the test fast and easy. In addition, test preparation materials and products offered by the Graduate Management Admission Council (GMAC) are either free or low-cost, putting successful GMAT preparation within reach for everyone.

1.11. CURRENT GMAT VOLUME IN THE WORLD

1.11.1 GMAT Volume Up Through November 2005

Year-to-date GMAT volume through November 30, 2005 , 187,089 tests taken all around the world shows a 2.8% increase when compared with the number of tests taken during the same period in 2004.

“The number of GMAT tests taken in the United States during the first eleven months of calendar year 2005 decreased 0.44% compared with

testing volume during the comparable period in calendar year 2004. Outside the United States, testing volume increased 9.72% during the period. The following table displays the four-year trend in GMAT volume for the first eleven months of each calendar year. The current year-to-date worldwide GMAT volume exceeds the comparable figure for the first eleven months of calendar year 2004” (GMAC, 2005).

TABLE1: INCREASING GMAT VOLUME BY YEARS 2001-2004

	November 2001	November 2002	November 2003	November 2004
USA	123,427	123,971	130,363	146,110
Non-USA	63,662	58,020	63,190	76,404
Worldwide	187,089	181991	193,553	222,514

The number of GMAT tests taken in the USA during the first eleven months of calendar year, which is until the end of November 2005, 2005 is greater than the number of tests taken in the United States during the first eleven months of calendar year 2004, and is less than the comparable figures for the other years studied.

The trend is much different for GMAT tests taken outside the USA. The current non-U.S. volume is greater than the volume experienced during the first eleven months of calendar year 2004.

1.11.2. Repeat Testing

Approximately 21% percent of GMAT tests are taken by people who have taken the test more than once within a year (GMAC,2005). Test takers are allowed to take the test as many as five times within a 12-month period.

Of tests that score within the mean Total score range for the GMAT, 500 to 540, the percentage taken by repeat test takers is approximately 28%(GMAC,2005).

1.11.3. Tests Taken for Non-business Programs

According to GMAC research, approximately 20% of GMAT tests taken are taken for the purpose of submitting scores to a non-business graduate program (GMAC,2005).

CHAPTER 2

RESEARCH METHODOLOGY

2.1 RESEARCH DESIGN

2.1.1 Questionnaire

In this study, the questionnaire was designed to measure the thoughts and expectations about a graduate admission test". The study consists of four main parts in logical sense with a total of 22 items stated to measure their agreement level with these items .

The first part is to understand how a graduate admission test should be", in the perspective of test-takers' thoughts and expectations, in what points a graduate admission test makes itself more preferable than the others, how a graduate admission test can be more advantageous for test-takers, how test-takers look at the admission tests in terms of usability for only internal applications and for both internal and international applications. It generally seeks the answers for the advantages and needs of test-takers in a customer outlook. This part of the questionnaire consist of 12 items to find out their perspective on a graduate admission test.

The second part was designed to understand how the test-takers' perceptions about GMAT test prep educations and GMAT test prep resources in Turkey, how much they believe in GMAT education curriculum designed by GMAT education offering institutions, whose GMAT test prep courses are worth to register either universities' or private institutions, in respondent's

aspects. It was also sought that how they percept online educations for GMAT test-prep and how they look at the GMAT exam fee in their perspectives comparing to the other admission tests that they know and that they probably took in the past. Another issue, which is to measure if there is a potential market for GMAT practice exams, it was searched if they feel the need for a practice exam before taking a real GMAT. This part consist of 8 items to measure their perspectives with GMAT.

The third part consist of only 2 items, which are designed to find out their point of view for the graduate study abroad related with Turkey's getting into European Union and its consequences and contributions in career steps after a graduate degree.

The fourth part was designed to collect information about demographic factors about respondents; like gender, high school (private or state), university (private or state), the department they study in (business & public administration, engineering, science & social science, law, other departments). There is another demographic factor was foreseen during the questionnaire design which is the respondents' education language in her/his department at university. It was one of the core elements used in the questionnaire to measure whether their familiarity with English language affects the way they look at the foreign education and GMAT exam. As another factor, their area of graduate study, whether in social science or in science, was asked in the questionnaire if there is any correlation with their

perspectives about admission tests and GMAT because of GMAT is widely used for Business Schools and Social sciences (international relations, economics, econometrics, European Union law, finance, etc.).

The agreement component was measured by asking respondents to rate the level of their opinions associated with each item. A five point scale was used (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Thus a respondent who has a great compromise with the item stated may have stated 5 for this item. If this respondent's opinions are rather alike with the items stated, he or she may have score 4 for the item stated. If the respondent is neither agree nor disagree with the item, he or she may have scored that item as 3. If the respondent doesn't agree he or she may have scored the item stated as 2. If the item stated is totally contradicts with respondent's perspective, he or she may have assigned score of 1 for the item. While a higher score for an item show a strong and favorable perception, lower score denotes a weak and unfavorable perception associated with that item.

2.1.2. Sample Selection and Data Collection

This study was conducted in two private and two state graduate school of universities in Istanbul. These universities selected are the ones who have great reputations and higher academic leveled graduate students, considering the universities in Istanbul has the highest demands in Turkey either in undergraduate or in graduate studies. Another reason for high

demand for universities in Istanbul is the biggest metropolis of Turkey either with its populations or with its economics situation and with companies.

A sample of 150 graduate students were selected among the ones who have insights about graduate admissions tests and GMAT. The data were gathered by the teaching assistants at those graduate schools. One hundred and twenty six respondents completed the questionnaire with a response rate of 100 %. The sample appears to relatively well represent the graduate admission test-takers in terms of demographic profile of respondents.

Table 2 shows that 39.7% of the respondents are female and the rest 60.3% are male respondents which appears well.

TABLE2: GENDER PROFILE

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
female	50	39,7	39,7	39,7
male	76	60,3	60,3	100,0
Total	126	100,0	100,0	

Table 3 shows 72.2% of the respondents completed their high school education in a private school and 27.8 of the respondents completed high school education in a state school.

TABLE3: RESPONDENTS' HIGH SCHOOL BY PRIVATE OR STATE

High School	Frequency	Percent	Valid Percent	Cumulative Percent
Private	91	72,2	72,2	72,2
State	35	27,8	27,8	100,0
Total	126	100,0	100,0	

In table 4, it can be seen that the 79.4% of the respondents are private university graduate and 20.4% of the respondents are state university graduate.

TABLE4: RESPONDENTS' UNIVERSITY BY PRIVATE OR STATE

University	Frequency	Percent	Valid Percent	Cumulative Percent
Private	100	79,4	79,4	79,4
State	26	20,6	20,6	100,0
Total	126	100,0	100,0	

In Table 5, the percentage of the respondents are represented by 54% from Business & Public Administration, 34.9% from Engineering, 5.6% from Science & Social Science, 2.4% from Law, 3.2% from other departments at their universities.

TABLE5: RESPONDENTS' DEPARTMENT AT UNIVERSITY

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Business & Public Administration	68	54,0	54,0	54,0
Engineering	44	34,9	34,9	88,9
Science & Social Science	7	5,6	5,6	94,4
Law	3	2,4	2,4	96,8
Other	4	3,2	3,2	100,0
Total	126	100,0	100,0	

Table 6 shows the percentage of the respondents with the education language in the department they study, which is 63.5% English language and 36.5% Turkish Language.

TABLE6: RESPONDENTS' EDUCATION LANGUAGE AT UNIVERSITY

Language	Frequency	Percent	Valid Percent	Cumulative Percent
English	80	63,5	63,5	63,5
Turkish	46	36,5	36,5	100,0
Total	126	100,0	100,0	

Table7 shows the portion of the respondents according to their graduate institute they study in where 23% is in Science and 77% is in Social Science.

TABLE7: INSTITUTE OF RESPONDENTS THAT THEY STUDY IN

Graduate Institute	Frequency	Percent	Valid Percent	Cumulative Percent
Science	29	23,0	23,0	23,0
Social Science	97	77,0	77,0	100,0
Total	126	100,0	100,0	

2.1.3 Data Analysis

The areas where the specifications of graduate admission tests and GMAT and graduate study abroad are perceived favorably or unfavorably were determined by mean ranking of each agreement item. It was also assessed whether there exist any significant differences between demographic variables and respondents' agreement level with items in the study. Another assessment was to find out how the respondents scoring the same item with the same score respond in which difference or similarity they respond to the related items.

2.2 FINDINGS

The expectations and thoughts of graduate admission test takers which are favorably or in-favorably are determined by mean ranking of each agreement item. T-test is used to assess whether there exist any significant differences between demographic variables and students' attitudes towards items in the questionnaire.

Table 8 shows the mean ranking of students' responses on graduate admission tests. The finding that being able to register for an admission test via internet are agreed the most among the items with a mean value of 4.97 which is the highest among all questionnaire items. Then having an option for short breaks between the sections of the tests comes second with a mean value of 4.81 in the Table8. The third item is admission test to be offered more than twice a year with the mean value of 4.73 and being able to take the test in an isolated place is the fourth highest agreed item with the mean value of 4.63 (Table8).

Another finding is that believing in reliability of graduate admission test, which is LES, has been scored the lowest with a mean value of 1.38. The second lowest agreement level is believing in graduate admission test to be applied in common in terms of date and place with a mean value of 1.56. Student also scored the item about adequateness of only domestic usability of a graduate admission test with a mean value of 1.59.

TABLE8: THE RANKING OF RESPONDENTS' ATTITUDES ON GRADUATE ADMISSION TESTS ACCORDING TO THE AGREEMENT LEVEL

Graduate Admissions Tests Items	N	Minimum	Maximum	Mean
I must be able to register for an admission test via internet.	126	4	5	4,97
Being able to take short breaks between the test sections makes itself more preferable.	126	4	5	4,81
An admission test must be offered more than twice a year	126	4	5	4,73
Being able to take the test in an isolated room lonely makes itself more preferable.	126	3	5	4,63
I must be able to use an admission test score for international applications.	126	4	5	4,52
Being able to schedule own admission test date makes itself more preferable.	126	3	5	4,47
An admission test must be able to be applied individually to the test-takers in place and time.	126	3	5	4,37
Being evaluated by an admission test in an international scale is advantageous.	126	2	5	4,23
Having an international recognize make an admission test more preferable	126	2	5	3,82
An admission test for only domestic application usage is adequate.	126	1	3	1,59
An admission test must be applied in common to the test-takers in place and time	126	1	4	1,56
I believe in the reliability of graduate admission test "LES" in Turkey.	126	1	3	1,38
Valid N (listwise)	126			

TABLE 9: THE RANKING OF RESPONDENTS' ATTITUDES TOWARDS GMAT ACCORDING TO THE AGREEMENT LEVEL

GMAT Items	N	Minimum	Maximum	Mean
It is a must to take a practice exam before taking real GMAT.	126	4	5	4,63
GMAT test prep education must be offered by private institutions.	126	3	5	4,40
GMAT test prep educations must also be offered online.	126	3	5	3,30
Resources for GMAT test prep are reachable and sufficient in Turkey.	126	1	4	2,03
GMAT test prep education must be offered by universities.	126	1	5	1,87
GMAT offering institutions in Turkey are well-equipped in education materials.	126	1	3	1,70
GMAT offering institutions have adequately developed curriculum for education.	126	1	3	1,50
GMAT exam fee is quite the average comparing to exam fee standards in Turkey.	126	1	2	1,06
Valid N (listwise)	126			

Table 9 shows the mean ranking of students' responses on GMAT. Among the GMAT items in the questionnaire taking practice exam before the real GMAT is scored the highest with the mean value of 4.63 followed highly compromise of students on the item about GMAT test prep educations should be offered by private institutions in Turkey with a mean value of 4.40. The item for GMAT online education is scored very average with a mean value of 3.30 which show the usual attitudes of Turkish students' attitudes towards online education. Believing in sufficiency of GMAT test prep

resources is scored with a mean value of 2.03. The respondents scored the GMAT courses offered by universities with a mean value of 1.87 followed by the belief in being well-equipped of GMAT test prep education offering institutions in terms of education materials is scored with a mean value of 1.70.

Another finding is students has the highest disagreement with the reasonability of GMAT exam fee with the mean value of 1.06 and the second highest disagreement is scored as the item that students' belief in well-developed of the GMAT test prep education curriculums in Turkey with a mean value of 1.50.

Table 10 shows the mean ranking of the respondents' attitudes towards graduate study abroad.

TABLE 10 : THE RANKING OF RESPONDENTS' ATTITUDES TOWARDS GRADUATE STUDY ABROAD ACCORDING TO THE AGREEMENT LEVEL

Graduate Study Abroad	N	Minimum	Maximum	Mean
Having graduate degree from abroad contributes much to personal business career.	126	4	5	4,80
Getting Turkey into EU will increase on demand to graduate studies abroad.	126	3	5	4,55
Valid N (listwise)	126			

The finding here is respondents highly agree with the statements about having graduate study abroad contributes much to personal business career

with a mean value of 4.80 and they also highly agree with increase on demand for graduate studies abroad with a mean value of 4.55.

In order to test whether any significant differences exist among demographic variables and respondents' attitudes toward questionnaire items, the twenty-two variables was tested by T-test of the following demographic groupings:

- Gender: Male, Female
- High School: Private, State
- University: Private, State
- Department: Business & Public Administration, Engineering, Science & Social Science, Law, Other
- Language: Turkish, English
- Institute: Social Science Institute, Science Institute

Of the 132 2-tailed values for the 22 graduate admission tests, GMAT and education abroad variables by the 6 demographic variables. Table 11 shows that only 37.1% percent (49 items) are less than 10 percent level.

Of the 12 questionnaire items comprising with graduate admission tests, significant differences are found for 3 items by gender, 5 items by high school, 6 items by university, 4 items by department, 6 items by language, 6 items by institute.

Table 11 also shows that 8 items comprising with GMAT, significant differences are found for 15 items by 1 item by gender, 4 items by

university, 6 items by language, 4 items by institute. It is , however, that no significant differences are found between the graduate admission tests items and the demographic variables of high school and department.

As for the two items of Graduate Study Abroad part in the significant differences are found for 5 items by 2 items by high school, 2 items by language, 1 item by institute.

TABLE11: T-test OF DEMOGRAPHIC PROFILE OF RESPONDENTS' PERCEPTIONS TOWARDS QUESTIONNAIRE ITEMS

QUESTIONNAIRE ITEMS	Significance level (2-tailed)					
	Gender	High School	University	Department	Language	Institute
Graduate Admission Tests Items						
An admission test must be offered more than twice a year	0.540	0.490	0.001*	0.003*	0.512	0.692
An admission test must be able to be applied individually to the test-takers in place and time.	0.466	0.134	0.326	0.419	0.001*	0.083*
An admission test must be applied in common to the test-takers in place and time	0.011*	0.184	0.905	0.559	0.008*	0.011*
Being able to schedule own admission test date makes itself more preferable.	0.258	0.894	0.450	0.269	0.257	0.563
Being able to take short breaks between the test sections makes itself more preferable.	0.810	0.018*	0.039*	0.303	0.046*	0.430
Being able to take the test in an isolated room lonely makes itself more preferable.	0.361	0.057*	0.029*	0.859	0.001*	0.865
I must be able to register for an admission test via internet.	0.546	0.001*	0.828	0.045*	0.023*	0.045*
I must be able to use an admission test score for international applications.	0.024*	0.511	0.298	0.959	0.972	0.005*
Being evaluated by an admission test in an international scale is advantageous.	0.196	0.084*	0.002*	0.096*	0.906	0.044*
I believe in the reliability of graduate admission test "LES" in Turkey.	0.342	0.559	0.071*	0.125	0.215	0.001*
An admission test for only domestic application usage is adequate.	0.001*	0.558	0.752	0.067*	0.731	0.990
Having an international recognize make an admission test more preferable	0.211	0.054*	0.005*	0.506	0.001*	0.312
GMAT Items						
Resources for GMAT test prep are reachable and sufficient in Turkey.	0.779	0.847	0.095*	0.133	0.476	0.060*
GMAT offering institutions in Turkey are well-equipped in education materials.	0.389	0.892	0.690	0.893	0.094*	0.060*
GMAT offering institutions have adequately developed curriculum for education.	0.519	0.598	0.676	0.330	0.100*	0.852
GMAT test prep education must be offered by universities.	0.283	0.181	0.007*	0.689	0.001*	0.417
GMAT test prep education must be offered by private institutions.	0.014*	0.298	0.533	0.384	0.403	0.760
GMAT test prep educations must also be offered online.	0.725	0.843	0.212	0.876	0.033*	0.005*
GMAT exam fee is quite the average comparing to exam fee standards in Turkey.	0.897	0.858	0.004*	0.144	0.004*	0.892
It is a must to take a practice exam before taking real GMAT.	0.896	0.982	0.007*	0.268	0.001*	0.004*
Graduate Study Abroad Items						
Getting Turkey into EU will increase on demand to graduate studies abroad.	0.416	0.055*	0.600	0.659	0.001*	0.400
Having graduate degree from abroad contributes much to personal business career.	0.185	0.098*	0.280	0.810	0.038*	0.086*

CHAPTER 3

CONCLUSIONS

This study has made an attempt to identify the graduate students' perceptions of Social Science and Science Institutes in Istanbul. In order to determine the underlying dimensions of the perceptions and expectations of graduate admission tests, GMAT and education abroad by graduate students, a 22 –item graduate admission tests and GMAT questionnaire was subjected to T-test. The analysis yielded three factors: Graduate admission tests, GMAT and education abroad, with each factor having a satisfactory level of construct reliability.

The result of this study indicates that the graduate students had high expectations about the graduate admission tests. As the highest scored item, registering for the graduate admission tests via internet, GMAT has a great advantage in terms of product specification. The second highest scored items with graduate admission tests, being able to take short breaks between the sections of the tests, which is another characteristics of GMAT, makes itself more advantageous in terms of students' expectations. The highest scored third item with graduate admission tests, the tests to be offered more than twice a year, can also be met with GMAT because of it can be re-taken 5 times a year. The fourth item, being able to take the exam in an isolated place, is a unique

characteristics of GMAT . It is a computer based test and it is run individually , isolated from sound and people crowd on the contrary to LES in Turkey. The other highest scored items are usability of graduate admission tests scores for international applications (scored the highest among the students graduated from private high schools and among those whose education language is in English in undergraduate study) as well, having option to be able to schedule own test date, being able to take the test individually rather than in common with other students at the same time, being evaluated by an international scale (scored by . The mean value of all the mentioned items ranges from 4.97 to 4.23 where 4.00 is agree and 5.00 strongly agree.

Having an international recognition makes a graduate admission preferable test item is scored with a mean value of 3.82 which indicates a lowering agreement level to the neutral where 3.00 is neutral.

Surprisingly, the belief in the reliability of LES is scored the lowest among all the graduate admission tests items, that indicates respondents do not believe in the reliability of LES in Turkey. The following low scored item shows respondents do not prefer to take the admission tests in common date and time and they also do not believe in the adequateness of a graduate admission tests usable for only domestic applications which gives GMAT a great advantage among all the graduate admission tests in the world that GMAT is recognized

globally, by all the universities, especially by the universities who gives admissions to the international students.

As for the GMAT items in the research, It was scored the highest that one must take a practice test before taking real GMAT exam, followed by their belief in the quality if education offered by private institutions. The respondent seem to behave very insensitive about the online education of GMAT, the item related with this is score with the mean value of 3.30. They also don't believe in the sufficient GMAT test-prep materials are available in the market, where related item is scored as 2.03 in a mean value. Rest of the items falling under 2.00 indicates that They don't believe in the quality of GMAT test-prep courses offered by the universities, not only in universities they also don't think that even the GMAT courses offering private institutions are not well-equipped either in their education materials or in their education curriculum.

Another issue, maybe the most important, is that the item about GMAT exam fee was scored the lowest among all the items in the questionnaire with a mean value of 1.06, which almost means strongly disagree with the reasonability of GMAT exam fee comparing to the admission tests in Turkey, which indicates as one of the reason why GMAT is not still higher-demanded in Turkey despite so many matching characteristics of respondents' expectations and desires about graduate admission tests in terms of test product specifications and flexibility

with the scheduling and the other physical conveniences. The respondents find the GMAT exam fee incomparably high as drawn out of the mean value.

The last two items related with the education abroad in the questionnaire clear out the perception of the respondents about graduate study abroad contributes much to the career steps in business life and as Turkey gets in EU there will be more students who study at graduate school abroad.

Many data are gathered from the T-test about the impacts of demographic factors on questionnaire items. There are many findings and results with these but since the sampling was very small group and time was very limited during this research, the reliability of the demographic factors on questionnaire items is very low except a few.

From the T-test results, we have the data indicating that the students who are graduated from private high schools and whose education language in undergraduate study was English, have greater insight about graduate study abroad.

By the enlightenment of the data derived from the limited sample of respondents, it is clear that the product specifications and flexibility and the physical conveniences with GMAT is just what responders desire to find at a graduate admission test. But, since GMAT is offered in English and high exam fee ,it doesn't have a high demand. Even the students has demand for GMAT , they don't have a good perspective about GMAT offering institutions.

One of the research items refer to a market opportunity for GMAT practice exams. Because of the high GMAT exam fee almost all the GMAT exam candidates want to take a practice test before taking the real GMAT.

The findings of this study are limited by the nature of the sample. In essence, these findings, in terms of demographic effects on items, can not be generalized to the graduate admission tests takers at large in Turkey.

APPENDIX A: QUESTIONNAIRE

A QUESTIONNAIRE ON GRADUATE ADMISSION TESTS AND GMAT					
We will be grateful if you can complete whole or some part of the questionnaire. Please state your opinion about each statements in a 5-point scale where 1=strongly disagree, 2=disagree, 3=neutral, 4=Agree, 5=Strongly agree . There is no true-false answer.					
					Agreement Level
					Strongly Agree
					Agree
					Neutral
					Disagree
					Strongly Disagree
Graduate Admissions Tests					
1)An admission test must be offered more than twice a year.	(1)	(2)	(3)	(4)	(5)
2)An admission test must be able to be applied individually to the test-takers in place and time.	(1)	(2)	(3)	(4)	(5)
3)An admission test must be applied in common to the test-takers in place and time	(1)	(2)	(3)	(4)	(5)
4)Being able to schedule an admission test date makes itself more preferable.	(1)	(2)	(3)	(4)	(5)
5)Being able to take short breaks between the test sections makes itself more preferable.	(1)	(2)	(3)	(4)	(5)
6)Being able to take the test in an isolated room lonely makes itself more preferable.	(1)	(2)	(3)	(4)	(5)
7)I must be able to register for an admission test via internet.	(1)	(2)	(3)	(4)	(5)
8)I must be able to use an admission test score for international applications.	(1)	(2)	(3)	(4)	(5)
9)Being evaluated by an admission test in an international scale is advantageous.	(1)	(2)	(3)	(4)	(5)
10)I believe in the reliability of graduate admission test "LES" in Turkey.	(1)	(2)	(3)	(4)	(5)
11)An admission test for only domestic application usage is adequate.	(1)	(2)	(3)	(4)	(5)
12)Having an international recognition make an admission test more preferable	(1)	(2)	(3)	(4)	(5)
GMAT					
13)Resources for GMAT test prep are reachable and sufficient in Turkey.	(1)	(2)	(3)	(4)	(5)
14)GMAT offering institutions in Turkey are well-equipped in education materials.	(1)	(2)	(3)	(4)	(5)
15)GMAT offering institutions have adequately developed curriculum for education.	(1)	(2)	(3)	(4)	(5)
16)GMAT test prep education must be offered by universities.	(1)	(2)	(3)	(4)	(5)
17)GMAT test prep education must be offered by private institutions.	(1)	(2)	(3)	(4)	(5)
18)GMAT test prep educations must also be offered online.	(1)	(2)	(3)	(4)	(5)
19)GMAT exam fee is quite the average comparing to exam fee standards in Turkey.	(1)	(2)	(3)	(4)	(5)
20)It is a must to take a practice exam before taking real GMAT.	(1)	(2)	(3)	(4)	(5)
Graduate Study Abroad					
21)Getting Turkey into EU will increase on demand to graduate studies abroad.	(1)	(2)	(3)	(4)	(5)
22)Having graduate degree from abroad contributes much to personal business career.	(1)	(2)	(3)	(4)	(5)
Gender:	a)Female		b)Male		
Educational Background:	High School		a)Private		b)State
	University:		a)Private		b)State
	Department:		a)Business & Public Administration b)Engineering c)Science & Social Science d)Law e)Other		
	Education Language:		a)Turkish b)English		
Having Graduate Study in:	a)Institute of Social Science		b)Institute of Science		

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