Perception of the Community about the Effects of Universities on the City's Socio-Economic Structure*

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ABSTRACT: *In this study, a questionnaire composed with 28 (twenty eight) statement and demographic criterion questions is prepared with the aim of test the perception of the community about effects of Adiyaman University Besni Vocational High School on Besni districts' socio-economic structure. This questionnaire is distributed to 420 people form the target group (people of Adıyaman/Besni). Participants are selected with simple incidental sampling method. Because 12 questionnaires include missing data, we leave them out of assessment and analyses are made on 408 questionnaires via statistical packaged software. In this study, scale used to test the perception of community in Besni about the effects of Adıyaman University Besni vocational high school effects on Besni and consists of 28 statements and two statements are removed from the questionnaire because of cross. With the rest 26 statements, 6 sub-dimensions are acquired. Also, goodness of fit values of these dimensions are tested with conformity factor analysis and it is concluded that value standards are acceptable. To be able to determine whether there is a meaningful relationship between sub-dimensions and demographic variables, Independent –Samples T Test and One Way ANOVA tests are used. As the results of analysis, meaningful differences are found between participants' educational status variable, occupation variable, monthly income and sub-dimensions of perception of community about the effects of university on socio –economic structure scale.*
Keywords: *Community of Besni, Vocational High School, University, Effect on development of the city*

I.   INTRODUCTION

Socio-economic development means industrialization, modernization, development, growth, change in economic and socio-cultural structure and modernization. One of the most important factors of this change is educational institutions. At this point especially universities are the most basic dynamics of scientific, cultural, social and economic development.

Universities which are founded with aims of raising man power that the society needs, taking turn to social development, taking away wrong informatics (Torun et al.,2009:170) are face with obligation of keeping in touch with the groups, which have so many different expectations, and getting the supports of them.Development of the university depends on serving as it is necessary, perception of its' effects on the society positively in terms of economic and social aspects, meeting expectations and approval, support of the society. Fulfilling the duties of the university and getting the support of the society depend on positive corporate image.

Generally, education, especially university education is one of the most important indicators of a countries' development level. While importance of the information raise, education especially higher education takes its' share from this situation. In this context, university is a positive medium of social change.With the globalization universities started to competition. So it is going to be unavoidable that all universities try to create a positive image with necessary substructure, appropriate physical environment, caseworks that will contribute to socialization and qualified instructors (Lale,2006;1). Universities are the one of the most important factors that affects growing, development and changing of the country. Our university which is founded within Inonu University in 1983 and then continues as Adıyaman University in 2006 is a big organism involved in Adıyaman society with its' students, staff, socio-economic structure and function. Effect of Besni Vocational High School on the change of relatively closed Besni society which has limited interaction, dominant agriculture, husbandry, sector of public utility is inevitably important.

In this study, it is going to be analyzed that in addition touniversities effects on demographic,economic,cultural structure of cities; negative effects on city advertisement, development and urban life. It is going to be emphasized how the Besni community perceives socio-cultural effects of the university.

II. FUNCTIONS OF UNIVERSITIES AND CONTRIBUTIONS TO LOCAL COMMUNITY

Nowadays, unprecedentedly noticeable interaction is observed between university and society. According to some commentators, it is argued that entrance of the society to universities disappear academic values.However, those commentators fail to notice that increase in academic values, viewpoints,expertness and information change the society in different ways. In last twenty, thirty years, university knowledge and university graduates get the bottom of society and this situation make faster the formation of information society (Frank and Meyer, 2007:288).

Universities assert their traditional roles as producing new ideas and providing solutions to important problems (Lippencott, 1974:763). According to Delanty (2001:149) universities are institutions that clarify the relationship between science, culture and information. According to Berkens, although universities are seen as a tool for the protection of national culture and increasing social mobility, main function of a university is bringing into force economic life based on national,regional and global level of information (Beerkens,2008:16).

Day by day, rapidly increase in student, instructor number of universities, achieve growth physically create many changes in the region that they exist. In the following years of establishment of the universities, it is observed change in the population and immigration structure of regions. Population density in cities increased for the benefits of students. This situation pawed the way for social upheaval (Işık,2008:161). Increase in staff and student number, salary of staff, extra hours and payments, students' and staff's payments are some contributions of the universities for the city that they exist. In addition to this, developing sectors which provide services for the needs of students is one the contributions as well (Yavuzçehre, 2016: 239). In a study conducted in Anadolu University in 2007, it is concluded that net cash for the staff of university; product, service and transfer expenses' effects on economy of Eskişehir are over 1 Billion TL.In a study conducted by Görkemli (2009) it is concluded that effects of Selçuk University on economy of the city is 852 million TL, contribution to employment is 13.702 people (Öztürk et. al., 2001:152). Even if economic contributions of the university on the city are emphasized, it is suggested that this contribution is not immersive one. It is a supplementary effect. (Öztürk et. al., 2011:151). In other words, condensation of the industry, cultural and social development of the city strengthens the economic contribution of the university (Çatalbaş, 2007:97). At the same time, it is seen that universities have important contributions on improvement of human capital, activating social capital, improvement in physical environment, enriching economic structure and gaining the awareness of citizenship (Gürkaynak and Kasımoğlu, 2004:155-158).

Especially universities in small cities take on pioneer of the change task. While universities are not the core of the local life in big cities, it is an important factor that improves the quality of life. Universities contribute to social life with their libraries, sport centers, student clubs, research centers, activities and symposiums. Also, it creates cultural wealth by holding together different cultures (Yavuzçehre, 2016:242)
There are direct and indirect contributions of the universities for the cities that they exist. These are;

- Progressing improvement in urban income, economic structure of the city, manpower mobility,
- Recovery in physical infrastructure contributions such as dwelling, health and transportation opportunities,
- Social and cultural contributions such as increase in cultural activities, recovery in life quality,
- Educational and demographic contributions such as increase in rate of participation to education, decrease in birth and death rate and decrease in immigration (Öztürk et. al., 2001:152).

Despite all of these contributions of universities, when university-city relationship is analyzed, it is seen that relationship develops in a very limited level. This situation has several reasons. For example, universities do not care their relationship with their environment. They do not have enough academicians and this negative situation shake the society's confidence and finally, universities are not supported while they are established. Also, some perceptions such as university cause cultural degeneration interrupt the relationship between the university and society (Özden,2013:10).

III. INFORMATION ABOUT BESNI AND ADIYAMAN UNIVERSITY BESNI VOCATIONAL HIGH SCHOOL

Besni as its' geographical position locates west of Southeastern Anatoli and west side of Adıyaman. It is far from 44 km to city center, 95 km to Gaziantep. Its surface is 1330 km^2 and it has 8 town municipalities, 63 villages and 49 hamlets. Besni society earns their keep from agriculture and husbandry (Wikipedia, Mart 2014). According to updated data of Turkish Statistical Institute total population of county is 81.304. 29.102 of this population live in county center the rest of the population live in villages (Besni District Governorship). County's means of livelihood is based on agriculture and husbandry.
Adıyaman University Besni Vocational High School is established in 1998/1999 academic year within Gaziantep University. It is transferred to Adıyaman University found in 1 March 2006 in accordance with the law no 5467. 27 instructors work in the school. Available departments and student numbers of the school are shown in the table.

Table 1. Available Departments of Besni Vocational High School and Student Numbers

Name of Department	Students Number
Banking and Insurance	387
Knowledge Management	385
Business Management	205
Computer Programming	292
Computer Technology	59
Office Management Executive Assistance	328
Mechatronics	110
Accounting	228
Marketing	26
TOTAL	**2020**

IV. METHOD

a. Aim of the Study

Aim of this study is revealing the views of Besni society about effects of Adıyaman University Besni Vocational High School on Besni districts' socio-economic structure.

It is so important to know how universities service to their cities,society and how they contribute to socio-economic structure. With the aim of determining that situation, expectations and thoughts of the society of the city in which universities are established should be find out.

b. Population and Sample

Population of the study is local people of Besni County in Adıyaman. Data is obtained via questionnaire. Questionnaire is applied in January of 2014. Data of questionnaire is acquired with face to face interaction method with 408 people chosen via simple random sampling method. According to Turkish Statistical Institute 2013 data, approximately 30.000 people live in Besni county Adıyaman city. According to Altunışıket. el. 2010:135 , it is predicted that valuable results with the %95 confidence level can be obtained in 30.000 population with at least 379 people sample. So it is thought that 408 people sample can represent the population.

c. Data Collection Tool and Analysis

In this study, as the data collecting tool questionnaire technique is used. Questionnaire has two parts. In the first part, there are questions about demographic structures of the participants.This part includes age, gender, marital status, education level, monthly income and job of participants. In the second part, there is a scale with 28 questionsthat evaluates the perception of local people about the effects of Adıyaman University Besni Vocational High School on socio-economic structure. Questions of the scale are prepared with the contributions of Gül and Gül's (2012) study.

Research data is analyzed with SPSS 23.0 statistical packet programme. With the aim of identifying participant's demographic characteristics, descriptive statistics are used. For the comment on the perception of society about effects of the university on socio-economic structure and for the evaluation of differences between demographic structures in those levels, Independent T-Test and One Way ANOVA methods are used. For testing the reliability of scale Alpha coefficient is calculated and for the validity first exploratory factor analysis and thenconfirmatoryfactor analysis are applied.

V. FINDINGS AND DISCUSSION

a. Demographic Findings

Findings about the demographic variables of people in this region are identified with the analyses. According to results, most of the participants are male (%74). Rate of female participants is %26.

%66,2 of participants is married, %33,8 of participants is single. Age range of participants approximately closed for both groups. Most of them (%41,4) are between 20-30 years old. Rate of the participants between 31-40 is %32,8 , rate of the participants between 41-50 is %19,9 and 51 and over years old rate is %5,9.

When the educational level of participants is analyzed, it is seen that most of the participants are high school graduate (%45,1). Rate of bachelor participants is %33,8 and finally rate of primary educationgraduate participants is %17,4 and postgraduateparticipants' rate is %3,7.

As the result of analyses of participants according to their occupations most of them are officer (%30,9). Also, %23,8 of participants are craft, %18,1 worker and %14.0 of participants are involved in self-employment category. %6,9 of participants are housewife, %3,9 farmer and %2,5 is retiree.

It is observed that most of the participants (%32,6) have monthly income between 1000-2000 TL. Rate of the participants who have monthly income between 500-999 TL is %23,8; rate of the participants who have monthly income between 2000-3000 is %22,3 and finally rate of the participants who have monthly income less than 500 TL is %16,7.

b. Exploratory Factor Analysis

Factor analysis is a analysis method with many variable and provides more meaningful and summary of data (Nakip, 2013:511).

Table 2: Factor Analysis Results of Participants' Perception about the Effects of Universities

PROPOSITION	Average	St.Dev.	Factor loads	Eigenvalue (%)	Cumulative Variance (%)
Factor 1: ECONOMIC EFFECT				12,778	12,778
University creates an important source of income	4,35	,865	**,804**		
University students enliven the economy	4,37	,829	**,735**		
University increase the income of community	4,27	,898	**,733**		
University provides employment opportunity for the region	4,05	1,050	**,718**		
University provides to open new facilities	4,19	,956	**,610**		
Factor 2: NEGATIVE EFFECT on DAILY LIFE				12,282	25,059
University students effect the society's life style negatively*	2,85	1,465	**,912**		
University students increase the rate of crime in the region*	2,81	1,460	**,905**		
University students harm to culture of region*	2,76	1,512	**,895**		
There is a conflict between society and university students in Besni*	2,70	1,354	**,752**		
Factor 3: EFFECT on EDUCATION				11,711	36,770
I support to coming more students to the region New departments- programs should be opened in Besni VHS	4,30	,979	**,759**		
	4,47	,849	**,672**		
I found beneficial the existence of university and university students in the region	4,17	1,068	**,661**		
Benefits of university students to the region are more than damages	3,85	1,174	**,633**		
Local people should rent their houses to university students	3,77	1,343	**,514**		
Besni VHS should open training courses-programs for society	4,37	,829	**,419**		
Factor 4: EFFECTS on CITY ADVERTISEMENT				10,394	47,164
Besni VHS provides county to open foreign regions	4,15	1,060	**,808**		
Besni VHS provides county to be known	4,40	,869	**,803**		
Besni VHS makes county development easier	4,26	1,012	**,795**		
Factor 5: EFFECT on CITY DEVELOPMENT				9,814	56,978
Scientific researches /studies of university provide solutions to county's problems	3,28	1,334	**,802**		
University help to protection of environment	3,24	1,333	**,702**		
Besni VHS supports development of nongovernmental organizations	3,48	1,306	**,689**		
Besni VHS provides to develop transportation	3,89	1,223	**,644**		
Coming of university students to the region marks up prices	3,21	1,380	**,444**		
Factor 6: CULTURAL EFFECT				9,685	66,663
Existence of the university in the region increases the educational level of the society	3,83	1,194	**,814**		
University provides development of culture of the society	3,70	1,209	**,781**		
University increase life quality of the society	3,70	1,227	**,745**		
*KMO: 0,894 **Barlett Test:** 5714,316 **Eigenvalue:** 1'den fazla**Relevance:** 0.000* ***Cronbach Alpha:** 0,863*					

*Reversely coded.

As the result of Explatory Factor Analysis (EFA), ''Local managers should support to come more students in the region'' and ''I gain favor individually from university students'' propositions are deducted from the scale one by one because of the low factor value and cross-docking and KFA is repeated.

To the rest 26 propositions factor analysis is applied again and 6 factors which have eigenvalue more than 1 are obtained. Those 6 factors explain %66,6 of total variance. This obtained rate is very high value because if variance rate obtained as the result of factor analyses is higher than factor structure of scale is evaluated as strong at the same rate. In social sciences, at least %60 variance rate for the conducted analysis is

suggested (Nakip, 2013:521). In table, factor loads of each proposition are given. According to these values, six dimension as the result of factor analysis is distributed and according to relation of propositions dimensions are named. As the result of that; Economical Effect, Educational Effect, Negative Effect on Daily Life, Effect on City Advertisement, Effect on City Development and Cultural Effect dimensions are formed.

Being size of the proposition as big as to provide reliability of correlation is so important. To be able to determining efficiency of obtained data from proposition, KMO and Bartlett's Test is applied. It is accepted that value from this test is perfect if it is closer to 1; if it is under the 0,50, it is unacceptable result (Tavşancıl,2010:50). As it can be understood from Table 2,KMO and Bartlett's Test value is 0,894 and it is close to perfect result.

Crobach's Alpha test is used for determining reliability of the scale. The most popular method for testing internal consistency is Alpha number also named as Cronbach's Alpha. Alpha value takes a value between 0-1 and acceptable value should be 0,7 (Altunışık et. al., 2010:24).

As it is seen on the table, reliability of the scale is found as 0,897. It shows that study reliability pretty high.

c. Confirmatory Factor Analysis

As the result of explatory factor analysis six dimensions are found for the scale. With the aim of testing construct validity of the scale, conformity factor analysis is applied. Result of the analysis shows that scale makes correspond with its' structure with six dimensions. It is determined that factor loads differ between .419-.912. Cronbach Alpha reliability coefficient found as .897.
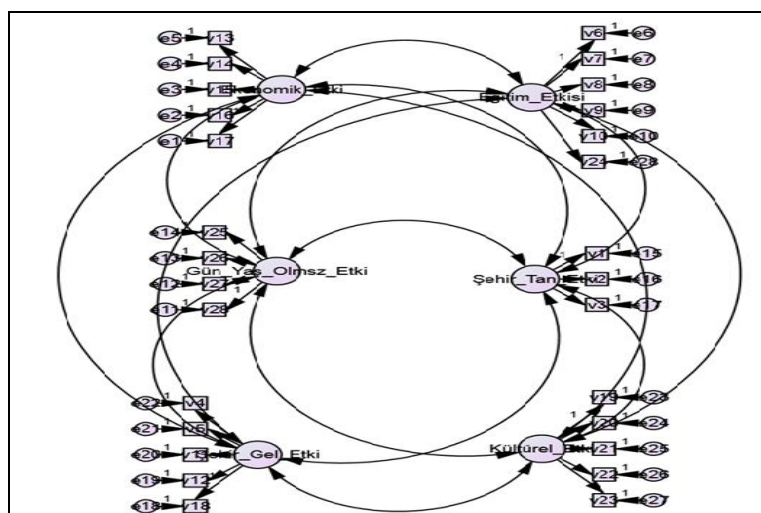

Figure-1: Confirmatory Factor AnalysisStructural Model

Table 3. Goodness of Fit Values of Scales

Variables	X²	df	CMIN/DF □5	GFI □.85	AGFI □.80	CFI □.90	NFI □.90	TLI □.90	RMSEA □.08
Scale of Community Viewpoint	702,308	284	2,473	.885	.858	.924	.880	.913	.060

Goodness of fit value ranges is formed according to **''acceptable''** standards (Gürbüz and Şahin, 2015:337)

d. Crosswise Analysis

Table 4. Socio-Economic Effect Perception According to Gender Variable

Dimensions	Your Gender	N	Mean	Std. Deviation	P
ECONOM □C EFFECT	Male	302	4,28	,727	0,114
	Female	106	4,15	,749	
NEGATIVE EFFECT ON DAILY LIFE	Male	302	2,84	1,262	0,186
	Female	106	2,61	1,284	
EDUCATION EFFECT	Male	302	4,18	,726	0,106
	Female	106	4,07	,757	
EFFECT on CITY ADVERTISEMENT	Male	302	4,25	,915	0,334
	Female	106	4,33	,752	
EFFECT on CITY DEVELOPMENT	Male	302	3,44	,992	0,497
	Female	106	3,37	,783	
CULTURAL EFFECT	Male	302	3,73	1,114	0,624
	Female	106	3,79	,978	

When Table 4 is analyzed, it is seen that effect of Besni Vocational High School on community's economy is perceived positively. As the result of T Test there is no meaningful difference between gender and economic effect (p=0,114>0,05).

It is seen that participants are irresolute whether Besni Vocational High School affects daily life negatively or not. This situation shows that Besni society does not prejudge Besni Vocational High School and university students. As the result of T Test, there is no meaningful difference between gender and negative effect on daily life. (p=0,186>0,05)

It is understood that Besni people is positive for the effect of Besni Vocational High School on county's education. As the result of T Test, there is no meaningful difference between gender and education effect. (p=0,106>0,05).

When it is looked at the Effect on County Advertisement sub dimension average, it is seen that participant's ideas about advertisement are positive. As the result of T Test, there is no meaningful difference between gender and effect on county advertisement. (p=0,334>0,05).

It is seen that participants perceive the effect of Besni Vocational High School on development of county in medium. As the result of T Test, there is no meaningful difference between gender and effect on county development. (p=0,497>0,05).

It is seen that participants perceive the effect of Besni Vocational High School on cultural development in medium. As the result of T Test, there is no meaningful difference between gender and effect on county advertisement .(p=0,624>0,05).

Table 5. Socio- Economic Effect Perception According to Marital Status Variable

Dimensions	Your Marital Status	N	Mean	Std. Deviation	P
ECONOMIC EFFECT	Married	270	4,28	,713	0,140
	Single	138	4,17	,770	
NEGATIVE EFFECT on DAILY LIFE	Married	270	2,79	1,259	0,876
	Single	138	2,77	1,297	
EDUCATION EFFECT	Married	270	4,15	,742	0,916
	Single	138	4,16	,723	
EFFECT on CITY ADVERTISEMENT	Married	270	4,29	,886	0,598
	Single	138	4,24	,858	
EFFECT on CITY DEVELOPMENT	Married	270	3,40	,968	0,603
	Single	138	3,45	,892	
CULTURAL EFFECT	Married	270	3,74	1,125	0,977
	Single	138	3,74	,989	

When Table 5 is analyzed, it is seen that effect of Besni Vocational High School is perceived by Besni society positively. As the result of T Test, there is no meaningful difference between marital status and economic effect .(p=0,140>0,05).

It is seen that participants are irresolute whether Besni Vocational High School affects daily life negatively or not. This situation shows that Besni society does not prejudge Besni Vocational High School and university students. As the result of T Test, there is no meaningful difference between marital status and negative effect on daily life .(p=0,876>0,05)

It is understood that Besni people is positive for the effect of Besni Vocational High School on county's education level. As the result of T Test, there is no meaningful difference between marital status and education effect .(p=0,916>0,05).

It is concluded that Besni Vocational High School has positive effect on county's advertisement. As the result of T Test, there is no meaningful difference between marital status and county's advertisement effect (p=0,598>0,05).

It is seen that participants perceive the effect of Besni Vocational High School on development of county in medium. As the result of T Test, there is no meaningful difference between marital status and effect on county development .(p=0,603>0,05).

When Cultural Effect sub dimension average is analyzed, it is seen that effects of Besni Vocational High School on county's cultural structure is perceived in medium. As the result of T Test, there is no meaningful difference between marital status and cultural effect .(p=0,977>0,05).

Table 6. Socio-Economic Effect Perception According to Age Variable

Dimensions	Your Age	N	Mean	Std. Deviation	P
ECONOMİC EFFECT	20 – 30 Years old	169	4,14	,777	0,084
	31 - 40 Years old	134	4,31	,696	
	41 - 50 Years old	81	4,33	,699	
	51 Years old and over	24	4,38	,684	

NEGATIVE EFFECT on DAILY LIFE	20 – 30 Years old	169	2,87	1,255	0,493
	31 - 40 Years old	134	2,64	1,354	
	41 - 50 Years old	81	2,81	1,188	
	51 Years old and over	24	2,82	1,169	
EDUCATION EFFECT	20 – 30 Years old	169	4,13	,749	0,607
	31 - 40 Years old	134	4,16	,746	
	41 - 50 Years old	81	4,15	,732	
	51 Years old and over	24	4,35	,575	
EFFECT on CITY ADVERTISEMENT	20 – 30 Years old	169	4,22	,897	0,608
	31 - 40 Years old	134	4,26	,915	
	41 - 50 Years old	81	4,34	,818	
	51 Years old and over	24	4,42	,683	
EFFECT on CITY DEVELOPMENT	20 – 30 Years old	169	3,47	,898	0,331
	31 - 40 Years old	134	3,47	,968	
	41 - 50 Years old	81	3,32	,975	
	51 Years old and over	24	3,16	,974	
CULTURAL EFFECT	20 – 30 Years old	169	3,71	,995	0,794
	31 - 40 Years old	134	3,75	1,205	
	41 - 50 Years old	81	3,74	1,074	
	51 Years old and over	24	3,94	,971	

As it is seen in Table 6, it is concluded that Besni society perceive the effects of Besni Vocational High School on county economy positively. As the result of One-Way Anova Test, there is no meaningful difference between age and economic effect .(p=0,084>0,05).

It is seen that participants are irresolute whether Besni Vocational High School affects daily life negatively or not. This situation shows that Besni society does not prejudge Besni Vocational High School and university students. As the result of One-Way Anova Test, there is no meaningful difference between age and negative effect on daily life .(p=0,493>0,05)

It is understood that Besni people is positive for the effect of Besni Vocational High School on county's education level. As the result of One-Way Anova Test, there is no meaningful difference between age and education effect .(p=0,607>0,05).According to Besni society, It is concluded that Besni Vocational High School has positive effect on county's advertisement. As the result of One-Way Anova Test, there is no meaningful difference between age and county's advertisement effect (p=0,608>0,05).

It is seen that participants are irresolute about the effect of Besni Vocational High School on development of county. As the result of One-Way Anova Test, there is no meaningful difference between age and county's development effect (p=0,331>0,05).It is seen that Besni community is in the situation of moderate instability about the effect of Besni Vocational High School on county's cultural development. As the result of One-Way Anova Test, there is no meaningful difference between age and Cultural effect (p=0,794>0,05).

Table 7. Socio-Economic Effect Perception According to Educational Level

Dimensions	Your Educational Level	N	Mean	Std. Deviation	P
ECONOMIC EFFECT	Primary Education	71	4,25	,791	0,848
	High School	184	4,28	,681	
	University	138	4,21	,779	
	Postgraduate	15	4,20	,705	
NEGATIVE EFFECT on DAILY LIFE	Primary Education	71	3,07	1,367	0,035
	High School	184	2,74	1,187	
	University	138	2,63	1,278	
	Postgraduate	15	3,30	1,464	
EDUCATION EFFECT	Primary Education	71	4,20	,796	0,893
	High School	184	4,14	,721	
	University	138	4,15	,723	
	Postgraduate	15	4,24	,769	
EFFECT on CITY ADVERTISEMENT	Primary Education	71	4,32	,838	0,952
	High School	184	4,26	,865	
	University	138	4,26	,929	
	Postgraduate	15	4,24	,740	
EFFECT on CITY DEVELOPMENT	Primary Education	71	3,49	1,139	0,135
	High School	184	3,33	,922	
	University	138	3,45	,857	

	Postgraduate	15	3,87	,820	
CULTURAL EFFECT	Primary Education	71	3,83	1,085	0,882
	High School	184	3,71	1,029	
	University	138	3,73	1,141	
	Postgraduate	15	3,78	1,166	

It is seen that Besni society perceive the effects of Besni Vocational High School on county economy positively. As the result of One-Way Anova Test, there is no meaningful difference between educational level and economic effect .(p=0,848>0,05).

It is seen that participants are irresolute whether Besni Vocational High School affects daily life negatively or not. This situation shows that Besni society does not prejudge Besni Vocational High School and university students. As the result of One-Way Anova Test, there is a meaningful difference between educational level and negative effect on daily life .(p=0,035<0,05). With the aim of determining difference in which groups according to educational level in Negative Effect on Daily Life sub dimension, LSD multiple comparison test is used;

It is concluded that University's Negative Effect on Daily Life perception of primary education graduates is higher than university graduates; University's Negative Effect on Daily Life perception of postgraduate graduates is higher than university graduates. So, it can be said that while education level increase, negative thoughts about the University's Negative Effect on Daily Life decrease.

Besnicommunity comes together in the view that Besni Vocational High School has positive effect on educational level of county. As the result of One-Way Anova Test, there is no meaningful difference between educational level and education effect .(p=0,893>0,05).

According to Besni society, it is concluded that Besni Vocational High School has positive effect on county's advertisement. As the result of One-Way Anova Test, there is no meaningful difference between education level and county's advertisement effect (p=0,952>0,05).

It is seen that participants are irresolute about the effect of Besni Vocational High School on development of county. As the result of One-Way Anova Test, there is no meaningful difference between education level and county's development effect (p=0,135>0,05).

It is seen that Besni community is in the situation of moderate instability about the effect of Besni Vocational High School on county's cultural development. As the result of One-Way Anova Test, there is no meaningful difference between education level and cultural effect (p=0,882>0,05).

Table 8. Socio-Economic Effect Perception According to Occupation Variable

Dimensions	Your Occupation		N	Mean	Std. Deviation	P
ECONOMIC EFFECT	Worker		74	4,22	,680	0,338
		Officer	126	4,21	,804	
	Craft		97	4,35	,697	
	Farmer		16	3,99	,795	
	Retiree		10	4,06	,772	
	Housewife		28	4,13	,766	
	Self-Employment		57	4,35	,651	
NEGATIVE EFFECT on DAILY LIFE	Worker		74	2,92	1,211	0,528
		Officer	126	2,60	1,290	
	Craft		97	2,75	1,268	
	Farmer		16	2,95	1,373	
	Retiree		10	2,70	,896	
	Housewife		28	2,85	1,277	
	Self-Employment		57	2,98	1,332	
EDUCATION EFFECT	Worker		74	4,23	,535	0,003
		Officer	126	4,13	,781	
	Craft		97	4,27	,683	
	Farmer		16	3,71	1,019	
	Retiree		10	3,93	,686	
	Housewife		28	3,76	,891	
	Self-Employment		57	4,27	,680	
EFFECT on CITY ADVERTISEMENT	Worker		74	4,41	,695	0,181
		Officer	126	4,21	,916	
	Craft		97	4,28	,862	
	Farmer		16	3,73	1,218	
	Retiree		10	4,37	,675	
	Housewife		28	4,30	,843	
	Self-Employment		57	4,30	,929	
EFFECT on CITY DEVELOPMENT	Worker		74	3,56	,936	0,002
		Officer	126	3,44	,884	
	Craft		97	3,52	,980	

	Farmer	16	2,46	,926	
	Retiree	10	3,18	,856	
	Housewife	28	3,41	,688	
	Self-Employment	57	3,33	1,007	
CULTURAL EFFECT	Worker	74	3,70	,994	0,062
	Officer	126	3,63	1,198	
	Craft	97	3,88	,969	
	Farmer	16	3,04	1,167	
	Retiree	10	4,07	,886	
	Housewife	28	3,83	,979	
	Self-Employment	57	3,89	1,079	

In Table 8, It is seen that Besni society perceives the effects of Besni Vocational High School on county economy positively. As the result of One-Way Anova Test, there is no meaningful difference between occupation variable and economic effect .(p=0,338>0,05).Besni community does not accept the idea that Besni Vocational High School affects the county's daily life negatively. As the result of One-Way Anova Test, there is no meaningful difference between occupation variable and negative effect on daily life .(p=0,528>0,05).Besnicommunity comes together in the view that Besni Vocational High School has positive effect on educational level of county. As the result of One-Way Anova Test, there is a meaningful difference between occupation variable and education effect .(p=0,003<0,05). With the aim of determining difference in which groups according to occupation variable in Education Effect sub dimension, LSD multiple comparison test is used.

In this situation;It is concluded that there is a difference between worker participants and farmer, housewife participants in Education Effect sub-dimension according to occupation difference. According to this result, worker participants have more positive views than farmer and housewife participants about the effect of Besni Vocational High School on education of the county. It is concluded that there is a difference between craft participants and farmer, housewife participants in Education Effect sub-dimension according to occupation difference. According to this result, craft participants have more positive views than farmer and housewife participants about the effect of Besni Vocational High School on education of the county. It is concluded that there is a difference between self-employment participants and farmer, housewife participants in Education Effect sub-dimension according to occupation difference. According to this result, self-employment participants have more positive views than farmer and housewife participants about the effect of Besni Vocational High School on education of the county. It is seen that Besni Vocational High School is evaluated positively from the aspect of advertisement of the county by Besni society. As the result of One-Way Anova Test, there is no meaningful difference between occupation variable and effect on advertisement of county.(p=0,181>0,05).

It is seen that Besni community is in the situation of negative instability about the effect of Besni Vocational High School on effect on city's development. As the result of One-Way Anova Test, there is a meaningful difference between occupation variable and effect on city's development (p=0,002<0,05). With the aim of determining difference in which groups according to occupation variable in City Development Effect sub dimension, LSD multiple comparison test is used.

In this situation; It is concluded that there is a difference between farmer participants and worker,officer,housewife and self-employment participants in City Development Effect sub-dimension according to occupation difference. According to this result, farmer participants have more negative views than worker,officer,housewife and self-employment participants about the effect of Besni Vocational High School on education of the county. It is seen that Besni community is in the situation of moderate instability about the effect of Besni Vocational High School on county's cultural structure. As the result of One-Way Anova Test, there is no meaningful difference between occupation variable and cultural effect (p=0,062<0,05).

Table 9. Socio-Economic Effect Perception According to Monthly Income Variable

Dimensions	Monthly Income	N	Mean	Std. Deviation	P
ECONOMIC EFFECT	Less than 500 TL	68	4,13	,761	0,182
	between 500 - 999 TL	97	4,25	,734	
	between 1000 - 2000 TL	133	4,19	,756	
	between 2000 - 3000 TL	91	4,38	,699	
	Over 3000 TL	19	4,38	,585	
NEGATIVE EFFECT on DAILY LIFE	Less than 500 TL	68	3,33	1,225	0,000
	between 500 - 999 TL	97	2,92	1,241	
	between 1000 - 2000 TL	133	2,61	1,205	
	between 2000 - 3000 TL	91	2,42	1,230	
	Over 3000 TL	19	2,99	1,517	
EDUCATION EFFECT	Less than 500 TL	68	4,05	,749	0,569
	between 500 - 999 TL	97	4,18	,781	
	between 1000 - 2000 TL	133	4,13	,694	

	between 2000 - 3000 TL	91	4,24	,732	
	Over 3000 TL	19	4,19	,754	
EFFECT on CITY ADVERTISEMENT	Less than 500 TL	68	4,32	,804	0,662
	between 500 - 999 TL	97	4,21	,930	
	between 1000 - 2000 TL	133	4,22	,837	
	between 2000 - 3000 TL	91	4,33	,954	
	Over 3000 TL	19	4,46	,730	
EFFECT on CITY DEVELOPMENT	Less than 500 TL	68	3,37	,831	0,584
	between 500 - 999 TL	97	3,51	1,095	
	between 1000 - 2000 TL	133	3,36	,934	
	between 2000 - 3000 TL	91	3,40	,920	
	Over 3000 TL	19	3,65	,569	
CULTURAL EFFECT	Less than 500 TL	68	3,74	,983	0,572
	between 500 - 999 TL	97	3,77	1,107	
	between 1000 - 2000 TL	133	3,68	1,023	
	between 2000 - 3000 TL	91	3,73	1,219	
	Over 3000 TL	19	4,12	,957	

In Table 9, It is seen that Besni society perceives the effects of Besni Vocational High School on county economy positively. As the result of One-Way Anova Test, there is no meaningful difference between monthly income variable and economic effect .(p=0,182>0,05).

It is seen that in general Besni society does not accept the idea that Besni Vocational High School affects county's daily life negatively. As the result of One-Way Anova Test, there is a meaningful difference between monthly income variable and negative effect on daily life .(p=0,000<0,05). With the aim of determining difference in which groups according to monthly income variable in Negative Effect on Daily Life sub dimension, LSD multiple comparison test is used. In this situation; it is concluded that there is a difference between participants with less than 500 TL monthly income and participants with 500-999 TL, 1000-2000 TL and 2000-3000 TL monthly income in Negative Effect on Daily Life sub dimension. According to this result, participants with less than 500 TL monthly incomes have more positive perspective than participants with 500-999 TL, 1000-2000 TL and 2000-3000 TL monthly income about Negative Effect on Daily Life sub dimension. Also, participants with 500-999 TL have more positive perspective than participants with 2000-3000 TL about Negative effects on Daily of Besni Vocational High School and their students.

When all results are analyzed together, it is concluded that while participants monthly income decrease, their perception about negative effects of universities on daily life increase.

Positive perception of Besni community about Besni vocational high school educational effect on county is perceived. As the result of One-Way Anova Test, there is no meaningful difference between monthly income variable and education effect.(p=0,569>0,05).

Positive perception of Besni community about Besni vocational high school effect on county's advertisement is seen. As the result of One-Way Anova Test, there is no meaningful difference between monthly income variable and county's advertisement effect.(p=0,662>0,05).

It is determined that community is negatively irresolute about the effect of university on county's development. As the result of One-Way Anova Test, there is no meaningful difference between monthly income variable and county development effect.(p=0,584>0,05).

Finally, it is seen that Besni community is in the situation of moderate instability about the effect of Besni Vocational High School on county's cultural structure. As the result of One-Way Anova Test, there is no meaningful difference between monthly income variable and county development effect (p=0,572>0,05).

VI. CONCLUSION

In this study, perception of Besni community about the effects of Besni Vocational High School on county's socio-economic structure is analyzed. According to this; It is concluded that there is any difference about the effect of Besni Vocational High School on Besni socio-economic structure in terms of gender, marital status and age variables.

It is concluded that there is a meaningful difference between the perceptions of Besni community about the negative effects of Besni Vocational High School on daily life of county according to educational status of participants. Primary education graduates have higher perception about negative effects of Besni Vocational High School on daily life of county than university graduates; while it is concluded that postgraduate graduates have higher perception about negative effects of Besni Vocational High School on daily life of county than university graduates. In that situation, while educational status increase, negative thoughts about the universities negative effect on county's daily life decrease.

When it is analyzed in terms of occupation variable; it is seen that there is a meaningful difference in perception of Besni society about the effect of Besni Vocational High School on county's education. It is found that farmer participants have more negative attitude than other occupational groups of county. Main reason of

this situation is staying in village rather than in county. Also, they do not witness directly to cultural, economic and physical developments of the center.

It is concluded that negative effect on daily life sub dimension differs according to monthly income. According to this result, it is concluded that while monthly income decrease, perception of negative effect of university on daily life increase.

Consequently, Besni community have positive thoughts about the effects of Besni Vocational High School on county's economic, cultural, educational life; development and advertisement of the county. Also, the general thought of the Besni society was that Besni Vocational High School does not affect county's daily life and culture negatively.

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