

THE FACTORS AFFECTING THE URBAN CREATIVE MOBILITY IN
TURKEY: A CASE PERSPECTIVE OF ACADEMICIANS OF ÖYP

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ACADEMICIANS OF ÖYP**

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE FACTORS AFFECTING THE URBAN CREATIVE MOBILITY IN TURKEY: A CASE STUDY FROM THE PERSPECTIVE OF ACADEMICIANS OF ÖYP

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In recent decades, the cities of the economically advanced nations have turned their faces to the sectors that input creative production and development for further economic growth and accumulation. The critical component of those sectors is the individuals that are involved in creative production. The creative sector workers are assumed to be highly creative, mobile, and pursue a quality standard of life (Florida, 2012/2002). The spatial merits of a place, therefore, determine their behavior of location preference. It is asserted by Florida (2012/2002) again that such individuals also exist in the sector of the academy. The research focuses on the Teaching Staff Training Program (ÖYP) in Turkey that aims to coordinate Turkish universities to train and mobilize young academics. The program is based on the locational choice of young academics for their training and post-training academic career activities. Their preference for work location also determines the place they live. This research aims to assess which urban spatial factors affect the locational decisions of those academics as creative individuals. On the macro-scale, partial correlation analysis is conducted to determine if there is a preference towards relatively developed cities in the context of the program. According to the results, there is a strong partial correlation between the development level of the provinces and the locational preferences of ÖYP candidates. These preferences are independent of the academic success of the selected universities. On the micro-scale, a survey has been conducted with the academicians of ÖYP. This survey is based on the “hard and soft locational factors” approach and “3T’s (Technology, Talent, and Tolerance) of economic development” in the literature. Results indicate that not only ‘hard’ factors like infrastructure in the city but also ‘soft’ factors like tolerance to newcomers play a significant role in attracting and holding creative individuals.

Keywords: Creative class, Hard and Soft Locational Factors, Knowledge Economies, ÖYP



ÖZ

TÜRKİYE'DE YARATICI MOBİLİTE'Yİ ETKİLEYEN KENTSEL ETMENLER: ÖYP'Lİ AKADEMİSYENLERİN PERSPEKTİFİNDEN BİR VAKA ÇALIŞMASI

Sezgin, Gürel

Yüksek Lisans, Şehir Planlama, Şehir ve Bölge Planlama

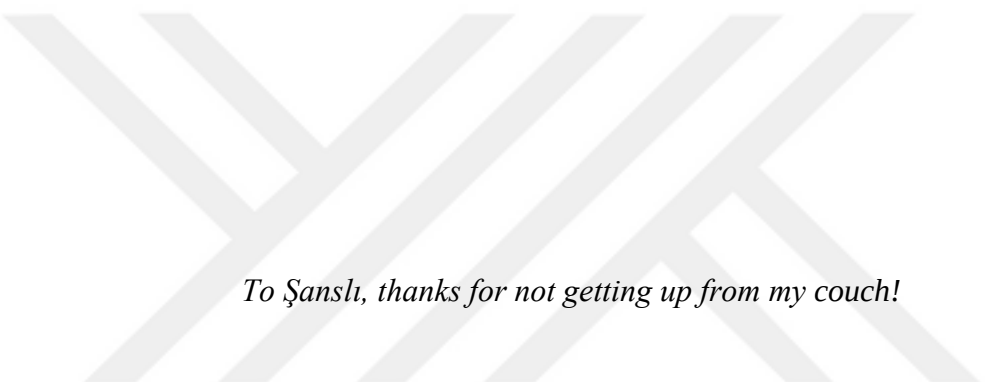
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Çağdaş kapitalist dünya, son yıllarda ekonomik büyüme ve birikim için uzmanlaşmış, katma değerli üretim ve yaratıcılığı öne çıkaran gündemi takip etmektedir. Ekonomik olarak gelişmiş ülkelerin şehirleri, ekonomilerini yaratıcı üretim ve kalkınmayı sağlayan sektörlerle çevirdi. Bu tür arayışların kilit bileşeni, yaratıcı üretime dahil olan bireylerdir. Bu bireylerin oldukça yaratıcı, hareketli oldukları ve kaliteli bir yaşam standardı izledikleri varsayılmaktadır (Florida, 2012). Bu nedenle, bir yerin mekansal faktörlerinin, bu yaratıcı bireylerin konum tercihini belirledikleri üzerinde durulmaktadır. Florida (2012/2002) tarafından akademi sektöründe bu tür kişilerin bulunduğu ileri sürülmektedir. Türkiye'de ÖYP (Öğretim Elemanı Yetiştirme Programı) üyeleri, farklı şehirleri kapsayan akademisyen yetiştirme ve dağıtma programının bir parçasıdır. Çalışacakları yer tercihleri yerleşecekleri şehri de belirlemektedir. Bu araştırma, yaratıcı bireyler olarak akademisyenlerin mekansal anlamda bir şehire yönelme ve kalıcı kalma kararlarında hangi kentsel faktörlerin etkili olduğunu değerlendirmeyi amaçlamaktadır. Makro ölçekte, görece gelişmiş kentlere yönelik tercihlerin daha fazla olup olmadığını anlamak için kısmi korelasyon analizi yapılmıştır. Sonuçlara göre, seçilen üniversitelerin akademik başarısı ne olursa olsun, ÖYP'li akademisyenlerde büyükşehirlerle yönelik bir tercih süreci söz konusudur. Mikro ölçekte ise ÖYP akademisyenleri ile literatürde yer alan “hard and soft locational factors” yaklaşımı ve “ekonomik gelişmişliğin 3T’si” temel alınarak bir anket yapılmıştır. Sonuçlar, “hard locational” faktörlerin hala önemli olduğunu gösterirken, “soft locational” faktörlerin de yaratıcı bireyleri cezbetme ve tutmada önemli bir rol oynadığını göstermektedir.

Anahtar Kelimeler: Yaratıcı Sınıf, Bilgi Ekonomileri, Hard and Soft Locational Factors, ÖYP





To Şanslı, thanks for not getting up from my couch!

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LIST OF ABBREVIATIONS

ABBREVIATIONS

ICT: Information and Communications Technology

ÖYP: Öğretim Üyesi Yetiştirme Programı

SEGE: İllerin ve Bölgelerin Sosyo-Ekonomik Gelişmişlik Sıralaması Araştırması

YÖK: Yükseköğretim Kurulu



CHAPTER 1

INTRODUCTION

Transition of the Economy to Creative Sectors

“A dramatic wave of urban restructuring has been unfolding across the planet since the long 1980s” (Brenner & Schmid, 2015, p. 151). In economic history, the collapse of the nation-states led to the maximization of capital mobility worldwide. In this environment, the city-regions faced rigorous agglomeration of economies based on their unique features, or ‘localities.’ The agglomeration economies in the contemporary capitalist world are directed towards specialized, value-added production, more specifically; ‘creativity’ in recent decades. The cities of the economically advanced nations have turned their faces to the sectors that have their input from creative production and development. The crucial component of such pursue is the individuals that are involved in the creative production. These individuals are assumed to be highly creative, mobile, and pursue a quality standard of life (Florida, 2012/2002).

Academy and Creative Class

One of the sectors that are very closely connected to creativity or creative production is the universities and academy. Florida (2012/2002) stated that university professors are included in the “super-creative core,” which is the core, mainstream part of the creative class, as the name implies. Florida (2006) also asserted that the universities are the producers of “talent,” both directly and indirectly. According to Florida (2006), a successful university in a specific region pulls more talented people and entrepreneurs by initiating the “creative ecosystem,” even those people are not directly related to the university itself. An example of this, a university in a city means more tolerance to different lifestyles, like students of different backgrounds, and this is a precondition for creativity to foster (Florida, 2006). Of course, a

university has to produce research and technology, contribute to science, and raise more creative individuals. To be able to achieve that, professors, researchers, and university lecturers, in general, academic staff are needed.

The Case of Turkey

There has been a growing demand for higher education in Turkey since the 1980s, which results in an increasing number of universities (B y katak and Demir, 2016). Since the change became very fast over time, there has been an increasing need for a qualified workforce in these institutions (Karak t k and  zdemir, 2011). The Anatolian universities, which were established in relatively underdeveloped regions of the country, have even lack more employees but the more significant proportion in this requirement (G m   and G kbel, 2012).

As an alternative to meet the demand for qualified academic staff, Teaching Staff Training Program ( YP -  ğretim  yesi Yerle tirme Programı in Turkish) has been established. It is a model that blends the domestic and abroad studies (based on articles 33 and 35 in the legislation) for the education of new scholars needed domestically (Y K, 2020). The program provides Masters' or Ph.D. education of the candidates from the universities which cannot provide graduate education. After educating these individuals, the program centrally distributes them as researchers to universities according to their preferences. Finally, to ensure obligatory service in the assigned city, the universities sign deeds with the program participants during their education phase.

 YP is selected as a case study for this research from three points of view. Firstly, although the program has been terminated now, and it has its own limitations,  YP was the excellent demonstration of how to raise an emerging creative class. Secondly, the program had great potential to create, distribute, and retain young academics (as a part of the creative class) to different regions. Thirdly, the program allows to examine the *spatial factors* in the locational choice preferences of the creative class. As indicated by different researchers (Murphy and Redmond, 2009;

Musterd and Gritsai, 2013; Brown and Meczyński, 2009) financial dimension occupies a vital role in the decision-making mechanisms of young professionals. As ÖYP offers its candidates guaranteed positions at the destination universities, candidates can choose where to work after the termination of their education, independent of financial concerns.

Research Questions and Hypotheses

Based on the information gathered from the literature review, four questions are answered in this study step by step:

- 1) Is there a general preference towards socio-economically developed regions among the candidates of ÖYP?*
- 2) Do the factors related to space contribute to the locational preferences of the academic staff in general?*
- 3) Which specific spatial factors attract the academic staff to a city?*
- 4) Which specific spatial factors contribute to the decision to stay in the destination city permanently?*

The first question was built upon other studies concerning this topic. Doğrul and Çelikkol (2017) state that in Turkey, more than 50% of the creative sector workers are located within the top five metropolitan cities located in the west of the country. Some studies related to ÖYP also state that the academic staff prefers to stay in the metropolitan cities, where they are sent for education (see: Memiş and Sağır, 2013; Çelebi and Tatık, 2012). As mentioned before, ÖYP had the potential to meet the demand of academic staff, especially in Anatolian universities in underdeveloped regions. Therefore, the first research question is about whether academicians of ÖYP prefer to settle in more socio-economically developed cities, contradicting this potential. The first research question will be examined quantitatively on the macro-scale, concerning the provinces of Turkey with a university included in ÖYP. The

preference of the academicians towards more developed cities could be not related to urban factors at all, but the quality and the success of the university. To eliminate that option, the academic success of the universities is added as a controlling variable to the analysis.

The hypothesis related to this question is as follows:

- *The academic staff included in the ÖYP prefer to settle and work mostly in relatively developed cities, regardless of the university's quality and academic success.*

After examining the first question and testing the hypothesis with partial correlation analysis, the following questions are examined qualitatively and on the micro-scale with the help of questionnaires. The second research question aims to understand where the spatial factors in general stand in the preferences of academicians to settle in a city. In this part, the academicians are questioned based on spatial features of particular localities.

The third and fourth questions are interlinked. For both of them, spatial factors are formulated, which may affect locational decisions. “Hard and soft locational factors” (Murphy and Redmond, 2009; Musterd and Gritsai, 2013; Brown and Meczyński, 2009) and “3T’s of economic development” (Florida, 2012/2002) approaches were adopted to the questionnaires as specific spatial factors. Later, these factors are utilized to frame this study as they guide the locational decisions of the academic staff of the ÖYP. They are explained in detail in the forthcoming chapters. The hypothesis under the heading of the third and fourth research questions is:

- *‘Hard locational factors’ play a more significant role in the locational decisions of the creative class than ‘soft locational factors.’*

Figure 1.1 shows the flow of the research questions with the hypotheses under them:

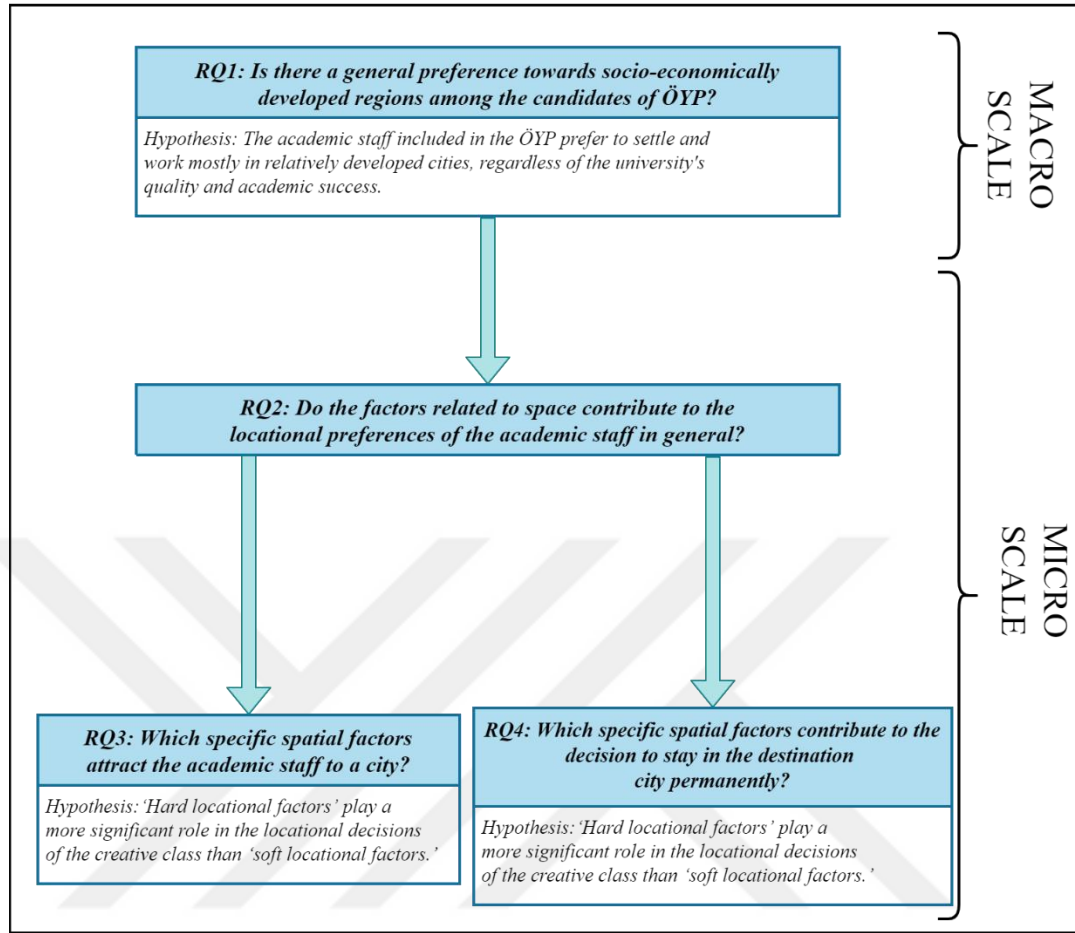


Figure 1.1: The flow of the research questions with hypotheses.

Contribution of the Study to the Literature

Although the creative industries and creative class topics are not recent discussions in the literature, they still protect their relevance to urban theory and practice. This study aims to fill some gaps both in the creative class literature discussed worldwide and in Turkey. Firstly, the importance of the academy and academic staff in the creative class literature is being underestimated alongside frequently discussed 'high-technology' or 'artistic' sectors. It is essential that academia should be recognized and discussed as a part of the "super-creative core" (Florida, 2012/2002) within the general discussion about creative class.

Secondly, specifically in Turkey, the studies related to the creative class focuses mainly on the issues of ‘gentrification’ (see: Darret, 2018; Demirel, 2015; Gezer, 2019) or as part of regional studies calculating the economic performance and density of the creative industries in particular regions (see: Doğrul and Çelikkol, 2017; Doğrul et al., 2016). As a result, in Turkey, an analysis about the creative class aiming to understand spatial/urban dynamics is missing. It is intended to open a discussion in the literature on both aspects. Further to these, as a minor contribution of this research, ÖYP’s success and potential to distribute emerging academic individuals to underdeveloped regions are discussed.



CHAPTER 2

LITERATURE REVIEW

This chapter is about the literature on the creative and knowledge-intensive sectors, the creative class, and their socio-spatial dynamics. In the first part, the emergence of creativity and knowledge in the history of economic development is presented. Moreover, the transition to creative industries and knowledge economies is explained in detail. The second part is about the main focus of this dissertation, the employees of the creative industries and knowledge-intensive sectors. The “creative class” concept of Florida (2012/2002) is defined in depth. In the third part, the mainstream theories that aim to understand locational decisions of the creative class are unfolded. In the fourth part, the critiques brought to the creative class concept have been reflected. In the fifth part, it is questioned whether the creative class members are orientated towards the notion of the ‘class’ itself, compared to Marx's class concept. Finally, in the sixth part, the creative industries literature in Turkey is reviewed.

2.1 The Emergence of Knowledge Economies and Creative Industries

In the history of humankind, changes in technology have always caused “shifts” in the economic structures, consumption patterns, society (Moore, 2014), and spatial relations. Storper and Walker (1989, p. 53) stated that:

“External economies cannot be separated from technological progress because such progress depends on the development of the forces of production as a whole, including increasing specialization and interconnections between functions in the economy.”

From a chronological perspective on the last two centuries, the first shift has taken place with the Industrial Revolution in the 19th Century. Those were the times that the whole economy's asset switched over from agriculture to manufacturing with the evolving technologies in the industry. Urban settlements were the centers of economic growth and agglomeration. Therefore they became over-populated and became high-density cores of industrial production. The labor fraction of the industry was simply constituting the workforce for the machines to work without putting their intellectual skills. Engels (1975/1844, p. 328-374) explains the situation of the working class at that time as living and working in unsanitary and poor conditions, which increase the diseases like typhoid and cholera in society. By looking at the urban environments of the early industrial cities, it can be said that the opportunities given to workers were extremely low.

The second shift happened with the invention of the 'assembly line' production and a new type of capitalist structure of the Fordist era. With the greater automation inside factories, "a distinct type of capitalist labor process" became the dominant configuration (Jessop, 1992, p. 44). A "technical division of labor" was set along the assembly line, and it included "semi-skilled workers" who specialized in producing different parts of the product and assembling them (Jessop, 1992, p. 44). In Fordist capitalism, workers are given a chance to afford the products they manufactured, in the Ford company case, a car (Tolliday and Zeitlin, 1987). Suburban areas in US cities became on the rise for middle-class workers with decent urban services.

The third shift came up with the theories that value 'ideas' in economic sectors. Those theories are classified as 'the knowledge economy,' 'creativity,' and 'the creative industries.' Starting in the early 1960s, "new science-based industries" emerged, and they have played a significant role in social and economic change (Powell and Snellman, 2004, p. 200). Those industries included ICT clusters, engineering facilities, digital media, electronics, and more. In other words, those industries are involved in "processes that develop from the research community (i.e., R&D factors, universities, labs, educational institutes)" (Kahin and Foray, 2006). Alongside its focus on theoretical information and innovation (Bell, 1973), those

sectors also increasingly depended on the “intellectual capabilities” (Powell and Snellman, 2004). As a result, the system required a highly skilled workforce with talents like “problem-solving” and “flexibility” (Dusi et al., 2014) for the ability to adopt different processes of the work.

Very similar, indeed embedded concepts are also the creative/cultural industries. They refer to economic activities that involve “human creativity” as “an ultimate economic resource” (Florida, 2002, p. xiii). The product of the creative industries involves an “intellectual property” that stems from the human mind and takes the form of an economic good (Howkins, 2001; Lash & Urry, 1994). Those industries include “advertising, architecture, art, crafts, design, fashion, film, music, performing arts, publishing, R&D, software, toys and games, TV and radio, and video games” (Howkins 2001, p. 88–117).

The knowledge-intensive and creative sectors made drastic changes in the economic geography, both from the creative workers’ side and the firms of those sectors. With the “globalization” of the economy, the firms are expanded beyond national borders and increased their “complexity and intensity” (Sassen, 1994, p. 55). In this situation, metropolitan cities that pursued the creative sectors and firms became the pioneers of this “new economy” (Scott, 2006, p. 3).

The contemporary capitalist world had been following the agenda that pursues specialized, value-added production and creativity in recent decades for further economic growth and accumulation. Consequently, the cities of the economically advanced nations have turned their faces to the sectors that input creative production and development. Glaeser (2012, p. 1) stated that the “city as a growth mechanism” mainly relies on the agglomeration economies, which feeds on innovation and technology.

2.2 The Creative Class

These new economies and the changed economic structure brought new spatial dynamics, especially urban geographies. The genuine agenda has been to generate creativity in a locality and attract/hold the creative sectors and employment. One of the significant theoreticians of the 21st century, Richard Florida (2002), has made a novel contribution to the promulgated literature on this subject with his book *The Rise of the Creative Class*. Much of the attention has been drawn to his argument on the places that can attract the “creative class” and eventually the “firms that seek talented people.” The next part is a brief introduction to the concept of the creative class.

The concept of the ‘creative class’ is not novel. Gouldner (1979) used the term “the new class” long before, implying the creative individuals (Scott, 2006, p. 4). When Florida (2012/2002) set his argument on the emergence of the creative class, he supported the idea that there is a paradigm shift in industrial production to information or knowledge production. The constant need to produce the same ways and the same type of outputs simply not enough. More economic value is produced when there is an invention to make or find “more valuable ways to make use of the objects available to us” (Florida, 2012/2002, p. 24). The ‘ideas’ are the fundamental principles to achieve that. They are a type of production going on inside creative minds. As a result, they are treated as an economic good, desired, and pursued. They are created “inside intellectual bodies” and sustained “in programs or formulas” (Florida, 2012/2002, p. 25). So, the search and desire of capitalism are indirectly for these intellectual bodies for the ideas they reside. Florida (2012/2002, p. 25) asserted the idea to the point that:

“Karl Marx had it more partly right when he foresaw that workers would someday control the means of production. This is beginning to happen to a certain degree, although not as Marx thought it would, with the proletariat rising up and taking over factories. If

workers control the means of production today that is because it is inside their own heads; they are the means of production.”

Thus, the retaining these people means to hold the key to advanced capitalist production. However, it is not that easy. It is not like holding the working class within factories under the banner of great industrial production. According to Florida (2012/2002), creative individuals are separated in terms of work habits. They spend their energy on differentiated jobs. They follow different job patterns (some are going through many different jobs; some prefer to stay stable). Also, some of them prefer to work individually, some in groups (Florida, 2012/2002, p. 25). To be able for them to become “organizational,” there is a need for “environments” that boosts their creativity and allows them to be organized (Florida, 2012/2002, p. 26).

Florida (2012/2002) acknowledges that the knowledge-generating workers constitute a class. This class impacts every aspect of our lives, from the political status of the cities to the quality of life of its citizens, just as the starting point of the class struggle in history. The emergence of the creative class is “rooted in the changed economic circumstances.” This change is the paradigm shift from industrial to information production, as defined above. Moreover, the existence of this class depends not only on the “values and attitudes” specific to it but “the place” it occupies in the economic system (Florida, 2012/2002, p. 37).

However, which portion of society is considered the creative class when it comes to the division of labor? Florida (2012/2002, p. 38) defines the creative class as: “the ones engage in work whose function is to ‘create meaningful new forms.’” In other words, whose occupation involves “producing new forms or designs that are readily transferable and widely useful” (2012/2002, p. 38). In terms of the exact profession of these individuals, he categorizes the creative class into two groups. Those are the “Super-Creative Core” and the “Creative Professionals.” The first group includes “university professors, poets, novelists, artists, entertainers, actors, designers, architects, engineers” (Florida, 2012/2002, p. 39). The second group involves workers of “High-tech financial services, the legal and healthcare professionals, and

business management.” (Florida, 2012/2002, p. 39). Figure 2.1 demonstrates the categorization of the creative class by Florida (2012/2002).

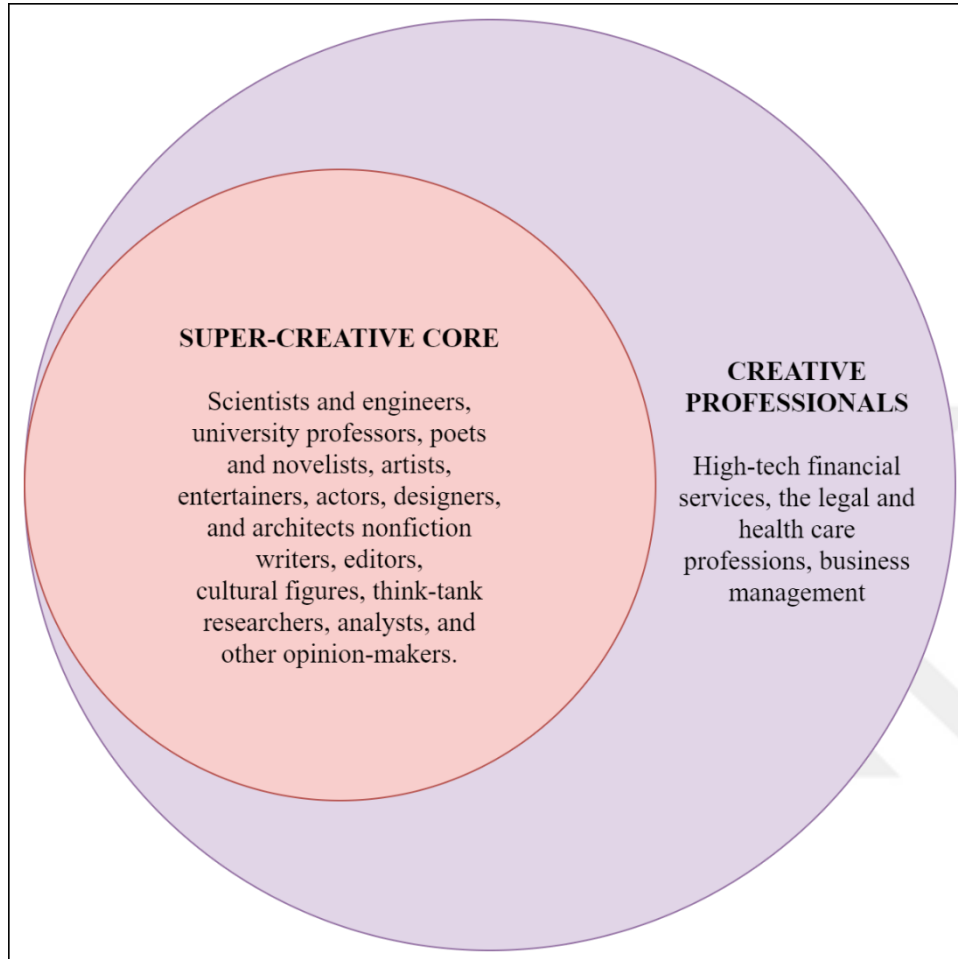


Figure 2.1: The professions under creative class (Florida, 2012/2002).

Studying the US cities, Florida exemplified his theories on a practical level. For example, he states in his book *The Rise of the Creative Class, Revisited* (2012/2002, p. 45):

“As of 2010, creative class included some more than 41 million Americans, roughly one-third of the entire US workforce. This is up from the 38 million-plus workers and 30 percent of the workforce in 1999 that I reported in the original edition.”

Overall, the idea and the contribution are remarkable on the political and the economic theory. Most of the statements of Florida on the creative class came up to be correct in the recent decade. The influence of the knowledge-based sector has grown rapidly. Many researchers have built their theories on this basis, and the policymakers have rapidly adopted the thesis of Florida. They constructed policies to attract the creative class because the notion “fits” to the “entrepreneurial agendas” of those governments (Leslie and Catungal, 2012).

2.3 Creative Class and the Socio-Spatial Relations

Suppose the way to prosperity and economic growth in contemporary cities depends on retaining the creative class. What are the spatial policies to bring talented people together? Florida signifies that the ‘3T’s’ principle must be embraced to have positive economic outcomes within the cities. The ‘3T’s’ principle, representing technology, talent, and tolerance, are the properties that a place must have to be innovative and have “sustainable economic growth” (2012/2002, p. 228). Florida specifies that each component of ‘3T’s’ is compulsory but inadequate alone. The place must have it all to attract the creative class.

Technology refers to the technology that is related to ‘change’ that economic growth depends on. Florida (2012/2002, p. 229) states its importance with Schumpeter's quote in 1942: “Capitalism not only never is but never can be stationary”. *Talent*, the most obvious one, refers to the main drivers of economic development: “skilled, ambitious, educated, and entrepreneurial people—whom they refer to as human capital” (Florida, 2012/2002, p. 231). *Tolerance* refers to the tolerance to “openness and diversity” for the creative class regarding their gender, living styles, and other differences.

Following ‘3T’s’ principle and regional economic growth, Florida (2012/2002) also used the term “quality of place” to refer to both the physical features of the cities like authenticity stems from the history of the city, the attractiveness of the environmental

aspects, spatial diversity, existence of cultural and leisure activities. Florida (2012/2002) also mentioned the social features of a locality, including social diversity and openness. The key properties for “sustainable economic growth” according to Florida (2012/2002) are demonstrated in Figure 2.2.

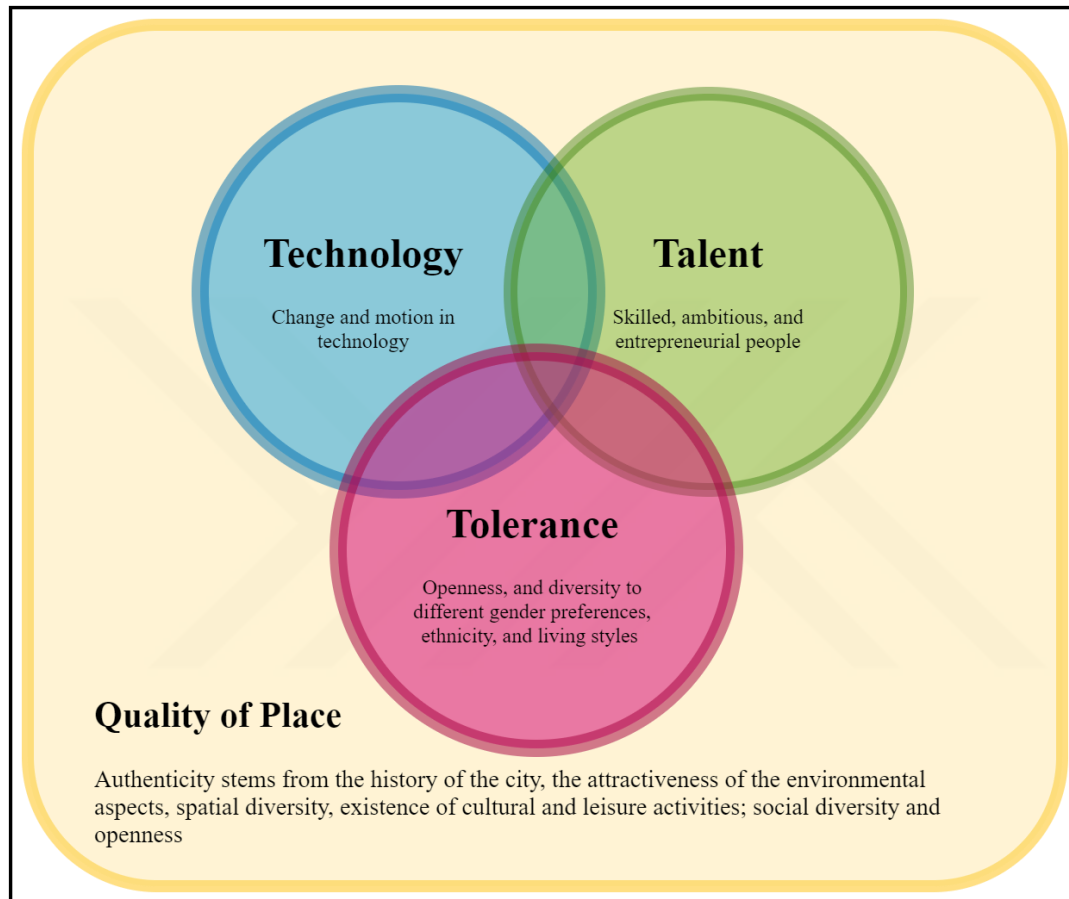


Figure 2.2: The key properties for “sustainable economic growth” in a region (Florida, 2012/2002).

‘3T’s’ principle is not the only locational concept in the creative class literature. There is a notion in the literature called ‘the hard and soft locational factors.’ It aims to explain the reasons behind the preferences of knowledge intense or creative firms to locate themselves in a particular city or a region. For example, a firm in the creative sector behaves to be included in a more ‘advanced’ city with quality resources such as qualified labor, low rents, accessibility, good local and national tax

regimes, and more. Those factors are included in “hard locational factors” (Musterd et al., 2007). Also, this firm would prefer more developed cities to settle because of the quality housing, diversity, attractive cultural scene, and several public places. Those factors would attract more creative employment to the specific location. They are called ‘soft locational factors’ (Musterd et al., 2007).

The ‘hard and soft locational factors’ approach could also be applied to the creative class. For example, Florida (2012/2002) mentioned that as “quality of place” as spatial diversity, cultural and leisure activities, social diversity, and openness could be regarded as ‘soft locational factors’ for the attraction of the creative class. Whereas the essential resources in the city, job opportunities, urban infrastructural services provided, affordability of housing are included in ‘hard locational factors.’ Murphy and Redmond (2009, p. 74) define ‘hard and soft locational factors’ for the attraction creative class. Table 2.1 demonstrates those factors.

Table 2.1: The hard and soft location factors “associated with the city’s living environment” (Murphy and Redmond, 2009, p. 74).

‘Hard’ Factors	‘Soft’ Factors
Public Services: Street safety; Policing services; Social security; Health services.	Cultural and Leisure Facilities: Public Spaces; Festivals and cultural facilities; Galleries and Museums; Pubs; Restaurants; Cinemas; Shopping facilities; Sports facilities.
Transport Infrastructure: Public transport; Transport within the city; Transport connectivity between the city and periphery; Availability of bicycle lanes	City Environment: Cleanliness of streets and parks; Footpath condition; Noise pollution; Air pollution; Congestion; Recycling services.
Cost of Living: Housing and related services; Food and beverages; Leisure services; Transportation.	Tolerance and Openness: Immigrants; Visible minorities; Different sexualities; Different socio-economic status.
Public Services: Street safety; Policing services; Social security; Health services.	

The authors investigated these factors from the perspective of the Dublin case. They found out that the top three reasons why the creative individuals prefer to settle and work there “were all classic ‘pull’ factors: (1) employment opportunities (35.0%); (2) family and relatives (19.4%); and (3) place of birth 18.4%.” On the other hand, “the results show that less than 5.0% of respondents cited ‘soft’ factors as the main reason for living in the Dublin region.” (Murphy and Redmond, 2009, p. 78).

Likewise, to a more considerable extent, Musterd and Gritsai (2013) concluded that from the examined 13 urban regions from all over Europe, the traditional ‘hard factors’ are still relevant to the locational decisions. While the employment opportunities are seen as the top decision in the context of the creative individuals in Europe, ‘hard and soft factors’ play a role in “icing on the cake” (Musterd and Gritsai, 2013, p. 15).

Another study compared two geographically central and “post-industrial” European cities regarding the success of attracting and hold creative individuals by their ‘quality of place.’ Brown and Meczyński (2009) made a spatial and qualitative analysis of the cities of Birmingham and Poznan. Regardless of the city studied, similar results came out as the two studies examined previously. Figure 2.3 indicates the result of their analysis.

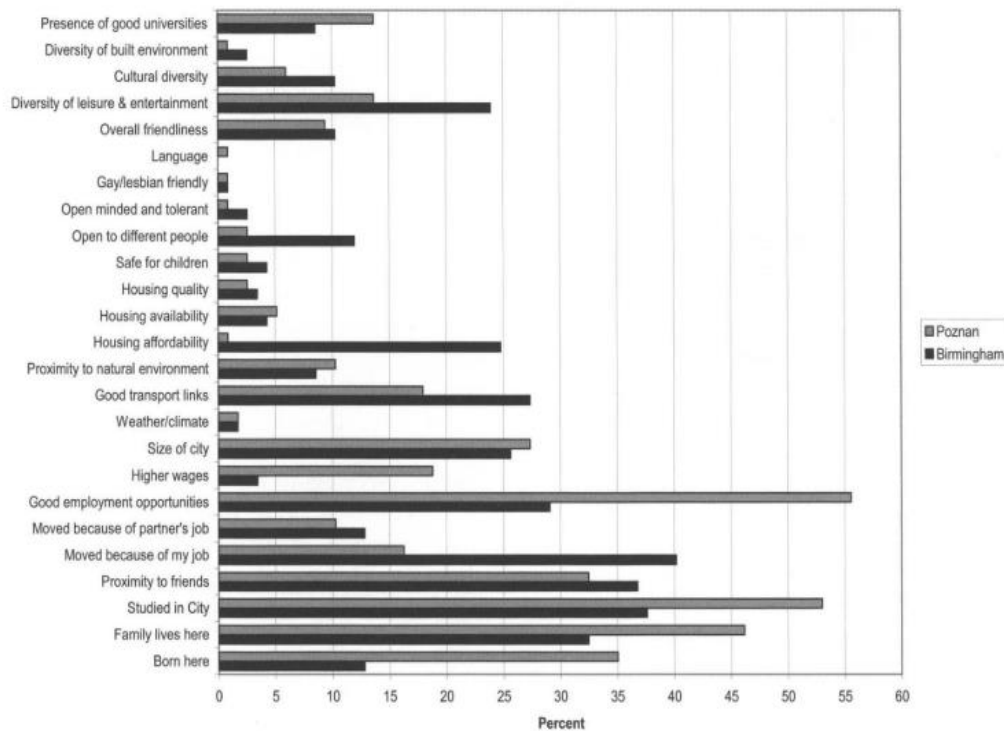


Figure 2.3: Factors influencing the locational choice of creative knowledge workers in Birmingham and Poznan. (Brown and Meczyński, 2009, p. 245).

As seen in the figure, the top reasons behind the locational choice of the creative individuals include non-spatial factors like employment availability and the family that is already living there (Brown and Meczyński, 2009). Nevertheless, the authors also spotted that factors like cultural activities, good transport links, or good universities in the city can also affect this topic. Therefore, Brown and Meczyński (2009) conclude their study that “the ‘quality of place’ is multifaceted, and that cities themselves are true ‘complexcities’” (Helbrecht, 2004, as cited in Brown and Meczyński, 2009).

It is substantial for this study to understand and formulate the factors behind the locational decisions of the creative class. Therefore, the spatial preferences of the academic staff of ÖYP are researched and presented based on some factors in the forthcoming chapters. The framework to conceptualize these factors is constructed from the literature above.

2.4 The Critiques Brought to the Subject of Creative Class

As mentioned before, the creative class approach in economic development has been favored by many policymakers and frequently debated in the promulgated literature. However, some researchers brought some critiques and revealed the side effects of the mere pursuit of attracting the creative class into the cities.

Peck (2005) made a detailed analysis of Florida's ideas on urban and regional development. He also analyzed the urban governments which are eager to implement these ideas to be able to compete with other cities (2005, p. 741):

“This ambiguity is echoed in the politically ambivalent arguments contained in The Rise of the Creative Class, which mixes cosmopolitan elitism and pop universalism, hedonism and responsibility, cultural radicalism and economic conservatism, casual and causal inference, and social libertarianism and business realism.”

He argued that a new policy discourse towards the creative class requires a genuine “analytical and political mindset” since their preferences will be hard to predict. The investments made to “soft structure” involving arts, culture, and aesthetics in the cities do not need to be necessarily expensive. However, whether they will drive the economic growth in the city or not is not certain (Peck, 2005). In general, he asserted that although Florida made a great formulation in terms of who the creative class is and what can be done to pull them to the localities, it is not easy to ‘create’ creativity in the real world. He emphasized that it is ambiguous whether this approach will work and develop the local areas or not (Peck, 2005).

Glaeser (2003) also does not rely on the creative class approach to explain economic growth, mainly because of this ambiguity of the creativity and ‘creative individuals’ that include bohemians, artists, and more. Instead, he insists that the human capital approach is the better option for explaining urban economic growth instead of the creative class. The reason is that the “high skilled” individuals who work in “high skilled” sectors have the potential to become more innovative (Glaeser, 2003).

Leslie and Catungal (2012) stated that the neoliberal governments had embraced the creative class policies, but they do that in their ways. For example, Florida's theory on the "quality of place" that attracts the creative class has been reduced to the investments in "physical landscape." The neoliberal states that are once building "shopping malls, stadiums, etc." (Harvey, 1989, as cited in Leslie and Catungal, 2012, p. 113) have started to build "new street facades, trendy cultural centers" and many more in the name of "Creative City Agendas."

Florida assumed that the growth of the creative class would be beneficial for all in the city since they would demand an expanded service sector specialized in a broad spectrum. That means a variety of sectors that would create many new job opportunities. Nevertheless, inequalities are developing in every aspect. One is the income inequalities to high levels of gentrification and the "displacement" of the old residents of a locality (Leslie and Catungal, 2012, p. 114). The impact of these creative city investments is for the upper/creative class, and they are not for every citizen in an urban area. Mould (2015, p. 59) has some thoughts on the increasing prices of the real estates for the sake of creating a creative city:

"...it is of no surprise that there are large real estate companies with a vested interest in 'creative' zones, prioritising the physical built form, most readily through the rent gap theory (Smith 1987), as a way of maximising economic benefit from the now renewed policy drive of attracting creativity (in all its economic guises)."

It is a fact that there is a vast amount of employment opportunities will be available in the service sector if the creative class grows. However, the new service sector job opportunities would be long hours and low paid, contrary to the creative sector that is highly paid with flexible work hours. This situation ends up with the increasing gap within the minority "high paid" creative upper class and the majority "low paid" lower working (service) class (Leslie and Catungal, 2012, p. 114).

As mentioned before, Florida gave importance to the tolerance factor, as did the creative city policy guidelines. However, tolerance and "multiculturalism" are

indorsed just because they represent a “good economic sense” (Donald and Morrow 2003, p. 13). In reality, it is not always the case. Many countries benefitted in contemporary economics that increasingly depends upon the racialized “division of labor.” An example of this is the Canadian labor market, where the immigrants take low-paid jobs (Leslie and Catungal, 2012).

On the one hand, the class gap between the creative and displaced people is growing. On the other hand, the creative industries also have inequalities within. Florida assumed that there is “unparalleled mobility” inside the creative class. The creative workers are free to move to any foreign city that attracts them. However, this does not work for two reasons. First, these creative people have “finite resources” in an increasingly “competitive global hierarchy of cities” (Ross, 2008, as cited in Leslie and Catungal, 2012, p. 115). Second, it does not regard rules and regulations regarding the national borders (Leslie and Catungal, 2012, p. 115).

Even if the political borders are surpassed and the resources are handled, being ‘immigrant’ is still a significant problem in most countries. Iredale (2005) states that the “deskilling” of the immigrants, particularly women, is a fact. The irony in this case, which is the need for the attraction of creative individuals and treating them as secondary citizens, detaining them from their skills, is evident (Leslie and Catungal, 2012).

Florida is aware of the problems of contemporary cities. In (Florida, 2017), he acknowledged the class injustice and displacement inside the urban and the regional geography of inequalities between the “superstar cities” and the others. “The New Urban Crisis” (Florida, 2017) has emerged because the attraction of the creative class is not enough to solve inequalities and bring prosperity to cities. Therefore, he offers a “New Urban Agenda” to cope with these issues, from “reforming the tax and building codes” to “increase density and clustering in cities” (Florida, 2017).

2.5 Does the ‘Creative’ Proportion Constitute a Class?

As mentioned before, Florida has metaphorically resembled the idea of the creative class with Marx’s prediction of the working class taking over the means of production. However, there are some genuinely specific gaps between the Marxist class and the creative class. This part is to comprehend whether the workers of the creative and knowledge-intensive industries form a class as in the classic Marxist theory.

The starting feature of Marx’s analysis of the class is that the classes are groups. They form a shared consciousness, and they act as a whole group in the social structure independent of their individual preferences (Giddens and Held, 1982). Although acting as a group requires some economic homogeneity among the class members, they cannot be identified solely by each member's wealth.

The second feature, the economic aspect of the Marxist class division, generally emerges into property and ownership. The Marxist class relations stem from the relationship of production (Andrew, 1975). That means the forces that own the modes of production get to constitute a higher class than those who do not. Giddens (1971, p. 37) summarizes this relationship as:

“Classes are constituted by the relationship of groupings of individuals to the ownership of private property in the means of production. This yields a model of class relations which is basically dichotomous [since some own and others do not, some work and others live off the fruits of those who labour]: all class societies are built around a primary line of division between two antagonistic classes, one dominant and the other subordinate.”

Finally, the Marxist class defines itself in conflict with another class. Marx signifies the conflict, struggle, and opposition of the working class against the owners of the mode of production as Giddens (1975, p. 37) expresses:

“In so far as millions of families live under economic conditions of existence that separate their mode of life, their interests, and their culture from those of the other classes and put them in hostile opposition to the latter, they form a class.”

Based on the first feature of the Marxist definition, the constitution of the ‘class’ of the creative class could be related to the individual’s capacity and ability to produce knowledge. However, Florida (2012/2002) states that every human being is innately creative, so mere creativity does not lead to a distinctive class. The class formula could be constructed as the people who put their capacity of creativity in an occupation. However, there are some contradicting points on this definition as well. Markusen (2006, p. 1923) argues that the “occupational groupings” in the creative class definition are not sufficient enough to justify the definition of creative individuals itself:

“Business and financial occupations, for instance, include claims adjusters and purchasing agents. Managers include sales and food-service managers and funeral directors. Computer and mathematical occupations include actuaries and tax collectors. Engineers include surveyors and drafting technicians. Health care practitioners include dental hygienists and dietary and pharmacy technicians. These occupations may indeed be creative, but so too are airplane pilots, ship engineers, millwrights, and tailors - all of whom are uncreative in Florida's tally.”

Moreover, in general, Florida considers creativity equal to higher education (Markusen, 2006). This approach disregards even the creative individuals who put their creativity into work but do not have a specific education, like uneducated artists (Markusen, 2006). Also, there is no clue that the creative class acts with a shared consciousness except their ‘qualified’ locational preferences and colorful and marginal lifestyles.

Based on the second distinctive issue about the Marxist class is owning the means of production. Florida (2012/2002) asserts that the creative class has the means of the

production “inside their heads.” Therefore, they can set economic growth by their intellectual bodies and their locational settlement choices. Peck (2005, p. 744) remarks that the world is now in the “post-scarcity, post-material stage of capitalism.” Thus, the understanding that ‘means of production’ could be owned with physical ownership is outdated because the new property is the creative capacity of the new class.

Based on the last distinction on the Marxist class, the opposition and the struggle in the creative class approach are not in the form of the strong class and the oppressed. However, the inequalities mentioned before in the creative class debates demonstrate a struggle stemming from inequalities. The governments’ policies to attract the creative class caused many urban problems in the top metropolitan cities in the world, like unaffordable housing prices and unbalanced levels of gentrification (Florida, 2017). In addition, as mentioned before, the inequalities inside the creative individuals, like barriers to entry, gendered, and ethical discrimination (Leslie and Catungal, 2012), indicate a struggle inside the creative class. However, based on the definition of Marxist class, it is not possible to claim that creative class is similar to the concept of Marxist class.

In general, the creative class is a “fuzzy concept” (Markusen, 2006) since there is no sharp and particular definition of ‘creativity and the people who possess creativity inside their bodies. There are some clues and common points of Marx’s understanding of the class in the creative class theory. However, it is impossible to label some creative individuals under the banner of this class because of this ambiguity. This does not mean that the creative class debates are unremarkable; even after almost two decades passed since the creative class is introduced, there have been genuine discussions in promulgated literature. As Markusen (2006) also signifies, maybe it is better to study the effects of creative individuals and economic development in the scope of specific occupations and case studies.

In this study, the perspective is not creativity in the faction of a definite class, but instead on the individuals who work in a branch of occupation (the academy for our

case) that requires high creativity and talent. Based on which spatial factors they decide to settle in a specific location? How may the cities and regions benefit from their existence? Those are the questions answered through the following sections.

2.6 The literature of the Creative Industries and Creative Class in Turkey

Several studies examine the capacity of creative industries and the creative class in Turkey based on foreign literature. Seçilmiş (2015) researched the clustering of creative industries in Turkey from the perspective of economic geography. In (Seçilmiş, 2015, p. 13), the author came up with the result that the employment numbers of the creative sectors do not vary too much between the metropolitan cities and others. This indicates that the theory that ‘creative industries tend to cluster in metropolitan cities’ (Florida, 2012/2002) is not the case for Turkish city regions.

If not clustering, which factors affect the geographical distribution of the creative class and eventually the creative industries? Doğrul and Çelikkol (2017) studied these factors again from the employment data provided. They (2017, p. 41) indicated that more than 50% (61.77%) of the creative sector workers are located within the top five metropolitan cities located west of the country. An essential share of the analysis is that the “employment opportunities” are indeed an influential factor determining the location behavior of the creative class in Turkey (Doğrul and Çelikkol, 2017, p. 44). Other findings are aligned with Florida’s theories. The authors investigated the proportion of the “bohemian workers.” The latter is in the arts, design, media, entertainment, and sports sector, and the authors made it a variable to calculate openness and diversity in a locality. They concluded that openness and diversity attract creative workers and citizen participation in the area (Doğrul and Çelikkol, 2017, p. 45). Also, it is found that the population density has a positive effect on the creative class attraction (Doğrul and Çelikkol, 2017, p. 44).

Handling the question the other way around in similar research, Doğrul et al. (2016) examined the effect of the creative class on the economic development of Turkish

cities. While the argument stems from not the creative class but from human capital, it is intended to determine the extent to which creativity and talent explain regional development. On the modeling of analysis, Doğrul et al. (2016) composed the path analysis and structural equation modeling by examining each city of Turkey. Their variables were “income, population, technology, human capital, creative class, core creatives, professional creatives, bohemian creatives” (Doğrul et al., 2016). The authors make the classifications of the creative class on the ISCO-08 occupational codes of Turkey. In the first phase, bohemians, universities, and services that ease life contribute to the distribution of talent in geography (Doğrul et al., 2016). In the second phase, the distribution of talent determines the technology, and in the third, technology, talent, and bohemians affect regional development altogether (Doğrul et al., 2016). In Turkish cities, it is found by the authors that the creative class explains labor efficiency and regional development better than the human capital approach. However, in the distribution of talent region-wise, the university and services seem to be limited compared to the existence of the bohemian variable (Doğrul et al., 2016). The university variable formulated as “the number of academic instructors divided by the students” is found significantly low (Doğrul et al., 2016, p. 90). Overall, the research itself is valuable since it creates a starting point for Turkey’s regional analysis of creativity. It is also remarkable that the authors calculated the role of the academy (although the data is limited) in the creative process.

2.7 Conclusion

In this chapter, the emergence of the creative and knowledge-intensive sectors, the creative class concept, and which occupations are considered creative are reviewed in the literature. Also, spatial factors to attract creative sectors and employment to a specific place are signified on some locational factors, again in the literature. The critiques brought to the creative class are presented. Whether the creative individuals constitute a Marxist sense of class is questioned. Lastly, the studies on creative industries and the creative class are put forward in the Turkish context.

The universities are classified in the cultural industries, and Florida (2012/2002, p. 38) stated the university professors belong to the “super-creative core.” However, the role of the academy in the creative class literature seems to be limited. The following chapter is on the position academy in creativity literature.



CHAPTER 3

ACADEMIA AS A CREATIVE INDUSTRY AND THE ANALYSIS OF THE TEACHING STAFF TRAINING PROGRAM (ÖYP) IN TURKEY

This chapter is about the relationship between academia and creativity. In other words, the importance of academicians as creative individuals could potentially contribute to the development of a region. Especially, the significance of the Teaching Staff Training Program (ÖYP) in this framework is emphasized. In the first part, the relationship between academia and the creative sectors is examined. In the second part, ÖYP as an academic staff raising and distributing program is explained in detail. In the third part, Turkish literature examining ÖYP is reviewed. Moreover, in the fourth part, the potential of ÖYP to distribute creativity is clarified.

3.1 Academy, Creativity, and Economic Development

The role of the universities, or academia in general, is not a popular discussion topic in the creativity literature. Academia is generally overlooked, next to the artistic sectors, ICT or media, when it comes to the creative sectors. The connection between creativity and the academy is profoundly examined in this section to demonstrate the latter's contribution to the former. Moreover, the universities' importance to the development of the cities and regions is emphasized.

Florida (2006) stated that the universities are the generators of 'talent,' both directly and indirectly. A successful university attracts more talented people in a region, even though they are not directly related to the institution itself. Also, the university's existence means 'tolerance' to different lifestyles. This boosts the "creative ecosystem" that attracts creative individuals and entrepreneurs (Florida, 2006, p. 27).

However, as Florida (2006, p. 27) asserts, there is a precondition for a university to work as a driver for creativity:

“Colleges and universities have to contribute to the regional absorptive capacity of a creative ecosystem. They need not only to generate innovations but also to absorb them. In other words, although a college or university may be sending out the right signals—and the signal may be strong—the receiver in the region may be switched off. Getting that match between signal and receiver, between the college or university and the community, and creating a seamless web of connections between them is very important.”

In some discussions, higher education institutes are accepted as the focus of “local knowledge economies.” The reason is that they contribute to the research of technology with “technology transfer, patenting and spin-offs” (Gilmore and Comunian, 2016, p.2). Similarly, in many cases, the universities assess and evaluate the research related to the creative industries (Comunian et al., 2014). The various creative and knowledge-intensive sectors find common ground on two issues, which are “*creative human capital*” and “*knowledge development*” (Comunian and Gilmore, 2014, p. 181). The first one refers to the graduate individuals and creative jobs connecting creative sectors and the universities. Also, it refers to the highly skilled people involved in the universities' human resources (academicians). The second one refers to the “embedded networks and relationships” between sectors and the higher education institutions. Those networks sometimes take place in “shared places” like incubation facilities or “third places” like virtual platforms (Dawson and Gilmore, 2009, as cited in Gilmore and Comunian, 2016). Figure 3.1 shows the creative human capital and knowledge development between the universities and the creative sector:

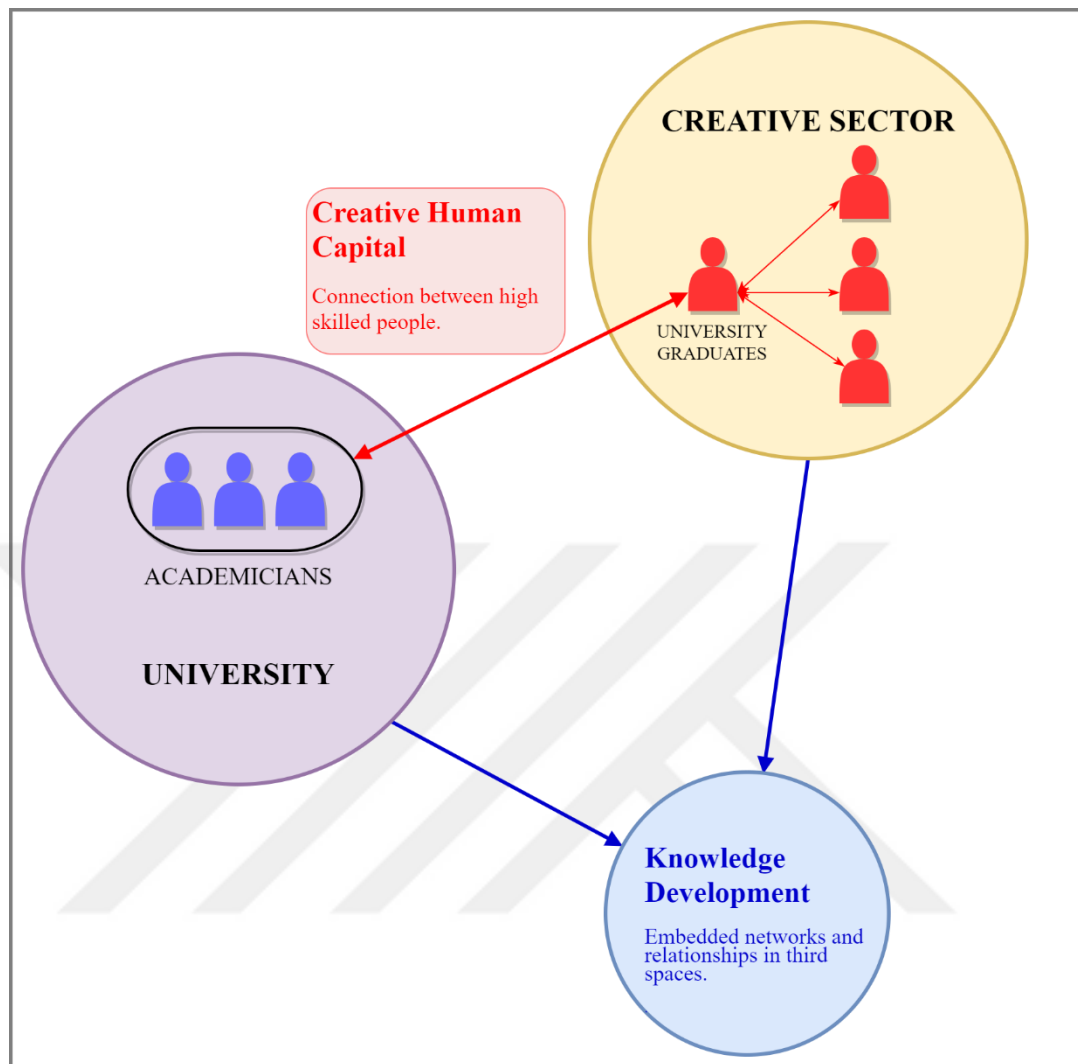


Figure 3.1: The creative human capital and knowledge development between the universities and the creative sector (Comunian and Gilmore, 2014, p. 181).

Sipikal and Szitasiova (2014) argue that creativity and talent cannot be taught in educational institutions because they are inborn. However, the universities could help creativity by teaching “complementary skills as ICT or entrepreneurship.” In addition, the authors also support the idea that higher education institutions should also be inactive cooperation with the private sector with more flexible curricula.

Alongside the university as an institution that supports regional creativity or the creative industries, the examination in the field should expand to the academic

community itself as a creative class that needs to be attracted and hold. The academic staff is regarded as the connection between the universities and the creative sector (Gilmore and Comunian, 2014). However, academics also produce creative products and developing the university's creativity. Moreover, "mobility can be considered an element of the academic habitus" (Bauder, 2012, p. 5). The academic staff is as mobile as other creative sector workers spatially, like employees of high technology products or artists.

It is a fact that the existence of qualified academics in the Anatolian universities would contribute to the development of the region in which the university is. The potential ÖYP holds in this sense will be explained in the coming parts.

3.2 ÖYP and Its Relevance to the Distribution of Creative Class

In the Turkish situation, one such part of the academic staff raising program involves the high mobility of its candidates¹. ÖYP (Teaching Staff Training Program- Öğretim Üyesi Yerleştirme Programı in Turkish) is a model that blends the domestic and abroad studies for the education of new scholars that is needed (YÖK, 2020). ÖYP aims to raise the new teaching staff through the central universities offering masters or doctoral studies. After graduation, they would distribute them according to their locational preferences to continue their research career (METU, 2020). Starting with the Middle East Technical University in 2002, Hacettepe, Ankara, Ege, Gazi, Boğaziçi, and İstanbul Technical University signed protocols with Anatolian Universities to accept new trainees.

¹ To be able to be involved in the program, candidates should have an ÖYP score calculated with 25% of the success of the bachelor's degree, 60% of the ALES (Exam for Academic Personnel and Postgraduate Studies), and (if exists) 15% of the foreign language score (YÖK, 2020). If the trainee's foreign language score in ALES is below 65, the program provides six months of language training, and after that training, if the trainee's foreign language score still below 65, he or she will be dismissed from the program within two years (one year if the score is below 50) (YÖK, 2020).

The critical issue about the program is that all the academic staff assignments are made centrally, with a central examination system. The traditional methods of the academy are not applied during the evaluation of the candidates, like face-to-face interviews (Aytekin,2016). The candidates make their applications on the website of YÖK (the Council of Higher Education). After the central assignment, the related university makes the hiring process. On the date of 04. 02.2016, with the change in the legislation, it became the topic that the ÖYP researchers who completed their lectured semesters should return to their assigned universities (Aytekin,2016).

It was a legal and financial necessity for academic staff of ÖYP to return to their assigned universities after their master's or Ph.D. education and do compulsory service. The reason for that is that they signed deeds with the universities in the application process. Nevertheless, the academic staff can stay and work to the universities they are educated in or be employed in other universities due to the constantly changing legislation regarding the assignment cadres of ÖYP. For example, in 2017, with the bylaw 30 in the 2547 issued law, the ÖYP staff whose cadre changed from permanent 33/a to a non-permanent 50/d are relieved from their compulsory service unless they are assigned to a new university (YÖK, 2020).

There is expanding yet limited literature evaluating the success of ÖYP from the academic staff's point of view. Kahraman (2010) examined the lifestyle profiles and problems related to the assignment to another university for graduate studies. In terms of lifestyle measures, the author examines the "family, housing, leisure time, vacations, civil society, attitude towards life and economic conditions" (Kahraman, 2010). Kahraman (2010) found out that these academic staff away from their assigned university have "coherence issues" with the new city they are studying and working. Most of these concerns are stemming from financial issues. Some of the problems are also related to the academicians who are married cannot be together in a city. Therefore inner peace in the family is broken and results in divorces. Moreover, moving from a city and finding a house in the new one has been found highly challenging (Kahraman, 2010). The author concluded with the proposal that

further education should be given to academics about the bureaucratic processes and assignment of married academic couples in the same university.

Another examination made by Karakütük and Özdemir (2011) demonstrates that academic staff of ÖYP dealing with issues about financial and personal rights. The authors have surveyed 217 participants from METU and Ankara University. The participants are in their education phase and working as research assistants. The results show that binding agreements (deeds) negatively affects education (Karakütük and Özdemir, 2011). Besides, among the survey results, the participants stated that the salary given to them is inadequate.

Çelebi and Tatık (2012) also made an exploratory study with open-ended questions to evaluate the ÖYP researchers' opinions on the context of the program. They interviewed twenty participants in their education phase (ten from Marmara University in İstanbul, ten from various universities from different parts of the country). Çelebi and Tatık (2012) concluded that the deeds signed with the university are perceived both as occupational insurance and a burden to the researchers. The reason is that the deeds cover and ensure a long number of working years with the institution. Also, the language exam barrier has been found “too high” by some participants. An important finding is that the researchers have also stated that they are obliged to “come and go” between their home university and the one they are studying in (Çelebi and Tatık, 2012). The regulation deficiencies that result in frequent travel between two distant places could be a significant problem of location during the program.

Interesting research about the method of examining and calculating the program's success is done by Memiş and Sağır (2013). The authors aimed to find out the employment conditions and the needs of the ÖYP participants. They conducted a two-step analysis consisting of the virtual examination method of the “ÖYP Meeting Group” in the social media platform, Facebook, instead of surveying the participants. Also, they conducted in-depth interviews with the “management” level of the employment place, deans, and managers in universities. The findings include

uncertainties about the final assignment's location in ÖYP with changing legislation. That situation causes candidates to act autonomously. Furthermore, extra subsidies given by YÖK to ÖYP participants assigned in the underdeveloped regions of the country are seen as “hush money.”

Aytekin (2016) examined the satisfaction of the academic staff included in the ÖYP and currently working at Anadolu University in Eskişehir, Turkey. Conducting a factor and logistic regression analysis combined, the author connected life satisfaction in general to the satisfaction from the working conditions in the institution and the demographic variables like gender, marital status, or the age of the participants. He concludes his analysis with 86,2% of academic staff included in ÖYP that are positive towards the university, and 68,8% of them are satisfied with their lives in general. Among 46 factors that Aytekin (2016) examines related to satisfaction, eight of them are significant. Those factors are related to academicians, attitude towards work, physical working conditions and opportunities, the institution's reputation and prestige, wages, extra incomes (prices), workload and ability to work academically, and the support from the institution for scientific research and work safety.

Similar to this research, Halıcı et al. (2017) also view the “academicians of different statuses” about ÖYP. These academicians include 33/a coded “permanent staff cadre” as well as 50/d coded staff of ÖYP. The authors investigated the opinions about cadre change of ÖYP academicians from 33/a to 50/d by the Decree-Law No. 674 (Halıcı et al., 2017). The military coup attempt in Turkey on the 15th of July 2016, followed by a state of emergency, changed the legislation towards this “recruitment change” of the ÖYP academicians. Halıcı et al. (2017) found out that the views of academicians are centered around that the system, in general, prevents favoritism. However, the decision of the cadre changes should not be in the hands of universities. Overall, the positive attitude towards the reality and sustainability of the ÖYP program is more than the negative attitude.

Table 3.1 demonstrates the reviewed literature in chronological order based on their research methods, the purpose of the study, and findings. Based on the review, the vital results of the studies are classified as the positive and negative attributes of ÖYP under three headings: financial, social/personal, and structural in Table 3.2. While the first column of Table 3.2 displays the economic/financial issues regarding the program, the second one is about social aspects and personal issues brought by participants. The third column shows issues about the overall structure of the program.



Table 3.1: The literature reviewed about the ÖYP program based classified chronologically.

Author(s)	Kahraman (2010)	Karakütük and Özdemir (2011)	Çelebi and Tatık (2012)	Memiş and Sağır (2013)	Aytekin (2016)	Halıcı et al. (2017)
Research Method	Survey with the ÖYP participants	Survey with research assistants who work and study in the Institute of Natural Sciences and the Institute of Social Sciences at Ankara University and METU	Interview with the ÖYP participants	Virtual Examination of the "ÖYP Meeting Group" on the Facebook online platform In-depth interviews with deans and managers in universities	Survey with the ÖYP participants in Anadolu University over 46 factors of satisfaction	Interview with the ÖYP participants and the other academicians that know ÖYP
Purpose of the Study	Examining the lifestyle profiles and problems of ÖYP staff	Understanding the situation of the research assistants who are included in the programs of ÖYP and BİYEY	Evaluation of the success of ÖYP	Examining the employment conditions and the needs of the staff assigned to new universities with ÖYP	The satisfaction of the academic staff included in the ÖYP program at Anadolu University	To determine the different views of the academicians of the other cadres about the changed ÖYP cadres to permanent ones.

Table 3.1 (continued)

Findings	- There is a coherence issue regarding the ÖYP staff to the new city they are assigned (financial, family-related, and so on) - The salary given during the service as a research assistant is found inadequate - The compulsory agreement (deeds) has a negative psychological effect on educational life - ÖYP provides occupational insurance - Language barrier to entry is too high - Frequent travels between distant places are difficult - The uncertainty about the location of the final assignment in ÖYP causes candidates to act autonomously - Extra subsidies given to the staff of ÖYP in the underdeveloped regions are seen as 'hush money.' - 86,2% of academic staff included in ÖYP are optimistic about working in Anadolu University, and 68,8% of them are satisfied with their lives in general - The system prevents favoritism - The positive attitude towards the reality and sustainability of the ÖYP program is more than the negative attitude - The decision of the cadre changes should not be in the hands of universities
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Table 3.2: Positive and negative attributes of ÖYP are classified into three factors.

	Financial	Social/Personal	Structural
Positive Attributes	ÖYP provides occupational insurance (Çelebi and Tatık, 2012).	86,2% of academic staff included in ÖYP are optimistic about working in Anadolu University, and 68,8% of them are satisfied with their lives in general (Aytekin, 2016).	The system prevents favoritism (Halıcı et al., 2017). The positive attitude towards the reality and sustainability of the ÖYP program is more than the negative attitude (Halıcı et al., 2017).
Negative Attributes	The salary given during the service as a research assistant is inadequate (Karakütük and Özdemir, 2011). Extra subsidies given to the staff of ÖYP in the underdeveloped regions are seen as a 'hush money' Memiş and Sağır (2013).	Coherence issues regarding the ÖYP staff to the new city are assigned (financial, family-related, and more) (Kahraman, 2010). The binding agreement (deeds) negatively affects education life (Karakütük and Özdemir, 2011). Frequent travels between distant places are arduous (Çelebi and Tatık, 2012).	The language barrier to entry is too high (Çelebi and Tatık, 2012). The uncertainty about the location of the final assignment in ÖYP causes candidates to act autonomously (Memiş and Sağır, 2013). The decision of the cadre changes should not be in the hands of universities (Halıcı et al., 2017).

As seen in the literature reviewed above, research themes about the ÖYP mainly focus on assessing the program's success. The authors mostly took the opinion of the academicians in the form of surveys and interviews. Also, they calculate the life satisfaction, employment opportunities, and the needs of the ÖYP participants in general. There is a gap in the researched field on the topic of the spatial aspects of the ÖYP. The academicians included in ÖYP prefer a location to be assigned and settled. Depending on whether the purpose of ÖYP is achieved or not, they contribute to the development of the university they are assigned and the development of the city they stay in.

3.3 The Potential of ÖYP to Create, Distribute and Retain Creativity

As mentioned before, the university is an institution that fosters the 'Talent,' creativity, and economic development in a city or a region (Florida, 2006; Gilmore and Comunian, 2016; Comunian et al., 2014; Sipikal and Szitasiova, 2014). In Turkey, the existence of state and foundation universities has increased rapidly from 19 in 1982 to over 50 in 1992 (Büyüktak and Demir, 2016). This number has reached 209 with private institutions today (YÖK, 2020). Of course, a university has to produce research and technology, contribute to science, and raise more creative individuals. To achieve that, professors, researchers, and university lecturers, in general, academic staff are needed. Especially in Turkey, where the change in the numbers of higher education institutions is fast over time, there is a growing need for a qualified workforce (Karakütük and Özdemir, 2011). The Anatolian universities that are established in recent years even lack more employees and share a more significant proportion in this requirement (Gümüş ve Gökbel, 2012). Those universities are in relatively underdeveloped regions in the country. In this sense, ÖYP had a great potential to raise and distribute more academic, creative individuals to geographically underdeveloped locations.

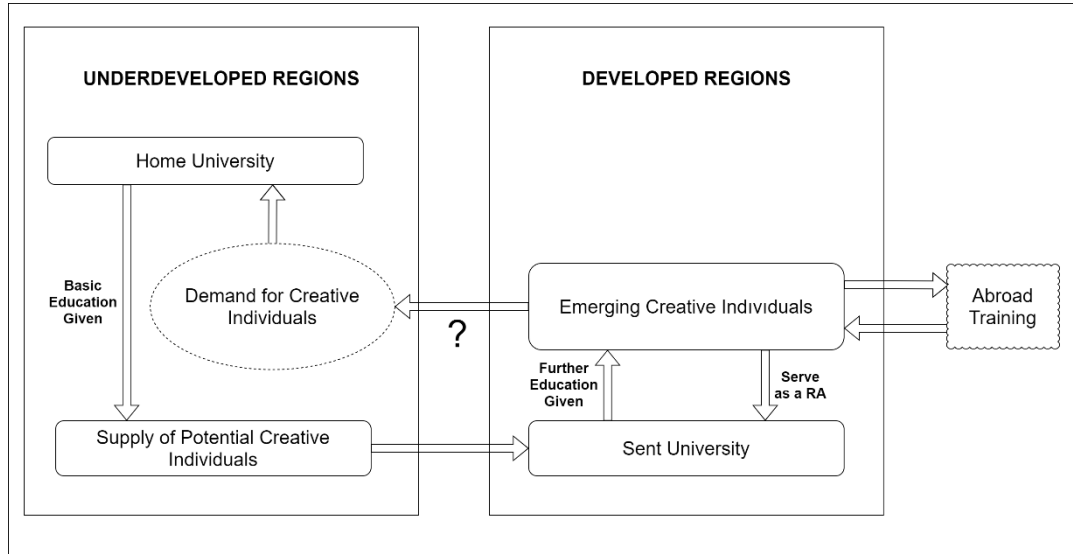


Figure 3.2: The contribution of ÖYP to the development process of different regions.

Figure 3.2 demonstrates the purpose and potential of the ÖYP in supporting an emerging creative class and contributing to the development of underdeveloped regions. Here, it is shown that by giving undergraduate education to the participants, the home universities in the underdeveloped regions supply ‘Potential creative individuals’ to be included in ÖYP. When these people are included in the program, they are sent to more established institutions in relatively developed regions to be given graduate education. They even get the chance to study abroad in a short time as a part of this process. They also serve the university they are sent to by working as a research assistant. However, as mentioned before, there is a growing demand for raised academic staff by the universities of underdeveloped regions. ÖYP aims to respond to this demand by raising them and distributing them to their assigned universities (which they preferred initially) in some underdeveloped regions. It is also known that under the budget of ‘extra subsidies,’ the program provides additional financial support for those who prefer to be assigned to the specific underdeveloped regions of the country in the East (Memiş and Sağır, 2013). As indicated above, there was a potential of ÖYP to create, distribute, and retain academicians as the creative class. Therefore, ÖYP had the potential to contribute to the development of underdeveloped regions.

3.4 Conclusion

In this chapter, the importance of academia for the creative potential of a city or a region is examined. The universities' importance on the economic development of the regions is emphasized. It is also signified that; academicians should be regarded as a substantial part of the creative class attracted and held in a locality. In this sense, ÖYP as an academic mobility program stands out. It had the potential to create, distribute and retain those academic staff. Moreover, it had the potential to distribute those creative individuals to relatively underdeveloped regions in the country. One of the policy targets of ÖYP is to meet the demand of the academic staff needed (METU, 2020). This need is more in the Anatolian universities in underdeveloped regions (Gümüş ve Gökbel, 2012). Therefore, it is a question that the policy idea behind ÖYP is achieved or not. In the next chapter, the case, data, and methodology of this study are presented.

CHAPTER 4

THE CASE, DATA, AND METHODOLOGY OF THE STUDY

As explained in the introduction chapter in detail, the research questions of this study and the hypotheses under them have been constructed as follows:

RQ1) *Is there a general preference towards socio-economically developed regions among the candidates of ÖYP?*

- **Hypothesis 1:** *The academic staff included in the ÖYP prefer to settle and work mostly in relatively developed cities, regardless of the university's quality and academic success.*

RQ2) *Do the factors related to space contribute to the locational preferences of the academic staff in general?*

RQ3) *Which specific spatial factors attract the academic staff to a city?*

- **Hypothesis 2:** *'Hard locational factors' play a more significant role in the locational decisions of the creative class than 'soft locational factors.'*

RQ4) *Which specific spatial factors contribute to the decision to stay in the destination city permanently?*

- **Hypothesis 2:** *'Hard locational factors' play a more significant role in the locational decisions of the creative class than 'soft locational factors.'*

The questions are answered (and the hypotheses are tested) in two scales, with two approaches. On the macro-scale, the answer to the first research question is

researched with a quantitative analysis. The inter-provincial database has been used for partial correlation analysis, explained in detail in the forthcoming part. A qualitative analysis has been conducted on the micro-scale to answer second, third, and fourth questions. A survey has been conducted with the academicians of ÖYP from different cities, which will be clarified in the second part. Table 4.1 summarizes the analysis on macro and micro-scale.

Table 4.1: Analysis on macro-scale and micro-scale.

	Analysis on Macro-Scale (Step 1)	Analysis on Micro-Scale (Step 2)
Research Questions/ Hypotheses:	RQ1, Hypothesis 1	RQ2, RQ3, RQ4, Hypothesis 2
Research Method:	Partial Correlation Analysis	Survey Research

4.1 Analysis on Macro-Scale

4.1.1 Partial Correlation Analysis

The first research question has been examined through conducting a partial correlation analysis. Partial correlation is the coexistence of a relationship between two variables while another variable is dismissed (Delaney, 2012). It is a useful method is to examine the correlation between two variables, but at the same time eliminating a third one's linear relationship with the first two (Delaney, 2012). If the analysis is expressed in a formula, partial correlation (denoted by $r_{12|3}$) demonstrates the correlation between variables 1 and 2 while excluding variable 3. The formula is written as:

$$r_{12|3} = \frac{r_{12} - r_{13}r_{23}}{\sqrt{1 - r_{13}^2}\sqrt{1 - r_{23}^2}}$$

However, the partial correlation analysis has a limitation that nonlinearity, nonnormality, and unreliability could have a negative effect on the analysis (Delaney, 2012). Firstly, the nonlinearity between the controlling and correlating variables could affect the analysis's partial correlation score (Delaney, 2012). Secondly, the condition of multivariate normality should be met. This condition could be explained as the bivariate normality between each pair of variables plus the univariate distribution for each variable (Delaney, 2012). Thirdly, in the analysis, the variables should be constructed reliably and in detail. For example, if the controlling variable has been measured poorly, there could still be some effect of that variable on the others (Delaney, 2012).

In the case of this study, the hypothesis that is tested with partial correlation is:

- *The academic staff included in the ÖYP prefer to settle and work mostly in relatively developed cities, regardless of the university's quality and academic success.*

Here, the first variable is the **socio-economic development level of the cities**, where the ÖYP academicians prefer to be assigned and settled. The second variable is the locational preferences of the ÖYP academicians. To calculate the density of the preferences towards a city, **average ÖYP exam results in a specific year** have been used. Those results are classified concerning each university the opened cadres in that year. Higher exam results mean more preference towards that university and the city that the university is in. Finally, the controlling variable is the quality and academic success of the universities. **The academic staff per publications ratio** in the specified year for each university included in ÖYP is used for this variable. The partial correlation formula could be constructed as:

$$r_{ij|k} = \frac{r_{ij} - r_{ik}r_{jk}}{\sqrt{1-r_{ik}^2}\sqrt{1-r_{jk}^2}}$$

x_i : Socio-economic development index values

x_j : Average ÖYP exam scores

x_k : Academic staff/ Publications ratio

4.1.2 The Data Used

For the first variable, socio-economic development levels of the cities are required. In this context, a report prepared by the Ministry of Industry and Technology is used. This report compares the provinces in terms of socio-economic development on various parameters. The Research of Socio-Economic Development Rankings of Provinces and Regions² (SEGE is the acronym for Turkish), prepared in 2017, aims to calculate and sort the development of the cities and regions not only by economic growth but the complexity of variables including infrastructural services to social life in those cities (General Directorate of Development Agencies, 2019). Also, it includes datasets for innovation and creativity in cities and regions (General Directorate of Development Agencies, 2019). Each city is given a socio-economic development index point. Those index numbers are added to the analysis. There are

² There are 52 variables classified in eight categories in the report that has been prepared in 2017: demography, employment, education, health, the capacity of competition and innovation, economy, accessibility, and life quality (General Directorate of Development Agencies, 2019). Those variables are put into the strong principal component analysis, and according to the results, provinces are classified into six stages in terms of development (General Directorate of Development Agencies, 2019).

six socio-economic development levels classified based on those indexes. Figure 4.1 shows the socio-economic development levels of the provinces of Turkey.



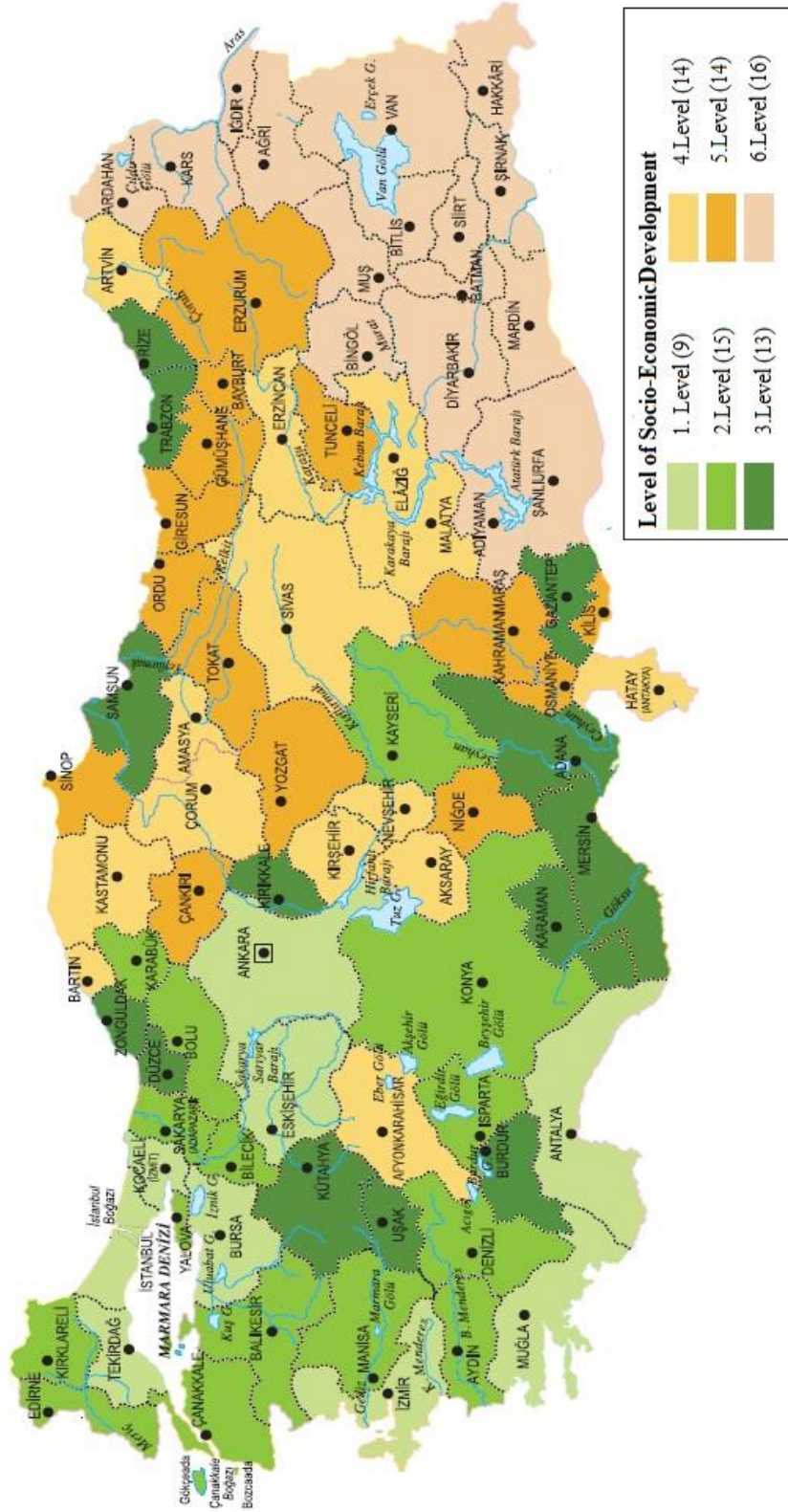


Figure 4.1: The socio-economic development levels of the provinces of Turkey (General Directorate of Development, 2019).

For the second variable, the ÖYP exam scores are utilized. The candidate's exam score allows him or her to choose between the opened vacancies in various universities. Higher exam scores mean higher availability of selection. According to that, from the database of YÖK (2020), the average ÖYP exam scores of the candidates for each ÖYP university are taken. The application and selection process for ÖYP is made twice a year, and the set year selected for these placements is 2014, July. The base year is the same year that the data sources of the SEGE 2017 report are based on primarily.

Finally, for the third variable, the number of academic staff divided by the international publications published in each ÖYP university is used for the base year 2014. The data of the international publication for each ÖYP university is gathered from the memurlar.net (2020) website. The website does an annual analysis, including the indexed publication number for Turkish state universities. The data is gathered by Web of Science, which is an international database for academic statistics. For the academic staff statistics for the base year 2014, YÖK (2020) database is retrieved.

Appendix A demonstrates the universities that opened a vacancy for ÖYP in July 2014 and those universities' cities. Also, it shows the variables of the partial correlation analysis for each university.

4.2 Analysis on Micro-Scale

4.2.1 Surveying

While a quantitative approach is used in analysis on the macro-scale, a qualitative approach, specifically surveying, has been adopted on the micro-scale. Surveying in research could be defined as "the collection of information from a sample of individuals through their responses to questions" (Check and Schutt, 2012, p. 160). Surveys can obtain accurate and detailed data about a large population (Singleton and Straits, 2009). Also, unlike some quantitative methods like experimenting,

survey research could answer multiple research questions simultaneously (Singleton and Straits, 2009), as aimed in this research.

In this step of the study, the survey research method has been adopted for several reasons. Firstly, there is no data to support the relationship between spatial factors and the locational decisions of the creative class in Turkey. Therefore, an exploratory study to find out those factors must be adopted. Secondly, many similar ÖYP related studies have adopted survey research and interviews. Although those studies are not related to locational decisions, they examined the conditions and needs of ÖYP staff (Kahraman, 2010; Karakütük and Özdemir, 2011; Memiş and Sağır, 2013, Aytakin, 2016), or the success of the program (Çelebi and Tatık, 2012). Thirdly, as mentioned above, it is aimed to examine multiple research questions (and the hypotheses) with the questionnaire responses.

The survey research consists of three steps: (a) a correct sampling process to “represent the population of interest,” (b) a questionnaire and/or interviewing process and recording the answers, and (c) systematically coding and analyzing the recorded answers (Singleton and Straits, 2009, p. 219). Within the context of the specified population, the non-probability sampling method, expressly voluntary response, and snowball sampling have been selected to reach various ÖYP researchers working or studying in different parts of the country. Although the non-probability sampling has been used, the population is still limited to the academicians included in ÖYP.

Interviews are a valuable part of the surveying, which can be used alongside (or instead of) the questionnaire. Interviews could be **structured**, where the objectives and the questions are predetermined and asked in the same order; **unstructured**, where the objectives are comprehensive, and there are no specific questions; or **semi-structured**, where the objectives are particular, but there is the freedom to achieve them (Singleton and Straits, 2009). In this study, before generating the survey questions, semi-structured online interviews were made with two academicians highly related to the program, Dr. Esma Aksoy Khurami, on 21.02.2021, and Assist.

Prof. Yasemin İlkay on the date of 20.03.2021, and a person highly influential on the initiation of ÖYP, Prof. Dr. Fatoş Yarman Vural, on 22.03.2021. Their insights on the subject have been utilized to generate the questionnaire. The pilot questionnaire is shared with three ÖYP academicians beforehand. Some corrections were made on the questions' structure based on their comments. Also, Prof. Dr. Tamer Gök, also another influential figure in the establishment of the program is interviewed on the date of 02.07.2021. This semi-structured interview has taken place after the thesis defence of this dissertation.

The distribution of the surveys could be in paper form, or Internet-based, via e-mail, or online survey programs (Ponto et al., 2010). Mixed survey administration methods provide a better sample scope, therefore reduce coverage error (Dillman, Smyth, & Christian, 2014; Singleton & Straits, 2009). This survey has been conducted online because of the restrictions and limited capabilities of the COVID-19 global pandemic. “Qualitrics” and “Google Forms” have been used as online tools to conduct and spread the surveys to a large sample. As a mixed method, on the date of 21.04.2021, the online link of the survey has been both shared with academicians of ÖYP to reach their acquaintances and posted on social media, specifically Facebook groups related to ÖYP, to reach voluntary responses.

4.2.2 The Structure of the Questionnaire

The survey is categorized into two groups. Some sections are directed to all participants, and some are directed only to the respondents in their destination city. In general, the questionnaire consists of eight sections. In the first section personal questions, (gender and marital status) exist. Moreover, ÖYP related questions are included to collect the data about the city and the university the participants are in, their current step in the program like whether they are in the education phase, and whether they are permanently settled in the city they are assigned (or not living in the city they are assigned).

The second section aims to evaluate the factors behind choosing ÖYP to become an academician. There are various factors provided on why the participants choose ÖYP. Those factors could be classified as: *“Jobs/the guarantee of cadre,” “the opportunity to get a higher education in long-established universities,” “language training,”* and *“the freedom of choice to work in the desired university.”* Also, respondents could add their factors if they would need to.

In the third section, the primary purpose is to examine where the city and spatial factors stand in terms of importance on locational decisions. This is evaluated by giving one spatial factor and some other factors that could also determine the decisions to settle in a specific place. The participants are asked to rank those factors. This comparison is according to the importance they give those factors on their locational decisions. There are seven factors in total. Other than “the city and the urban services,” factors have been constructed after the semi-structured interviews are conducted. Alongside that, the participants are also encouraged to add and evaluate their factors, if there are any.

In the fourth section, the main target is to assess the respondents' expectations before they have settled in their destination city. These expectations are in terms of spatial factors in locational decisions. ‘Hard and soft locational factors’ and ‘3T’s’ principles are formulated as locational factors in this section.

In the fifth section, the aim is to evaluate whether the decision to stay in the destination city is permanent. This section is only directed to the academicians already settled in their destination cities.

In the sixth section, the participants are asked to evaluate their destination city on spatial factors. Their satisfaction with spatial factors is examined. This section is also directed to the participants already settled in their destination cities. Same, ‘hard and soft locational factors’ and ‘3T’s’ principles are formulated as spatial factors.

The seventh section aims to determine which ‘hard and soft locational factors’ as some main groups are the most substantial for academicians to prefer a specific

location. The ‘hard and soft locational factors’ formulated in the previous sections are classified into main groups. Those groups are asked to be selected as multiple-choice options.

Finally, in the eighth section, the general comments about ÖYP and the locational preferences are aimed to be taken from the respondents. It is an open-ended section that is optional to answer.

The first section includes both open-ended and multiple-choice questions. The second, third, fifth, and seventh sections include multiple-choice questions. The fourth and sixth sections include five scale Likert type statements based on ‘Hard and soft locational factors’ and ‘3T’s’ principles. The final section is for open-ended comments. Table 4.2 demonstrates the structure of the questionnaire.

Table 4.2: The structure of the questionnaire.

		Aim of the Section	Question/Statement Types
Asked to All Respondents	First Section	Personal information about gender, marital status, and ÖYP	Open-ended, multiple-choice
	Second Section	The factors behind choosing ÖYP to be an academician	Multiple-choice
	Third Section	Where the urban factors stand in the locational decisions	5 scale Likert statements (Importance order)
	Fourth Section	Urban factors on expectations before settling to the assigned city	5 scale Likert statements

Asked Only to Respondents in Destination City	Fifth Section	The thoughts on staying permanently	Multiple-choice
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Table 4.2 (Continued)

	Sixth Section	Assessing urban factors after settling to the assigned city	5 scale Likert statements
Asked to All Respondents	Seventh Section	Which main 'Hard and soft locational factors' the most substantial for locational decisions	Multiple-choice
	Eighth Section	General comments on ÖYP and locational decisions (optional)	Open-ended

The fourth and sixth sections of the survey have been put on a Cronbach's alpha reliability test on SPSS package program version 26.0. Those sections are specifically tested because these are the ones that the spatial factors are formulated. The alpha values were 0,949 and 0,895, respectively. This indicates that the questionnaire is a reliable tool for data gathering for this study (see: Appendix B and Appendix C).

4.2.3 Hard and Soft Locational Factors and 3T's Principle as Variables

As indicated before, the 'hard and soft locational factors' approach in the literature is adopted and formulized to evaluate the locational decisions. All the factors are combined from the literature reviewed in the second chapter. The most relevant ones are utilized to explain the locational preferences of the academic staff of ÖYP. Each factor added to the survey is examined here based on the literature.

The quality of the basic infrastructural services like electricity, water, internet, and relatively affordable housing, are included in the ‘hard locational factors.’ Those are mentioned as ‘hard factors’ also in Murphy and Redmond (2009). The factors housing availability, quality, and affordability are also included in the research of Brown and Meczyński (2009).

The public services provided in the city are considered as a ‘hard factor.’ Those services primarily include the grade of the transportation systems. The existence of both motorized and non-motorized transport links (including LRT, RRT, bicycle lanes, public bus links, and more, depending on the size and features of the city) are mentioned as ‘hard factors’ in Murphy and Redmond (2009).

Another ‘hard factor’ is the safety of the city. Although Murphy and Redmond (2009) added the safety of children in the city, most European studies reviewed do not focus on the level of security in the cities as a factor. The reason is today’s European cities and regions can provide a standard level of security. On the other hand, when it comes to especially the South-eastern Region of Turkey, the level of terrorist activity threat and safety measures against them is of concern. Also, safety against natural disasters like earthquakes and floods is a factor to be considered for decisions to settle in a city.

Finally, the physical and infrastructural quality of the academic staff’s working place is considered one of the ‘hard locational factors.’ In the reviewed literature, the ÖYP candidates mentioned that the infrastructure is indeed essential to be able to conduct research (Memiş and Sağır, 2013). Therefore, as a locational factor, good quality facilities like an accessible and diverse library or adequate standard lodgements in the university are included.

‘Soft locational factors’ include cultural and leisure activities around the city. In almost every ‘soft locational factors’ research, culture and leisure is a cornerstone (see: Murphy and Redmond (2009), Musterd and Gritsai (2013), Brown and Meczyński (2009), Musterd et al., 2007). The number of museums, art galleries, cinemas, restaurants, concerts, festivals, and special events in the city is considered.

The opportunities for self-development around the city, like sustaining hobbies in the arrived city, and adding further free time endeavors is also a significant ‘soft factor.’ Moreover, the number of recreative areas and activities like camping, hiking, and picnic, in short, “proximity to the natural environment” (Brown and Meczyński, 2009), is a ‘soft factor.’

The city’s physical environment quality is another ‘soft locational factor.’ Florida (2012/2002) described this factor as the “quality of the city.” Brown and Meczyński (2009) also analyzed this factor in their research. The quality and quantity of the public spaces (squares, parks, and recreational areas) of the city are the components of this category. Moreover, the cleanness of the streets, the degree of noise and air pollution, and congestion levels determine the quality of the physical environment.

Another ‘soft factor’ is the mild weather/climate of the city, which is again used by Brown and Meczyński (2009). In the North-eastern and Eastern parts of the country, the weather is often harsh. Sometimes, this results in basic services (i.e., electricity and water) affected by it. Liveability, as well as personal choices in terms of climate preferences, is under this category.

As Florida (2012/2002) clarified, the city residents' tolerance and openness to the newcomers and their lifestyles is a substantial factor. Tolerance, in general, is regarded here as another ‘soft factor.’ Murphy and Redmond (2009) define the factor as the tolerance to “immigrants; visible minorities; different sexualities; different socio-economic status.” Also, Brown and Meczyński (2009) unfold tolerance as “overall friendliness and open to different people.”

Finally, ÖYP provides a degree of financial warranty since the job is guaranteed in the destination city. However, the purchasing power of the goods in the city is provided as a ‘soft factor’ since it affects the financial situation directly. Related to financial freedom, creative individuals prefer a distinct style of life (Florida, 2012/2002); therefore, their consumption patterns should be ‘complex’ in the slightest sense. The diversity of consumer goods and services the city offers is also

considered a ‘soft factor.’ Table 4.3 shows all ‘hard and soft locational factors’ utilized to explain the locational preferences of ÖYP academicians.

Table 4.3: Hard and soft locational factors utilized to explain the locational decisions of ÖYP academicians, compiled by the authors Murphy and Redmond (2009), Musterd and Gritsai (2013), Brown and Meczyński (2009).

HARD LOCATIONAL FACTORS	SOFT LOCATIONAL FACTORS
Basic Services: • Electricity and water quality • Affordable housing • Adequacy of internet structure	Culture and Leisure: • The number of cultural and leisure activities in the city (museums, art galleries, cinemas, restaurants, and so on) • The number of recreational areas and activities (camping, hiking, picnic, and so on) • The opportunity to sustain hobbies and develop oneself (hobbies, personal development courses, and so on)
Public Services: • Existence of good transport links across the city (motorized and non-motorized) • Easy and quick access to other provinces.	Physical Environment: • Quality and quantity of public spaces • Cleanness of streets • Level of noise and air pollution • Level of congestion
Safety: • Level of crimes in the city • Security of the place against terrorism (especially eastern regions) • Safety against any natural disasters	Weather/Climate: • Liveability in terms of Coldness/Warmness
Physical and Infrastructural Quality of the Working Place: • The number and the quality of the facilities provided by the university (i.e., lodgements and library)	Tolerance and Openness: • Tolerance of the city residents to newcomers • Openness to different beliefs, religions, sexual decisions, and so on.

	Consumption Diversity: • The degree of purchasing power in the city. • Diversity of products and services
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As mentioned in the literature review, the other theory that rationalizes the effect of the spatial factors' on the locational decisions of the creative class is the "3T's of economic development" (Florida, 2012/2002). The '3T's' principle of Florida is additionally embedded with the 'hard and soft locational factors' adopted in this study. There are direct relationships between the 'hard and soft locational factors' and the '3T's' principle and indirect ones.

Among the direct relations between the 'hard and soft locational factors' and the '3T's' principle, "Technology" stands for the technological availability for the creative class to be attracted in cities (Florida, 2012/2002). In this sense, under the 'hard locational factors' formulated, 'adequacy of internet structure' belongs to this category. Also, 'physical and infrastructural quality of the working place' is indirectly related to 'Technology' because some factors like the technological devices provided by the university, the internet quality, an open and diverse online resource belong to this principle.

"Talent" of the '3T's' principle refers to the creative proportion living in the city that attracts other talented people (Florida, 2012/2002). The 'soft locational factors' like 'the opportunity to sustain hobbies and develop oneself (i.e., hobbies, personal development courses)' in the city indicate creative individuals' existence indirectly. Therefore, they are indirectly related to 'Talent.' Also, the 'soft locational factors' under the heading 'culture and leisure' in the city have connected to 'Talent' for the same reasons.

"Tolerance," as the name indicates, is the openness and tolerance to diversities in the city (Florida, 2012/2002). Therefore, the 'soft locational factors' formulated as 'tolerance of the city residents to newcomers,' and 'openness to different beliefs, religions, sexual decisions' are linked to the 'Tolerance.'

There is also one ‘soft locational factor’ associated with all ‘3T’s’ collectively. This factor is the ‘Diversity of the products and services’ under the ‘consumption diversity’ heading. The factor is related to ‘Technology’ since that diversity of products could mean the availability of technological products that the creative individuals use to produce creative values. It is related to ‘Talent’ because talented consumers can produce/exhibit their creativity with the various products and services included in the city. It is also related to ‘Tolerance’ because various products and services indicate a consumer profile from different socio-economic and socio-cultural backgrounds. This means the city supports openness and diversity. Table 4.4 demonstrates the ‘3T’s’ principle embedded in the ‘hard and soft locational factors.’

Table 4.4: The ‘3T’s’ principle embedded in the ‘hard and soft locational factors.’

	Technology	Talent	Tolerance
Hard Locational Factors	• Adequacy of internet structure (Directly Related). • The number and the quality of the facilities provided by the university (Indirectly Related).		
Soft Locational Factors	• Diversity of products and Services (Indirectly Related).	• The number of cultural and leisure activities in the city (i.e., museums, art galleries, cinemas, restaurants) • The number of recreational areas and activities (i.e., camping, hiking, picnic) • The opportunity to sustain hobbies and develop oneself (i.e., hobbies, personal development courses)	• Tolerance of the city residents to newcomers. • Openness to different beliefs, religions, and sexual decisions. • Diversity of products and Services (Indirectly Related).

		• Diversity of products and Services (Indirectly Related).	
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4.3 Conclusion

The case, the data gathered, and the methodology of the study is explained in this chapter. A quantitative approach, specifically partial correlation analysis, has been used on the macro-scale as the first step. A qualitative method, which is survey research, has been adopted on the micro-scale as the second step. In partial correlation analysis, the variables are “socio-economic development levels of the provinces” and “average ÖYP exam results in the specific year” while controlling for the variable “academic staff per publications ratio for each ÖYP university.” The data is collected from the General Directorate of Development Agencies (2019), memurlar.net (2020), and YÖK (2020).

In the survey research, after semi-structured interviews, the questionnaire is generated based on the “hard and soft locational factors” (Murphy and Redmond, 2009; Musterd and Gritsai, 2013; Brown and Meczyński, 2009) and “3T’s of economic development” (Florida, 2012/2002). The mentioned factors are utilized to assess the locational preferences of creative individuals and whether some places have some place-specific advantages of pulling and retaining them.

CHAPTER 5

THE RESULTS AND DISCUSSIONS

In this chapter, the results of the two-step analysis of this study are presented. The results of the analysis on both macro-scale and micro-scale are given. On the macro-scale, the results of the partial correlation analysis and spatial distribution of the data gathered are shown.

On the micro-scale, the results of the survey are presented. In the first part, the outcomes of the semi-structured interviews are presented. In the second part, general statistics about the respondents of the survey are indicated. In the third part, the results about why the respondents have chosen ÖYP are shown. In the fourth part, the results of the third section are presented. That part includes which factors on locational decisions are essential in order for the respondents. In the fifth part, the expectations of the respondents on the destination city before settling are shown. In the sixth part, the evaluation of the respondents on the destination city after settling is revealed. In the seventh part, a comparative analysis between ‘the decision to stay in the assigned city permanently’ and ‘evaluation of the urban factors after settling to the assigned city’ is given. This part will be specified in detail. In the eighth part, the distribution of the main urban factors regarding preference towards a location is presented. In the sixth part, the same evaluation of the urban factors have been analyzed with respect to each province, to see which cities are successful (and unsuccessful) in urban factors. In the final part, additional comments by the respondents on ÖYP and the locational decisions are examined.

5.1 Results on Macro-Scale:

As mentioned before, all the variable values used in the analysis concerning each ÖYP university are given in Appendix B. The average ÖYP exam scores of the ÖYP universities, compared to the socio-economic development levels of the provinces where those universities are, are presented on a map. Some provinces, especially metropolitan cities, have more than one university included in ÖYP. In that case, the university with the highest exam score in the city is taken on the map. Figure 5.1 shows the comparison between ÖYP exam scores and socio-economic development levels of provinces.



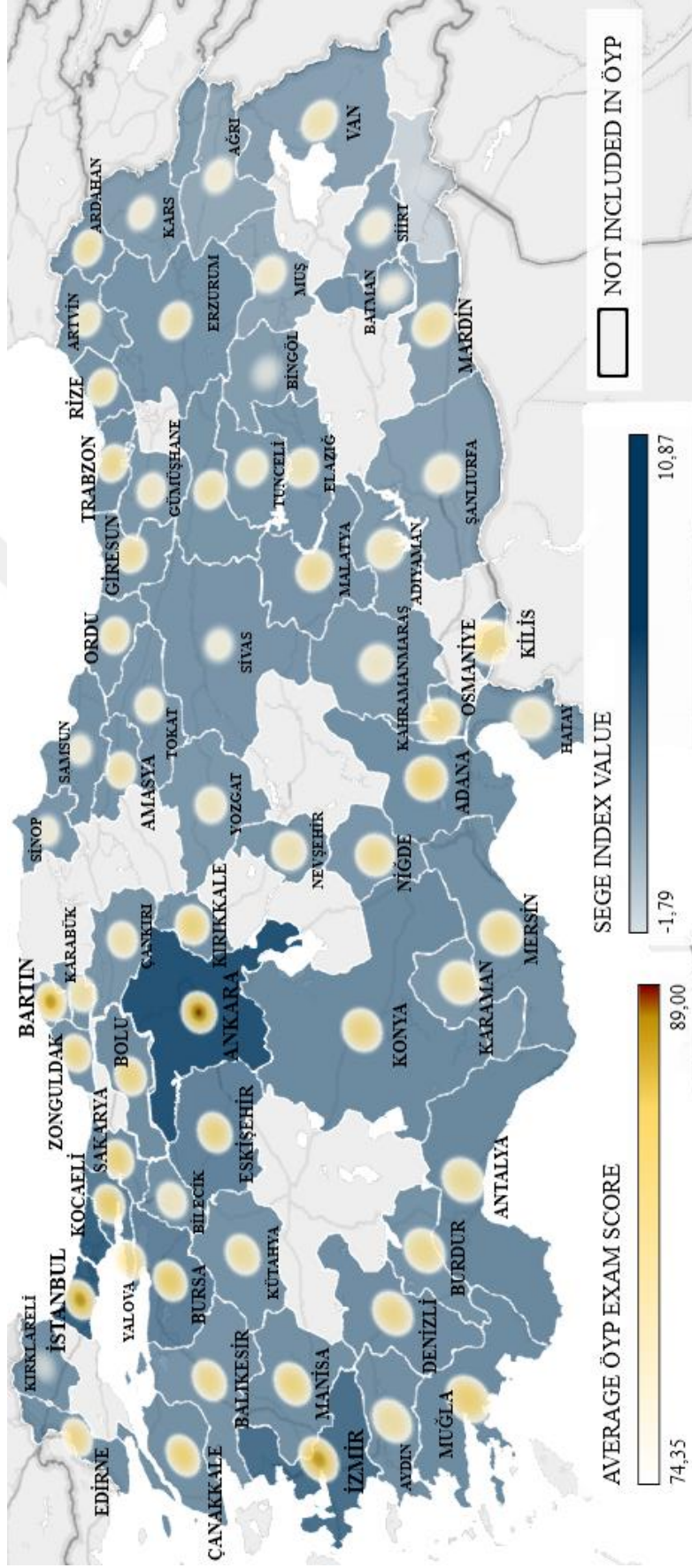


Figure 5.1: Average ÖYP exam scores and socio-economic development index values of the provinces, compiled by General Directorate of Development Agencies (2019), and YÖK (2015).

On the partial correlation analysis, the academicians/publications ratio is added to the statistics presented above. The analysis was made based on each ÖYP university. Therefore, the multiple ÖYP universities in a single province are also included in the research (see: Appendix A). Descriptive statistics of each variable can be seen in Table 5.1.

Table 5.1: Descriptive statistics for each variable.

	Mean	Std. Deviation	N
Socio-economic development index value	,30453	1,235408	78
Average exam scores	81,40724	3,308531	78
Academicians/Publication ratio	,20295	,097156	78

As mentioned before, the partial correlation analysis has a limitation that nonlinearity, nonnormality, and unreliability could have a negative effect on the analysis (Delaney, 2012). Therefore, before calculating the correlation, each pair of variables is checked for curvilinearity and homoscedasticity. There is no sign of curvilinearity or homoscedasticity between any variables (see: Appendix D). The zero-order (Pearson) correlation analysis results between all three are given in Table 5.2. Also, the partial correlation results while controlling the success of the universities are demonstrated in Table 5.3.

Table 5.2: The zero-order (Pearson) correlation analysis between variables.

	Socio-Economic Development Index Value	Average Exam Scores	Academicians/Publication Ratio
Socio-Economic Development Index Value	1,000	,680	,452
Average Exam Scores	,680	1,000	,321
Academicians/Publication Ratio	,452	,321	1,000

Table 5.3: The partial correlation analysis results

	Socio-Economic Development Index Value	Average Exam Scores
Socio-Economic Development Index Value	1,000	,633
Average Exam Scores	,633*	1,000

* The controlling variable is the Academics/Publication ratio.

In terms of the strength between variables, correlation coefficient valued $r = 0,6$ (or $r = -0,6$), while $p < 0.1$ is considered “Moderate” in psychological studies, and “Strong” in political studies (Akoğlu, 2018). As seen in Table 5.3, the relation between average ÖYP exam scores (M: 81.40724, STD: 3.308531) and socio-economic development index values of the cities (M: 0.30453, STD: 1.235408), while controlling for academicians/publication ratio (M: 0.20295, STD: 0.097156) is $r = .633$, $p < 0.1$, that indicates a ‘Strong’ partial correlation. This study's outcome clearly demonstrates a strong partial correlation between socio-economic development levels of the provinces and ÖYP exam averages, regardless of the success of the ÖYP universities.

5.2 The Results of Micro-Scale

5.2.1 Semi-Structured Interviews

As signified in the methodology chapter, on the second step of the research, semi-structured interviews are conducted before generating the questionnaire with two academicians highly related to the program, Dr. Esma Aksoy Khurami and Assist. Prof. Yasemin İlkay on different dates. Also, the person who had a significant influence on the establishment of the program, Prof. Dr. Fatoş Yarman Vural, is reached in an online meeting.

Some significant conclusions were deduced from the interviews both about ÖYP and the academicians' locational decisions. All the inferences are given in the conclusion

chapter except one mentioned here. The most crucial conclusion deduced from interviews is, there are many other factors (alongside the place-related ones) for academicians to prefer a place to be assigned. The factors related to the assigned universities are priorities on the locational decisions, as an efficient working environment, both physical and including relationships with colleagues. It affects both the location selection and the decision to stay permanently. Also, personal factors, like closeness to family/relatives, are substantial to prefer a place. Based on this conclusion, many non-spatial factors in the third section of the questionnaire (presented in incoming parts) have been constructed to calculate the importance order ranking for the spatial factors in locational decisions.

5.2.2 General Statistics of the Survey

165 ÖYP researchers participated in the survey from various gender, cities, and different stages in the program. Some incomplete answers have been eliminated from the analysis. 133 answers are analyzed. According to the results of the first section, there are 49 male and 84 female respondents. 86 of them are married, and 47 of them are single. 50 of the respondents are in their education phase, 66 are settled to their destination university and the city, and 17 do not live in the city they are assigned with ÖYP. Table 5.4 demonstrates the general sample statistics.

Table 5.4 The sample statistics.

		Frequency	Percent
Gender	Male	49	36,8
	Female	84	63,2
Marital Status	Married	86	64,7
	Single	47	35,3
Stage in the Program	Education Phase	50	37,6
	In the Destination City	66	49,6
	Not in the Destination City	17	12,8
	Total	133	100,0

As they are in different stages of ÖYP, the respondents are from the various cities of Turkey. Figure 5.2 shows the distribution of the survey participants from different cities.



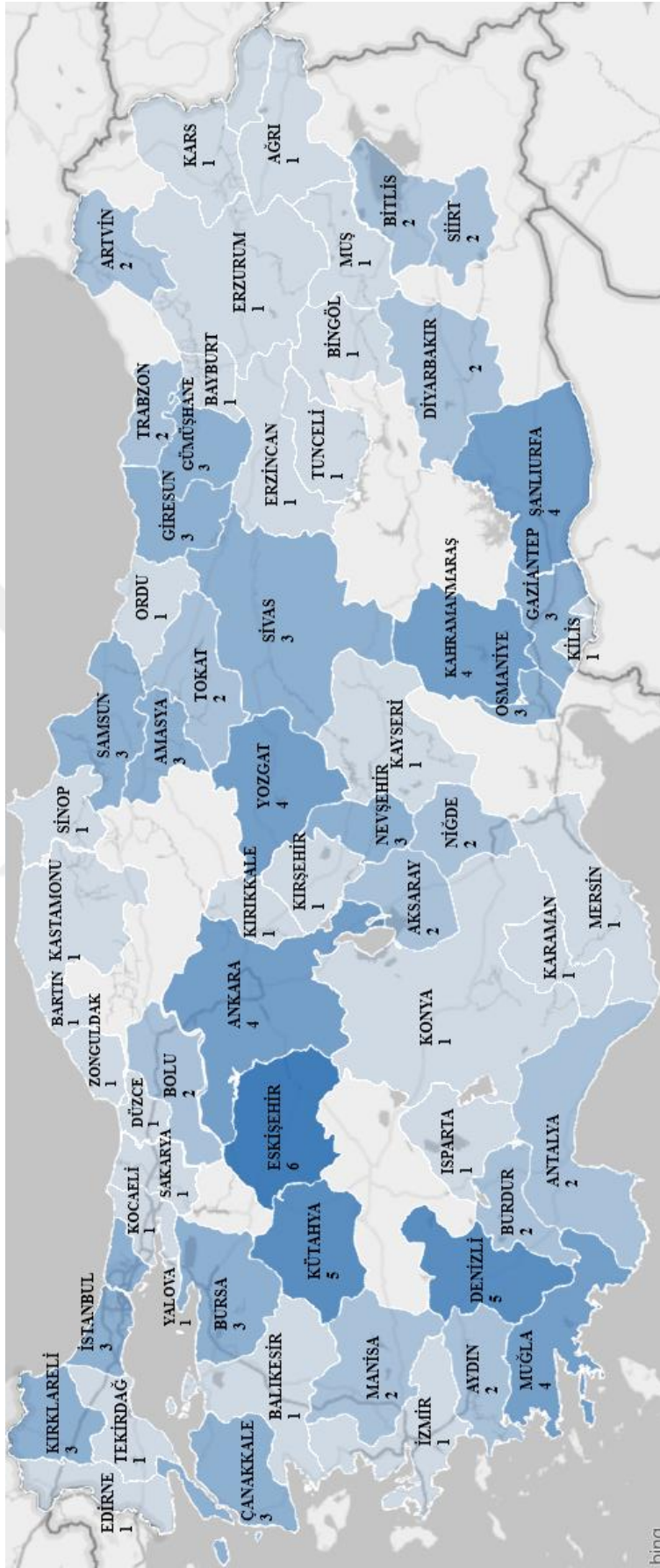


Figure 5.2: The province distribution of the ÖYP academicians who participated in surveying.

5.2.3 Assessing the Reasons Behind Choosing ÖYP

As indicated before, in the second section of the questionnaire, the purpose is to assess the reasons behind choosing ÖYP to become an academician. Therefore, participants are asked to select between various main factors. Also, they could add their own ones. The question's responses demonstrated that most participants, 75,9% (101 people), responded jobs and the guarantee of cadre behind choosing ÖYP. In comparison, 20,3% (27 people) stated the opportunity to get education in long-established universities, 12,7% (17 people) responded the opportunity to get language training, and 11,2% (15 people) stated the freedom of choice to be able to work in the desired university. Moreover, 22,5% (30 people) have also added the 'Other' option. Table 5.6 shows the distribution of each factor. The most frequently responded factor is highlighted.

Table 5.5: Distribution of the factors explaining the reasons behind choosing ÖYP.

	Jobs/ the guarantee of cadre	The opportunity to get an education in long-established universities	The freedom of choice to work in the desired university	The opportunity to get higher education in long- established universities	Other
N	101	27	17	15	30
%	75,9	20,3	12,7	11,2	22,5

Among the people who have selected the 'Other' option, some respondents have added various topics once. The most relatable ones to the reasons behind selecting ÖYP are as follows:

- “ÖYP is a just system to recruit academicians,”
- “To be able to become an academician without a supporter,”
- “Love for occupation,”
- “To be able to live/work in the same location with husband/wife.”

5.2.4 The Importance Order on the Locational Decisions of ÖYP Academicians

In the third section of the questionnaire, some main factors regarding the location settlement preferences of ÖYP academicians are evaluated. As mentioned before, the primary purpose of this section is to examine where spatial factors stand in terms of importance in locational decisions. There are seven factors, including *'The city and the urban services'* as the spatial factor. Alongside that, the participants are also encouraged to add and evaluate their factors, if there are any. The majority of the participants rated most of the statements as 'not applicable' in this section. This outcome will be analyzed in the discussion part.

To the first factor statement, which is *'Proximity to Family/ Relatives,'* most respondents, 28% (38 people), answered as not applicable to their condition. On the other hand, 14,2% (19 people) stated it is a little bit important. Moreover, 21% (29 people) responded that it is moderately important for them, and 17,2% (23 people) responded that it is very important. Furthermore, 18% (24 people) of the participants have stated that this factor is the priority for them. Figure 5.3 shows the percentage distribution to the first-factor statement.

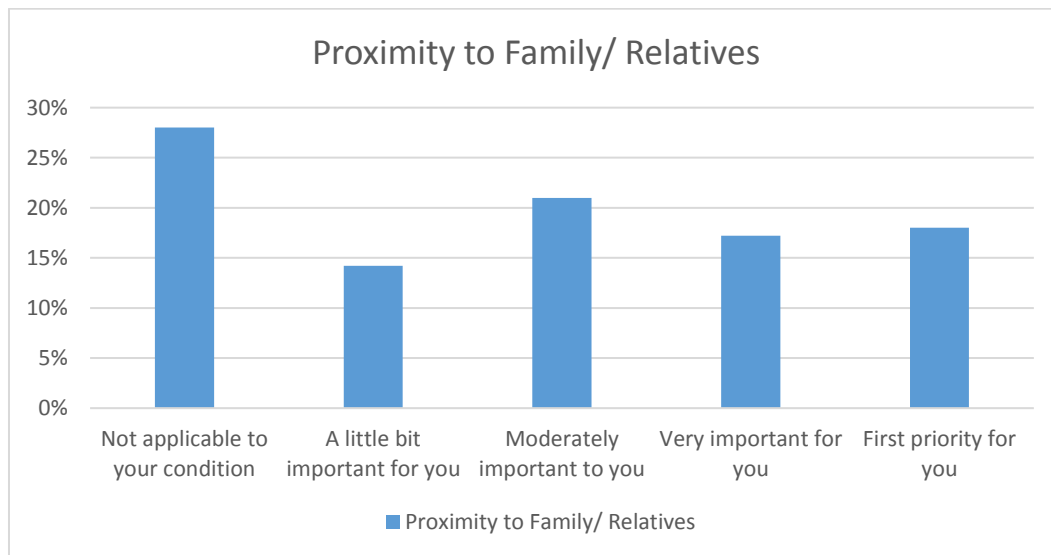


Figure 5.3: Participants' considerations on the first factor statement 'Proximity to Family/ Relatives' in percentages.

The second factor statement is *'Being familiar to the city/university.'* Although 42,1% (56 people) of the participants responded that this factor is not applicable, 21% (28 people) stated it is a little bit important. Thus, 19,5% (26 people) responded that it is moderately important, and 8,2% (11 people) responded that it is very important. Moreover, 9% (12 people) of the participants have stated that it is the priority. Figure 5.4 demonstrates the percentage distribution to the second factor statement, *'Being familiar to the city/university.'*

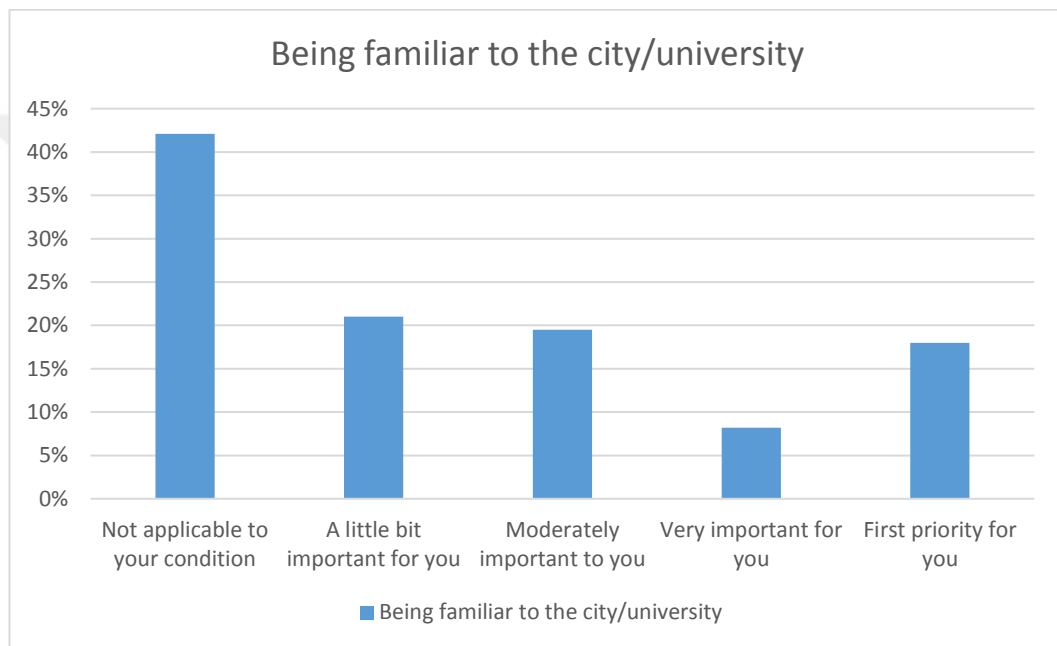


Figure 5.4: Participants' considerations on the second factor statement *'Being familiar to the city/university'* in percentages.

To the third factor statement, *'Whether your field is established in your assigned university beforehand,'* the majority of the respondents, 39% (52 people), rated that it is not applicable for their condition. 15% (20 people) responded that it is a little bit important, and 20,3% (27 people) responded that the factor is moderately prominent. In addition, 18,7% (25 people) responded as very important, and 6,7% (9 people) responded that it is their priority. Figure 5.5 demonstrates the percentage distribution to the third factor statement.

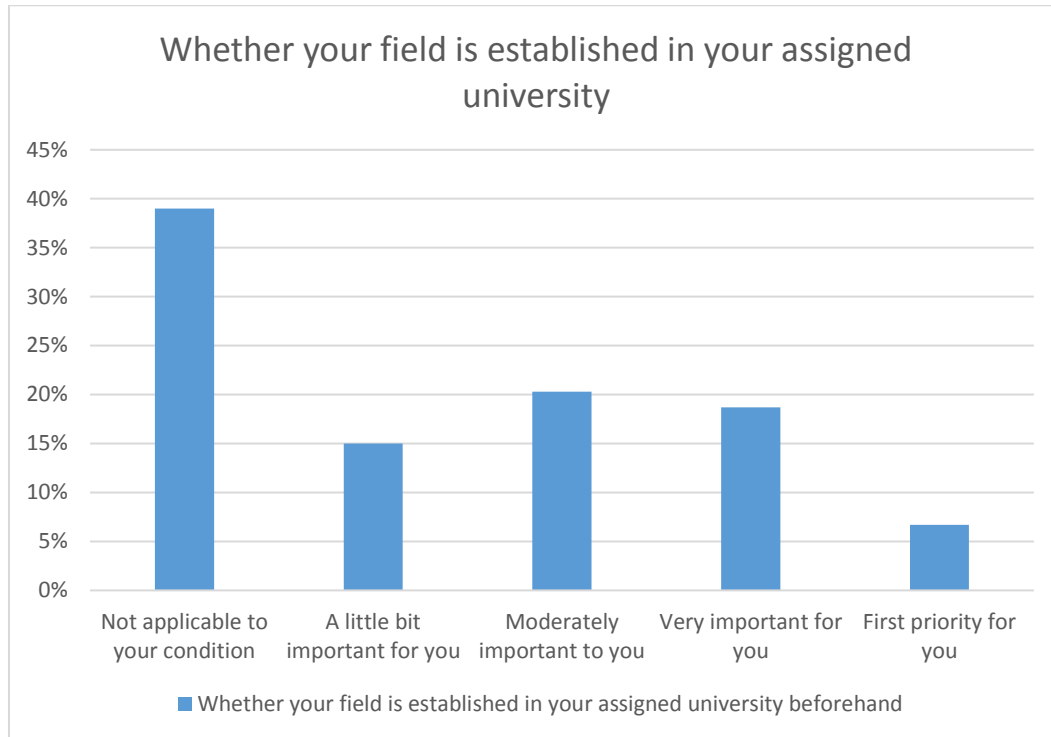


Figure 5.5: Participants' considerations on the third factor statement 'Whether your field is established in your assigned university' in percentages.

To the fourth factor statement, which is '*The city and the urban services*,' 26,3% (35 people) of the respondents stated the factor does not apply to their condition. 14,2% (19 people) responded that it is a little bit substantial, and 21,8% (29 people) expressed that the factor is moderately important. For this factor, most participants, 26,3% (35 people), stated that it is very important. Thus, 11,2% (15 people) have responded that it is the priority. Figure 5.6 demonstrates the percentage distribution to the fourth factor statement.

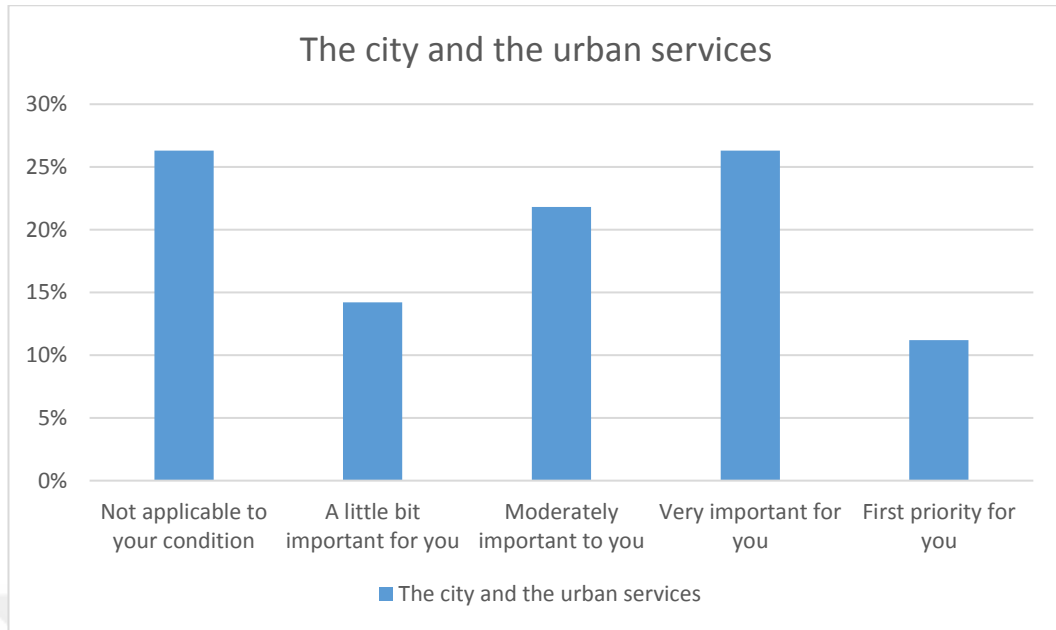


Figure 5.6: Participants' considerations on 'The city and the urban services' in percentages.

The fifth factor is the *'Financial possibilities (the amount taken according to the preferred region).'* To this factor, 15% (20 people) stated that it is not applicable. In addition, 9,7% (13 people) responded that it is slightly important, while 28,5% (38 people) stated that the factor is moderately essential. In comparison, the majority of the participants, 32,3% (43 people), asserted that the financial possibilities are very important. Furthermore, 14,2% (19 people) of the participants have that it is the priority. Figure 5.7 demonstrates the percentage distribution to the fifth factor statement.

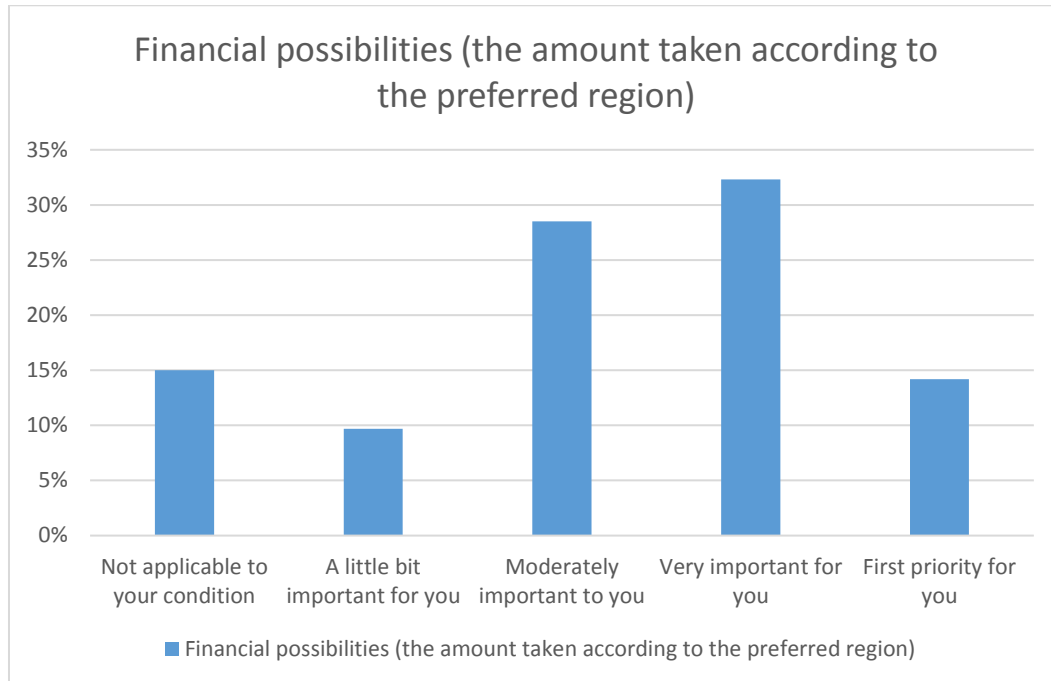


Figure 5.7: Participants' considerations on 'Financial possibilities (the amount taken according to the preferred region)' in percentages.

To the sixth factor statement, which is '*Services provided by the university (i.e., lodgements, library, facilities)*,' the majority, 36% (48 people), have stated that it is not applicable. On the other hand, 10,5% (14 people) asserted that it is a little bit important. Moreover, 22,5% (30 people) responded that it is moderately essential, and 24,8% (33 people) responded that it is very important. In contrast, for the lowest proportion of the respondents, only 6% (8 people), the factor is the priority. Figure 5.8 demonstrates the percentage distribution to the sixth factor statement.

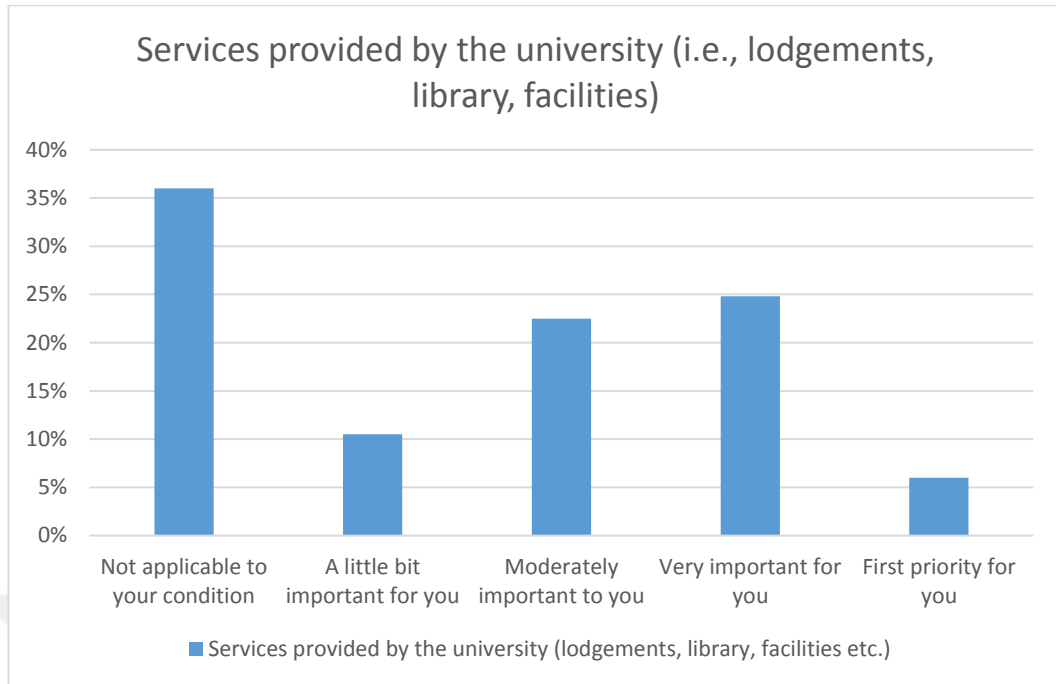


Figure 5.8: Participants’ considerations on ‘Services provided by the university (i.e., lodgements, library, facilities)’ in percentages.

Finally, the seventh factor statement is the ‘*Security (against natural disasters, terrorism, and other crimes).*’ For the 22,5% (30 people) of the respondents, this factor is not applicable. 11,2% (15 people) stated that it is slightly important, while 12,7% (17 people) asserted that it is moderately important. Most of the respondents, 35,3% (47 people), stated that this factor is very important. In addition, 18% (24 people) of the participants have responded that it is their priority. Figure 5.9 demonstrates the percentage distribution to the seventh factor statement.

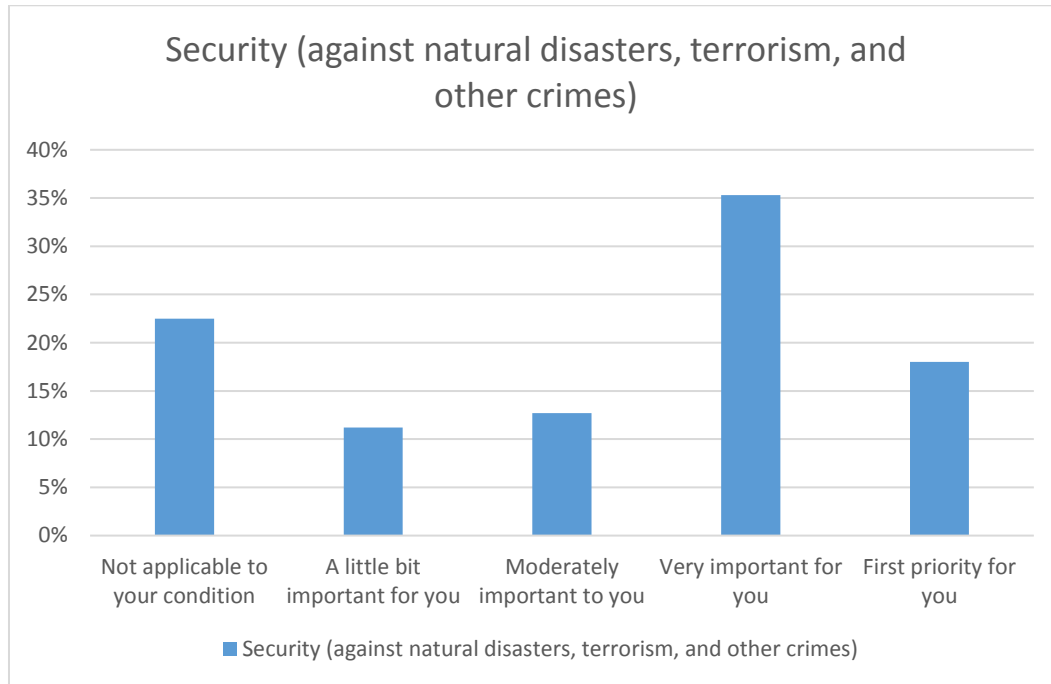


Figure 5.9: Participants’ considerations on ‘Security (against natural disasters, terrorism, and other crimes)’ in percentages.

Other than the examined factors, 14,2% (19 people) have added their own factors and rated them with the same Likert scales. The significant factors are examined here. For example, one participant has stated, “*Academic satisfaction.*” Similarly, another respondent added, “*Being able to continue academic self-development.*” They both rated those statements as their priority. Some answers are directly related to the structural necessities and the conditions of the program itself. For example, one respondent has added a factor as “*Exam Result*” stated as the priority. This statement means the location has been selected according to the grade taken from the ÖYP examinations. Another one added, “*The best university option among the opened list that year,*” rated again as the priority. Another made an addition, “*The different opportunities offered between the first years of ÖYP and later,*” as his or her priority.

The participants also added some urban and spatial factors. Those additions with the ratings given to them could be listed as:

- “Closeness to the metropolitan cities” rated ‘First priority for you (5),’
- “History and the urban fabric of the city” rated ‘First priority for you (5),’
- “Central Location” rated ‘First priority for you (5),’
- “Transportation opportunities” rated ‘A little bit important for you (2),’ and
- “Living with relatively clear-sighted people” rated ‘First priority for you (5).’

5.2.5 Expectations on the Hard and Soft Locational Factors Before Choosing the City

As mentioned before, in this part, the expectations of the respondents on spatial factors are presented. These expectations are about the destination cities. Moreover, the participants responded in this section according to their thoughts before they settle. They have responded to the statements on five scales.

The first statement is ‘*the complete provision of infrastructural services throughout the city (i.e., electricity, and water).*’ To this statement, the majority of the participants, 34,6% (46 people), stated that they have never considered it. 12% (16 people) responded that they have slightly considered it. Also, the same number of respondents, 12% (16 people), stated that they had considered the factor moderately. Furthermore, 19,5% (26 people) responded that they mainly considered it, while 21,8% (29 people) considered it completely. Figure 5.10 demonstrates the percentage distribution to the first factor statement.

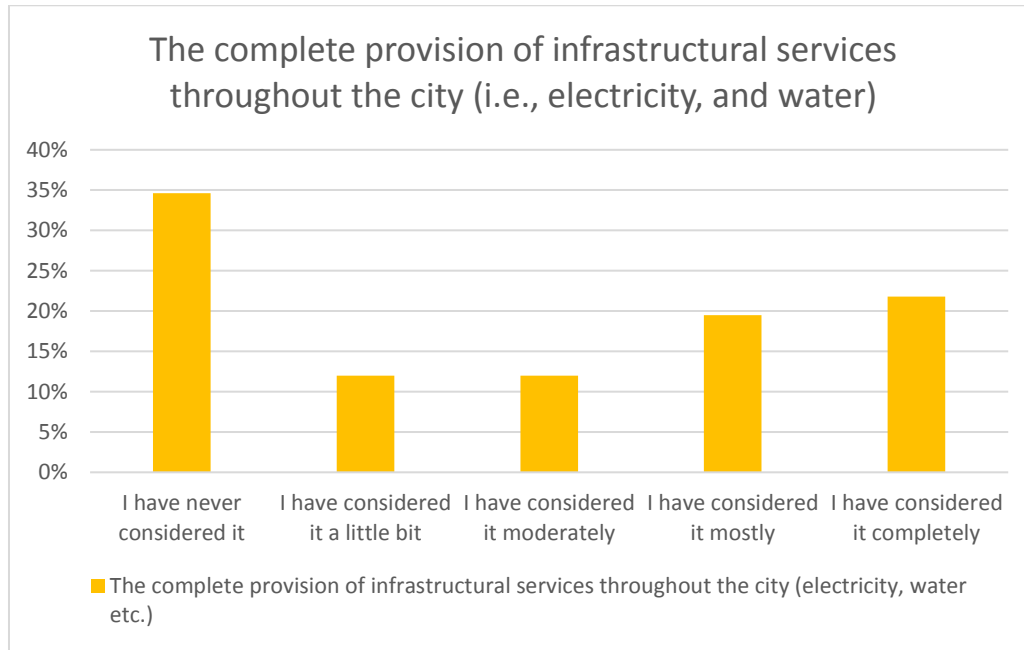


Figure 5.10: Participants’ considerations on ‘The complete provision of infrastructural services throughout the city (i.e., electricity, and water)’ in percentages.

The second statement is ‘Access to a fast and stable internet connection in the city.’ To this statement, 34,6% (46 people) of the respondents stated that they had never considered it. On the other hand, 7,5% (10 people) stated that they had considered the factor a little bit. While 13,5% (18 people) responded that they had moderately considered the factor, 21,1% (28 people) responded that they have mostly considered it. Moreover, 23,3% (31 people) of the participants have responded that they had considered it completely. Figure 5.11 demonstrates the percentage distribution to the second factor statement.

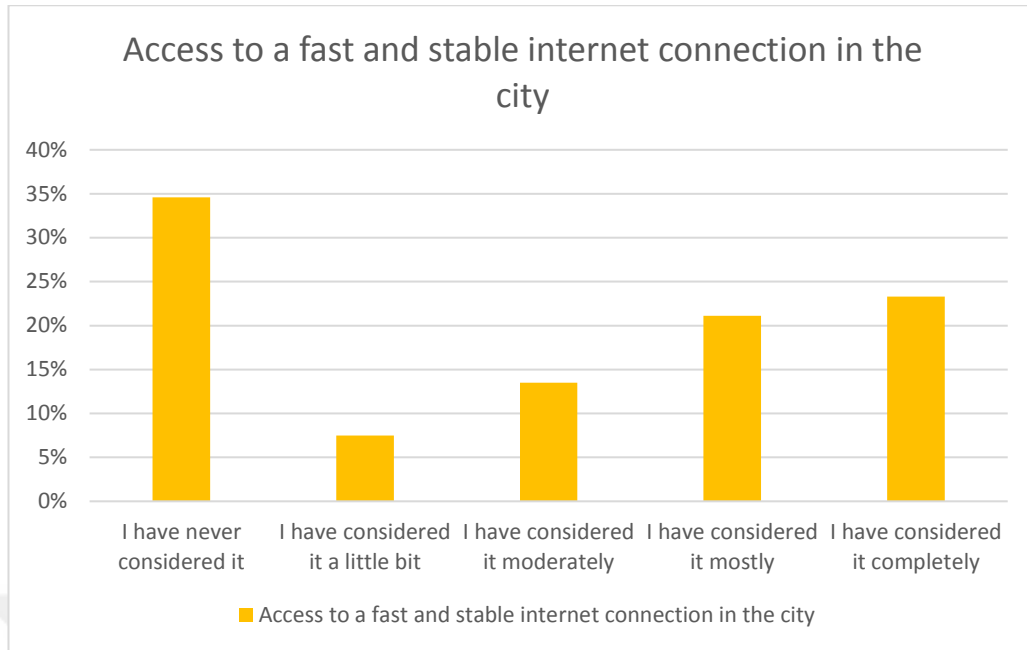


Figure 5.11: Participants' considerations on 'Access to a fast and stable internet connection in the city' in percentages.

The third statement is '*Affordability of housing in the city (rental and for sale).*' Again, the majority, 35,3% (47 people), stated that they have never considered this statement. 8,3% (11 people) responded that they considered it slightly. 21,1% (28 people) responded that it is considered moderately, and 20,3% (27 people) asserted that it is considered mostly. Also, 15% (20 people) of the participants have responded that they have considered it completely. Figure 5.12 demonstrates the percentage distribution to the third factor statement.

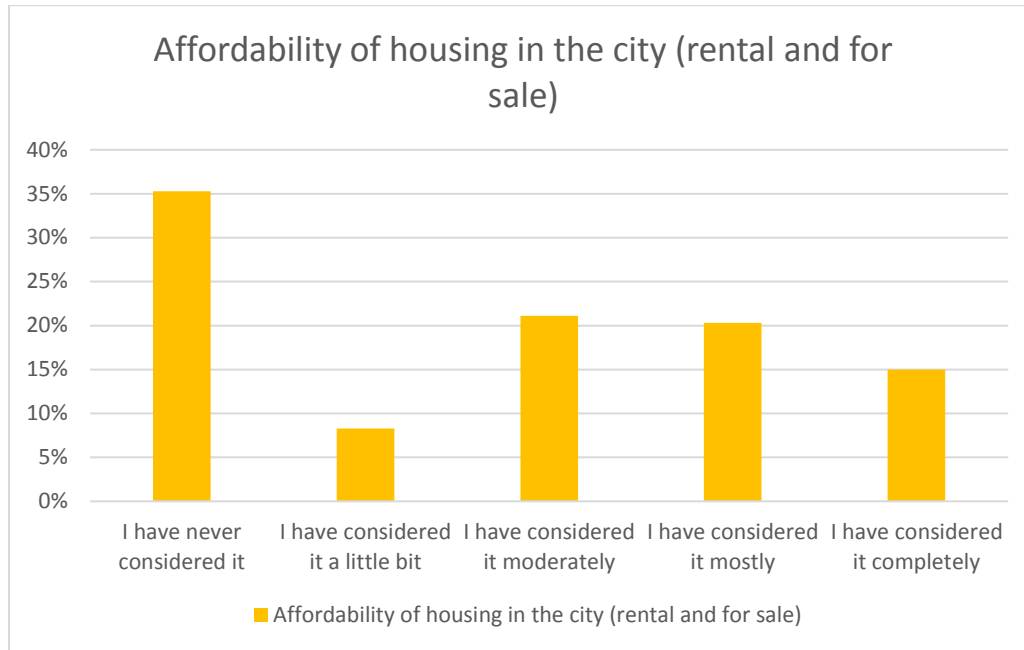


Figure 5.12: Participants' considerations on 'Affordability of housing in the city (rental and for sale)' in percentages.

The fourth statement is '*Effectiveness and diversity of the public transport (i.e., bicycle lanes, tramway).*' To this statement, 38,3% (51 people) of the respondents asserted that they have never considered it. In contrast, 12,8% (17 people) stated they had regarded it a little bit. In addition, 20,3% (27 people) responded that they had considered the factor partially. Moreover, 14,3% (19 people) expressed that they mostly regarded it, and 14,3% (19 people) of the participants have responded that they regarded the factor completely. Figure 5.13 demonstrates the percentage distribution to the fourth factor statement.

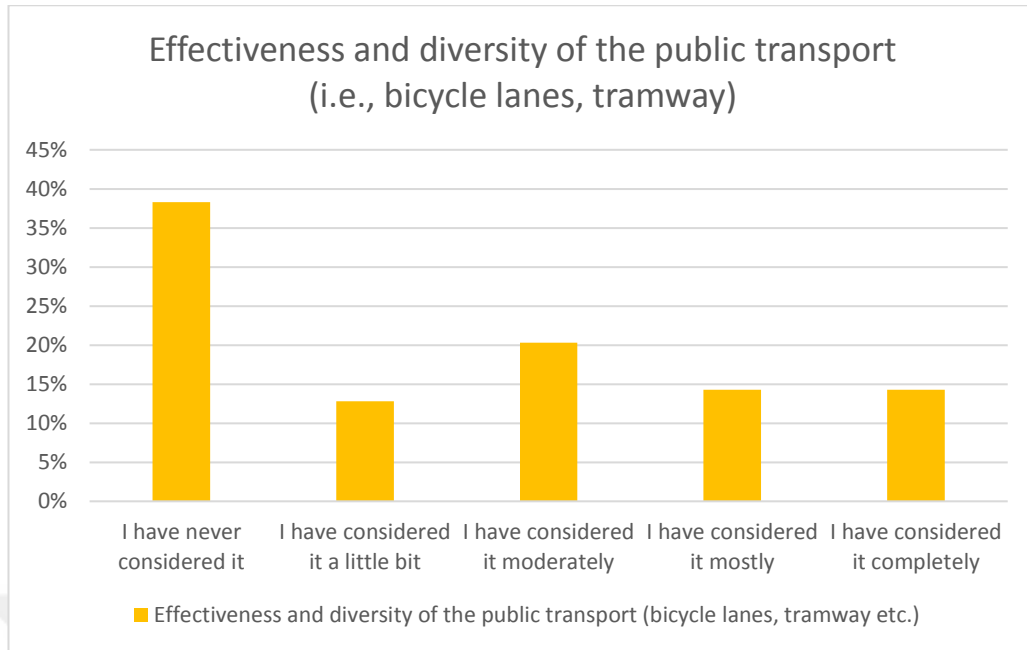


Figure 5.13: Participants' considerations on 'Effectiveness and diversity of the public transport (i.e., bicycle lanes, tramway)' in percentages.

The fifth statement is '*Low levels of crime in the city.*' 25,6% (34 people) of the respondents stated that they never thought about this factor. 9% (12 people) responded that they had considered it slightly, and 18,8% (25 people) stated that they had considered it partially. Also, 22,6% (30 people) responded that it is considered mostly. A considerable proportion, 24,1% (32 people), of the participants have asserted that they have regarded the factor ultimately. Figure 5.14 demonstrates the percentage distribution to the fifth factor statement.



Figure 5.14: Participants' considerations on the fifth factor statement 'Low levels of crime in the city' in percentages.

To the sixth statement, '*Easiness of transportation intercity (i.e., buses, planes),*' 17,3% (23 people) of the respondents stated they never considered it. 12% (16 people) responded that they have slightly considered the factor, and 15% (20 people) expressed that it is regarded moderately. Most of the participants, 27,8% (37 people), asserted that they have beforehand the factor mostly. The exact number of participants, 27,8% (37 people), also stated they had regarded the factor entirely. Figure 5.15 demonstrates the distribution for this factor.

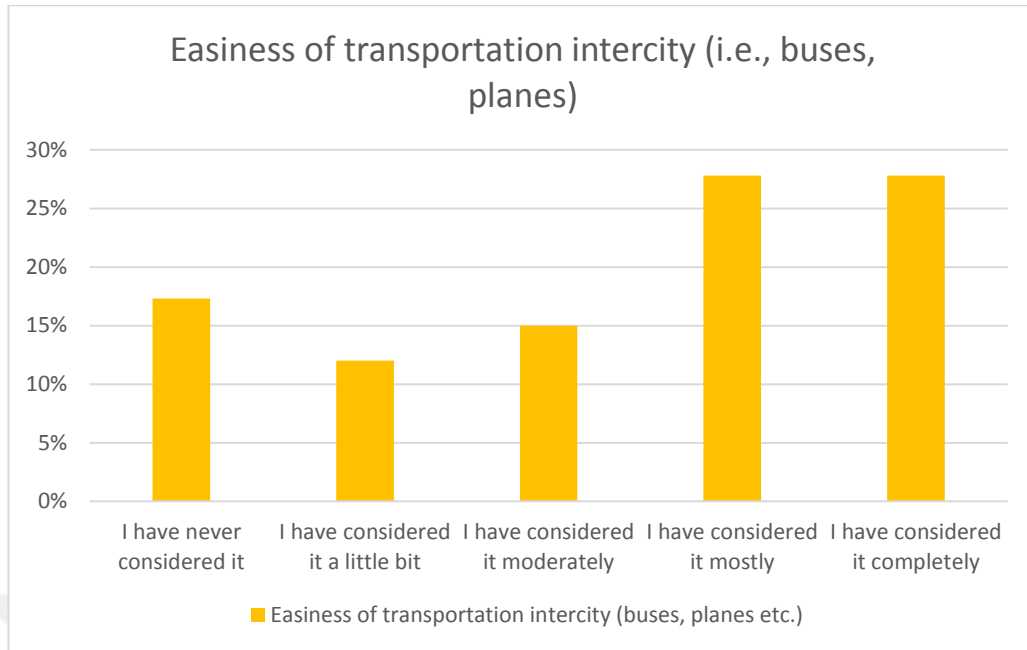


Figure 5.15: Participants' considerations on the sixth factor statement 'Easiness of transportation intercity (i.e., buses, planes)' in percentages.

About the seventh statement, which is '*Existence of various cultural and entertainment activities around the city (i.e., cafes, restaurants, cinemas, museums, art galleries)*,' 28,6% (38 people) of the respondents never considered it. In addition, 14,3% (19 people) stated that they had considered it a little bit. Thus, 18,8% (25 people) responded that it is considered partially, while 18% (24 people) asserted that it is mainly regarded. Finally, 20,3% (27 people) of the participants have stated that they considered it completely. Figure 5.16 demonstrates the percentage distribution to the seventh factor statement.



Figure 5.16: Participants' considerations on the seventh factor statement 'Existence of various cultural and entertainment activities around the city (i.e., cafes, restaurants, cinemas, museums, art galleries).'

The eighth statement is the '*Opportunity to sustain your hobbies and develop yourself in the city (i.e., hobby courses, workshops).*' Almost one-third, 30,1% (40 people), of the respondents never considered this factor. 15% (20 people) responded that they have thought about it a bit. Still, a remarkable proportion, 19,5% (26 people), responded that they partially thought about it. Similarly, 18,8% (25 people) stated that they considered it mainly. Finally, 16,5% (22 people) of the participants have expressed that the factor is regarded completely. Figure 5.17 demonstrates the percentage distribution to the eighth factor statement.

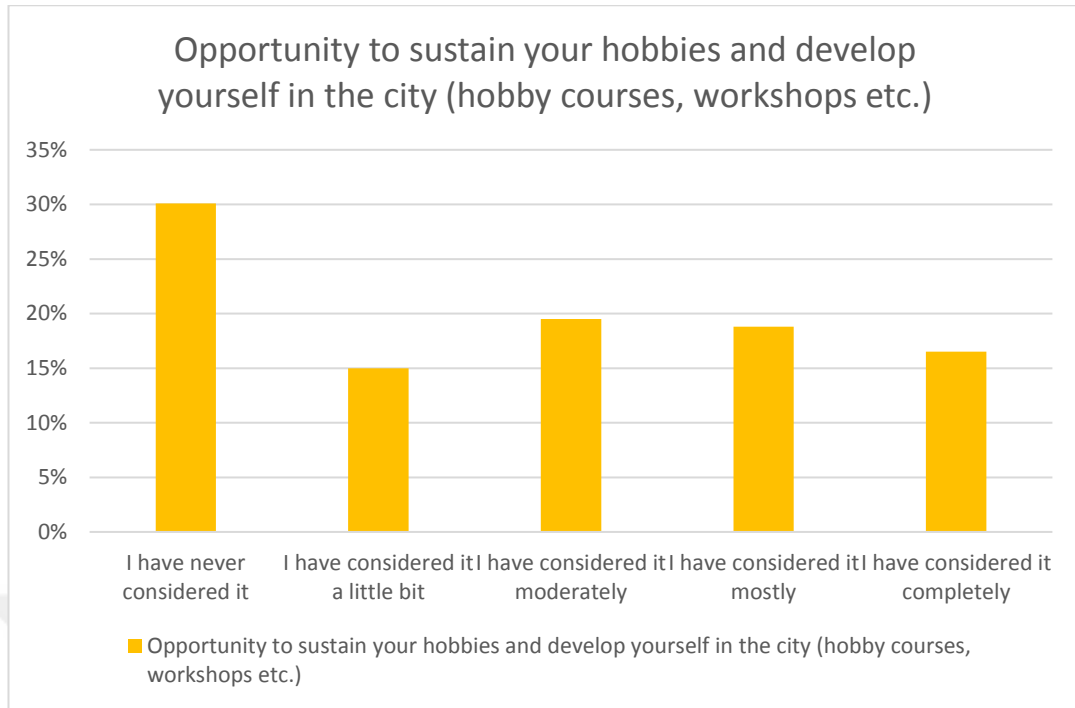


Figure 5.17: Participants' considerations on the eighth factor statement 'Opportunity to sustain your hobbies and develop yourself in the city (i.e., hobby courses, workshops)' in percentages.

The ninth statement is '*The number of public spaces and diversity of them (i.e., squares, parks).*' Similar to the previous factor, the majority of the respondents, 33,1% (44 people), stated that they had not regarded the factor at all. Furthermore, 19,5% (26 people) responded that they had regarded the factor a little bit. Likewise, 20,3% (27 people) asserted that they had considered the factor partially. In addition, 14,3% (19 people) responded that it is considered moderately, and 12,8% (17 people) responded that it is regarded entirely. Figure 5.18 demonstrates the percentage distribution for this factor.

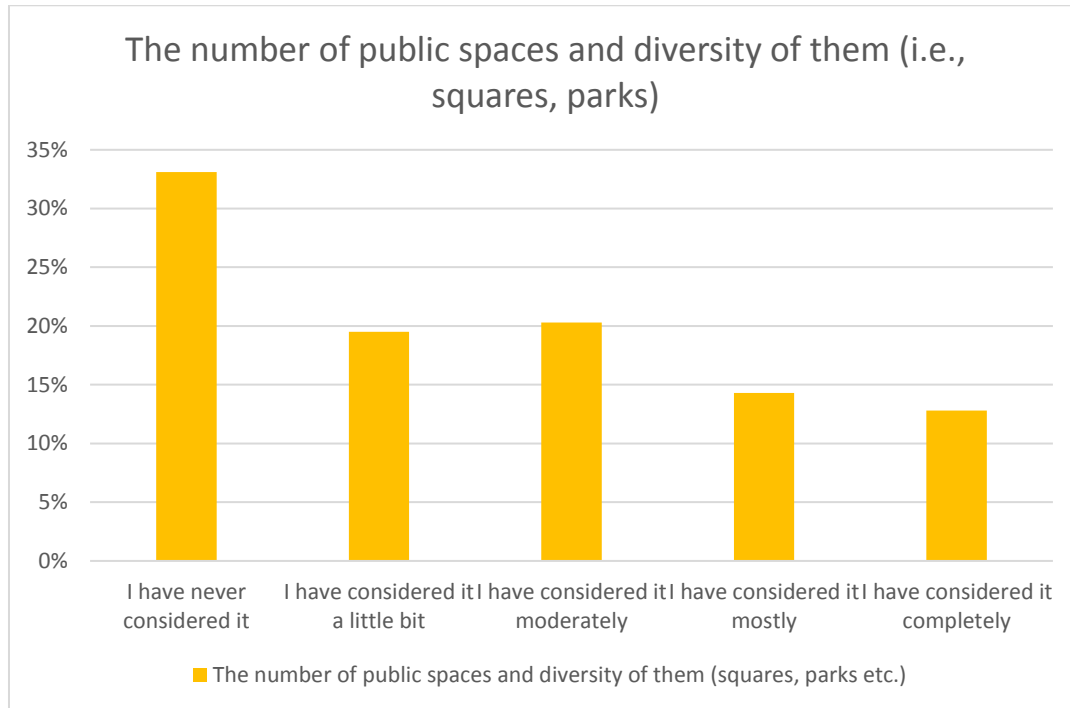


Figure 5.18: Participants' considerations on the ninth factor statement 'The number of public spaces and diversity of them (i.e., squares, parks) in percentages.'

To the tenth statement, which is '*The recreative areas and activities around the city (i.e., hiking, camping, picnic),*' 28,6% (38 people) of the respondents stated they never consider the factor. Moreover, 18,8% (25 people) responded that it is slightly considered. On the other hand, a considerable number of people, 24,8% (33 people), expressed that they had regarded the factor partially. In addition, 15,8% (21 people) stated they had considered it mostly, and 12% (16 people) stated that they had considered it thoroughly. Figure 5.19 demonstrates the percentage distribution for this factor.

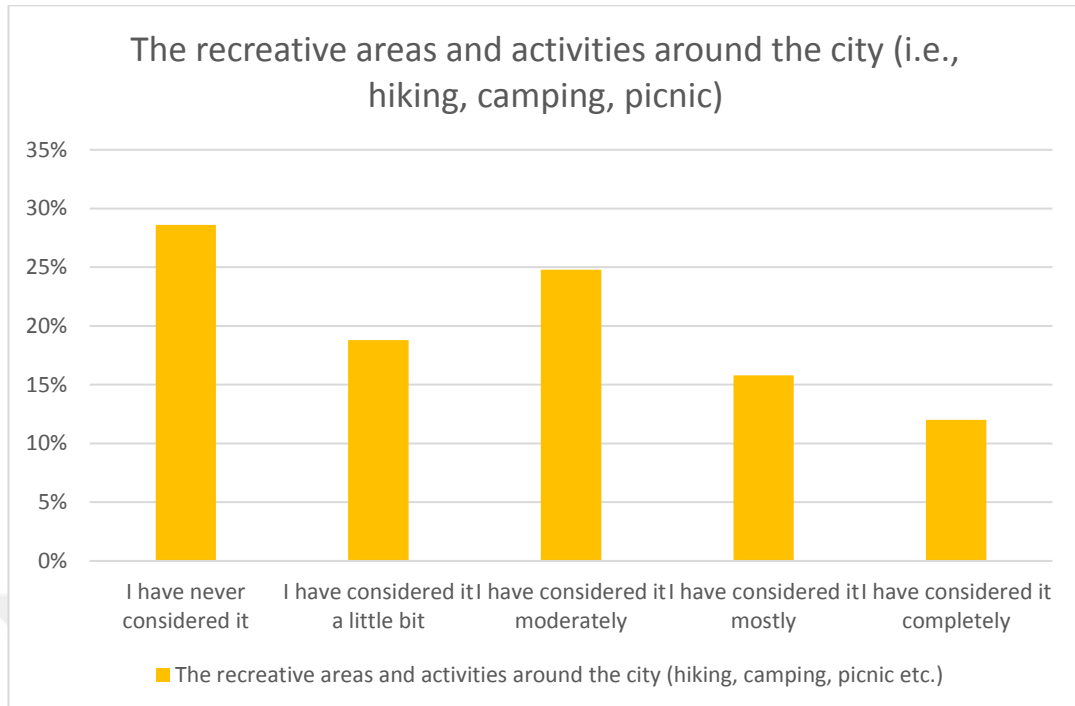


Figure 5.19: Participants' considerations on the tenth factor statement 'The recreative areas and activities around the city (i.e., hiking, camping, picnic)' in percentages.

To the eleventh statement, which is '*The low levels of traffic congestion,*' 28,6% (38 people) of the respondents stated that it is not considered at all. On the other hand, 14,3% (19 people) responded that it is considered a little bit. Many participants, 24,1% (32 people), stated that they thought about the factor partially. Furthermore, 20,3% (27 people) signified that it is regarded mainly, and 12,8% (17 people) asserted it is considered completely. Figure 5.20 demonstrates the percentage distribution for this factor.

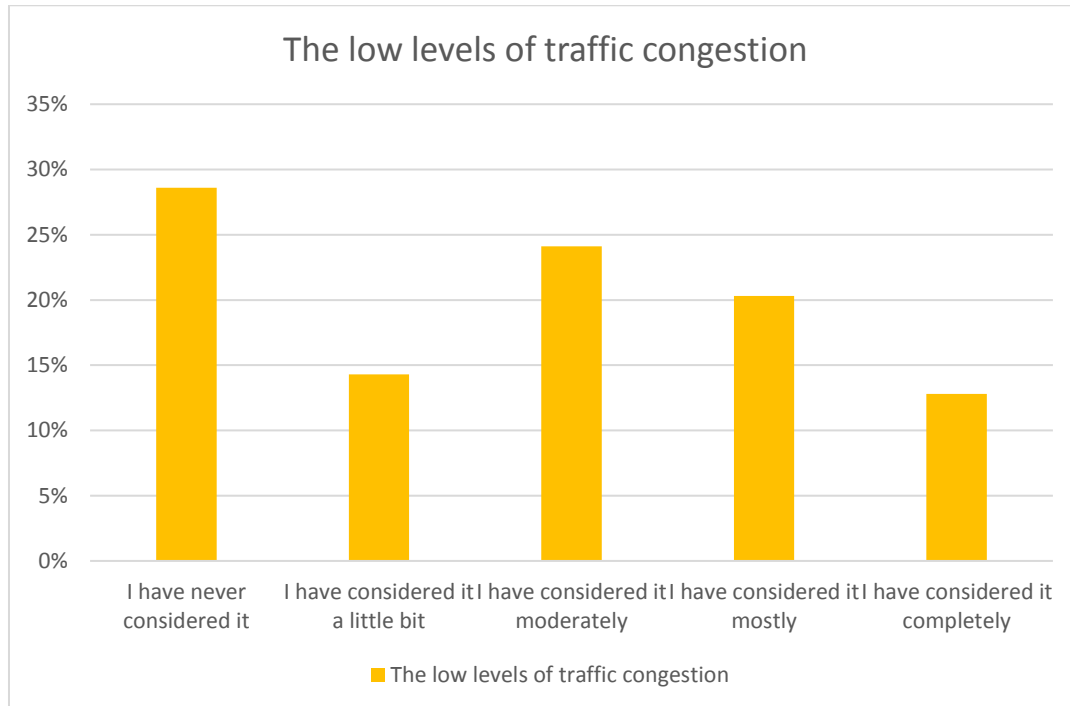


Figure 5.20: Participants' considerations on the eleventh factor statement 'The low levels of traffic congestion' in percentages.

The twelfth statement is '*The suitability of the climate conditions in the city.*' Again, 27,1% (36 people) of the respondents stated about this factor that they never thought about it. Additionally, 16,5% (22 people) stated that it is considered a bit, and 19,5% (26 people) responded that it is conceived moderately. Finally, 17,3% (23 people) responded that they considered it mostly, and 19,5% (26 people) of the participants have responded that they regarded it completely.' Figure 5.21 demonstrates the percentage distribution for this factor.

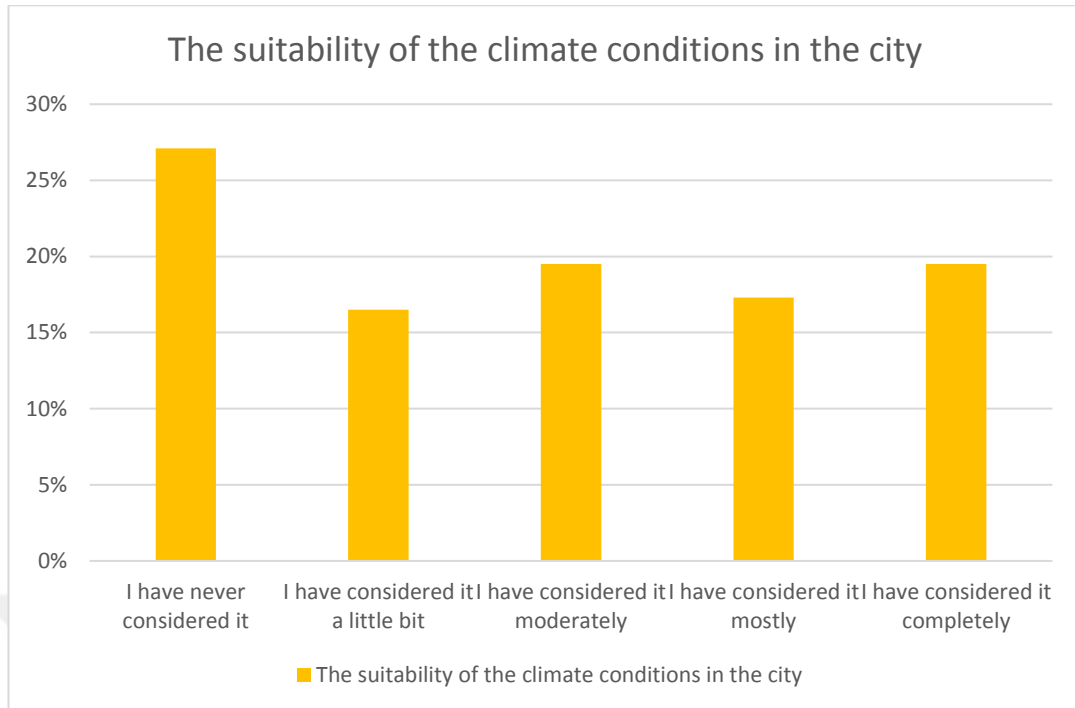


Figure 5.21: Participants' considerations on the twelfth factor statement 'The suitability of the climate conditions in the city' in percentages.

To the thirteenth statement, which is 'Tolerance to people from different (i.e., sexual, religious, politic) in the city,' 25,6% (34 people) stated that they had not considered it. In addition, 15% (20 people) responded that it is considered by them a little bit, and 16,5% (22 people) asserted it is considered partially. Moreover, 14,3% (19 people) signified it is regarded mostly. The majority of the participants, 28,6% (38 people), have expressed that the factor is considered completely. Figure 5.22 demonstrates the percentage distribution for this factor.

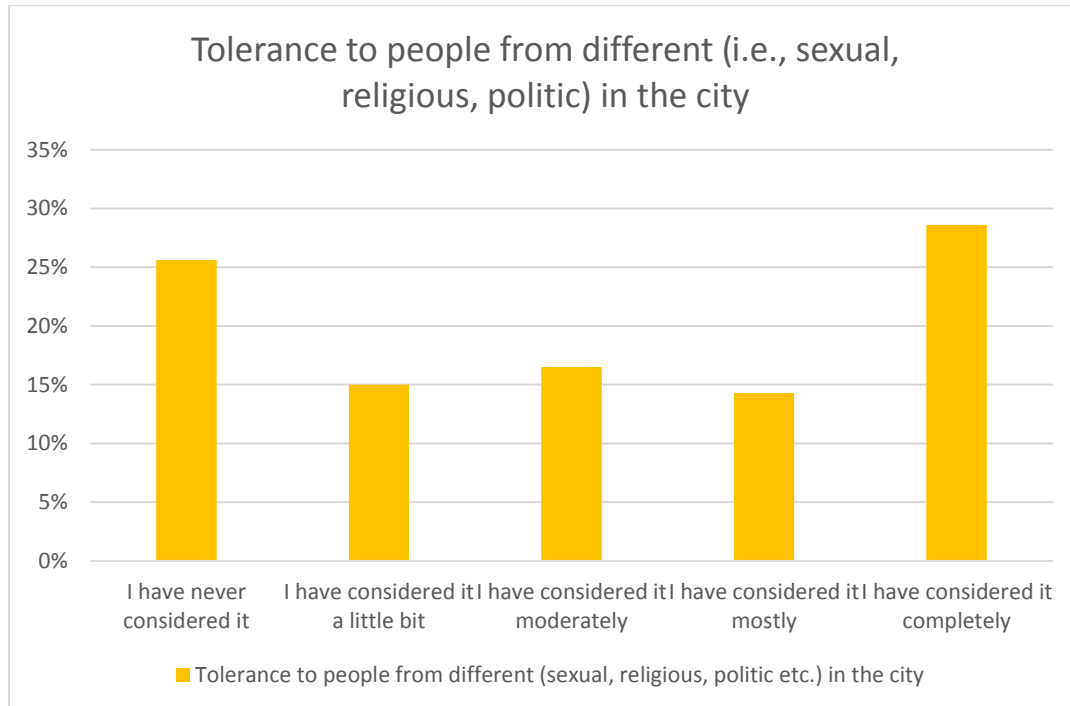


Figure 5.22: Participants' considerations on the thirteenth factor statement 'Tolerance to people from different (i.e., sexual, religious, politic) in the city.'

To the fourteenth statement, which is '*High purchasing power in the city*,' 26,3% (35 people) of the respondents stated that it is never regarded. A considerable proportion, 23,3% (31 people), responded it is considered a little bit, and 21,8% (29 people) stated it is considered moderately. On the other hand, 16,5% (22 people) signified that they had considered it mainly, and 12% (16 people) of the participants have responded that they had thought about it completely. Figure 5.23 demonstrates the percentage distribution for this factor.

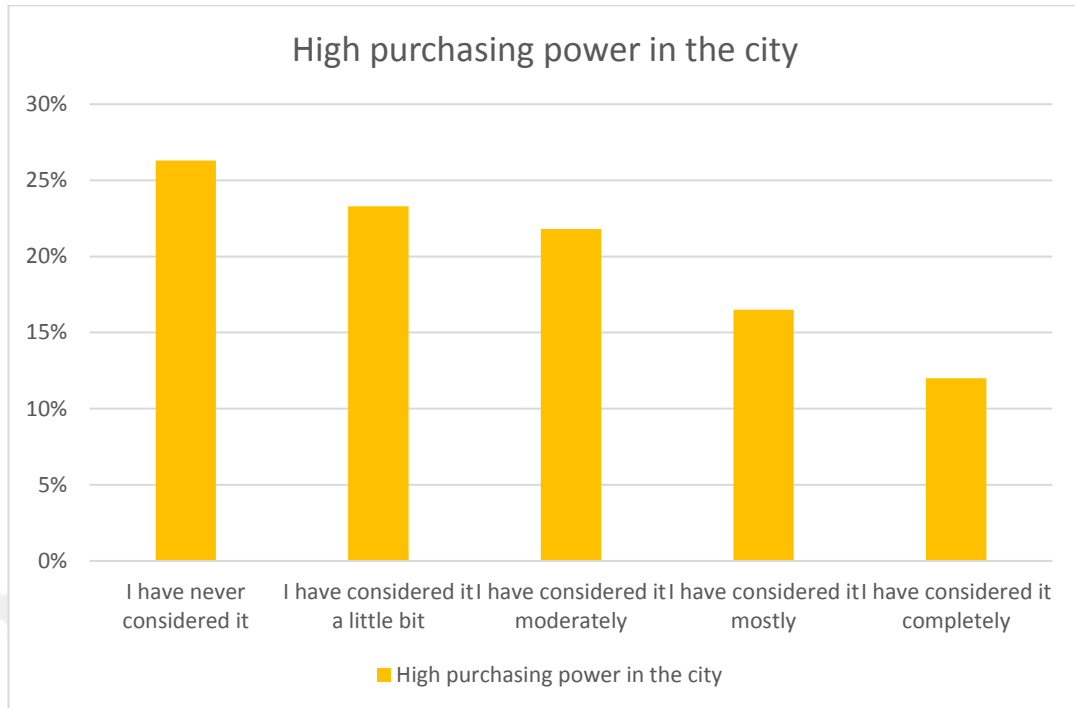


Figure 5.23: Participants' considerations on the fourteenth factor statement 'High purchasing power in the city in percentage.

Finally, the fifteenth statement is '*The variety of the products and services in the city.*' About this factor, 29,3% (39 people) of the respondents stated they never considered it, and 18,8% (25 people) responded they had considered a little bit. The lowest proportion of the respondents, 12,8% (17 people), stated they had considered it moderately. In contrast, a remarkable proportion of 24,1% (32 people) responded it is regarded mainly. Finally, 15% (20 people) of the participants have responded that the factor is considered completely. Figure 5.24 demonstrates the percentage distribution for this factor.

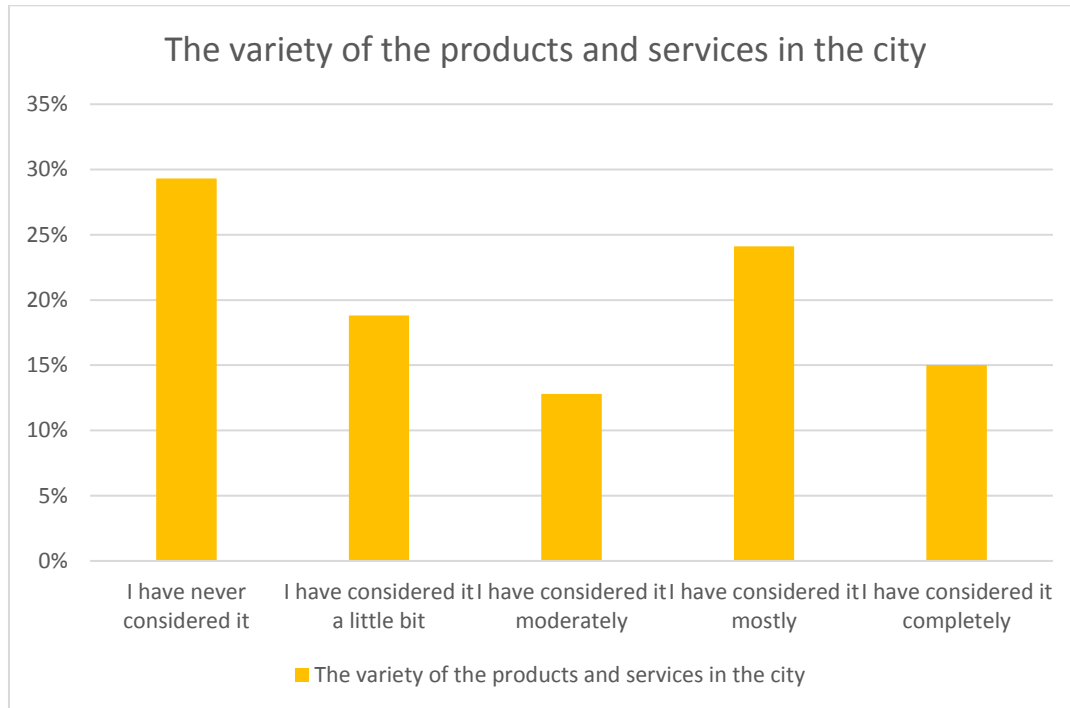


Figure 5.24: Participants' considerations on the fifteenth factor statement 'The variety of the products and services in the city' in percentages.

Table 5.6 indicates each statement corresponding to a code that will be referenced in Table 5.7. Table 5.7 shows the response distribution for each statement included in this section. The most frequent responses for each statement code are highlighted.

Table 5.6 The codes and the corresponding statements.

Q1.1	The complete provision of infrastructural services throughout the city (i.e., electricity, water.)
Q1.2	Access to a fast and stable internet connection in the city.
Q1.3	Affordability of housing in the city (rental and for sale.)
Q1.4	Effectiveness and diversity of the public transport (i.e., bicycle lanes, tramway.)
Q1.5	Low levels of crime in the city.
Q1.6	Easiness of transportation intercity (i.e., buses, planes.)
Q1.7	Existence of various cultural and entertainment activities around the city (i.e., cafes, restaurants, cinemas, museums, art galleries.)

Table 5.6 (continued)

Q1.8	Opportunity to sustain your hobbies and develop yourself in the city (i.e., hobby courses, workshops).
Q1.9	The number of public spaces and diversity of them (i.e., squares, parks).
Q1.10	The recreative areas and activities around the city (i.e., hiking, camping, picnic).
Q1.11	The low levels of traffic congestion.
Q1.12	The suitability of the climate conditions in the city.
Q1.13	Tolerance to people from different (i.e., sexual, religious, politic) in the city.
Q1.14	High purchasing power in the city.
Q1.15	The variety of the products and services in the city.

Table 5.7 The response distribution for each statement about the expected hard and soft locational factors before settling in the city.

	1: I have never considered it		2: I have considered it a little bit		3: I have considered it moderately		4: I have considered it mostly		5: I have considered it completely	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q1.1	46	34,6	16	12,0	16	12,0	26	19,5	29	21,8
Q1.2	46	34,6	10	7,5	18	13,5	28	21,1	31	23,3
Q1.3	47	35,9	11	8,3	28	21,1	27	20,3	20	15,0
Q1.4	51	38,3	17	12,8	27	20,3	19	14,3	19	14,3
Q1.5	34	25,6	12	9,0	25	18,8	30	22,6	32	24,1
Q1.6	23	17,3	16	12,0	20	15,0	37	27,8	37	27,8
Q1.7	38	28,6	19	14,3	25	18,8	24	18,0	27	20,3
Q1.8	40	30,1	20	15,0	26	19,5	25	18,8	22	16,5
Q1.9	44	33,1	26	19,5	27	20,3	19	14,3	17	12,8
Q1.10	38	28,6	25	18,8	33	24,8	21	15,8	16	12,0
Q1.11	38	28,6	19	14,3	32	24,1	27	20,3	17	12,8
Q1.12	36	27,1	22	16,5	26	19,5	23	17,3	26	19,5
Q1.13	34	25,6	20	15,0	22	16,5	19	14,3	38	28,6
Q1.14	35	26,3	31	23,3	29	21,8	22	16,5	16	12,0
Q1.15	39	29,3	25	18,8	17	12,8	32	24,1	20	15,0

5.2.6 Evaluation of the Hard and Soft Locational Factors After Settling to the City

As indicated in the methodology chapter, the sixth section of the survey was formulated from the same ‘hard and soft locational’ factors. However, this time, the academicians of ÖYP are asked to consider and review the city they preferred and settled at the end of their ÖYP journey. Naturally, this part has only been shown to the respondents who have finished their higher education phase and currently living in their destination cities. The number of respondents in their destination cities is 66 people (49,6%), as indicated in the general statistics. As in the previous part, this section contains fifteen elements aimed to be evaluated under five Likert scales.

With the first statement, ‘*Provision of infrastructural services throughout the city (i.e., electricity and water) is perfect,*’ 10,6% (7 people) of the respondents did not agree. Moreover, 12,1% (8 people) are agreed a little bit, and 21,2% (14 people) are agreed moderately. The majority of the participants, 34,8% (23 people) are agreed mostly. In addition, 21,3% (14 people) of the participants are agreed completely. Figure 5.25 demonstrates the percentage distribution for this factor.

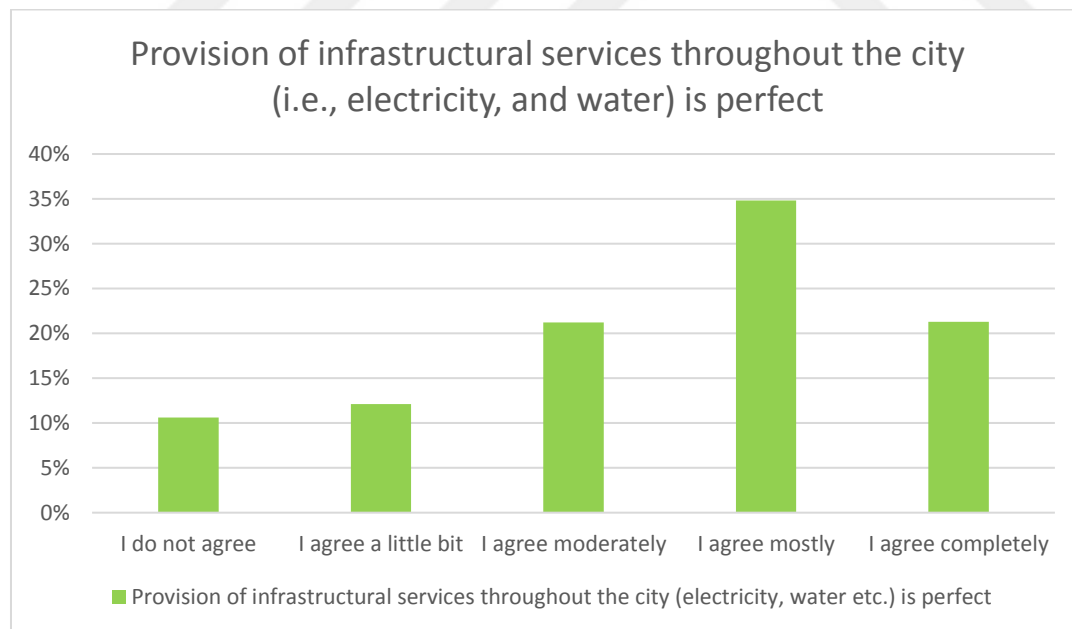


Figure 5.25: Participants’ thoughts on the first factor statement ‘Provision of infrastructural services throughout the city (i.e., electricity, water) is perfect’ in percentages.

With the second statement, *'There is access to a fast and stable internet connection in the city,'* a very small number of respondents, 3% (2 people), do not agree. Also, 10,6% (7 people) are agreed slightly, and 10,6% (7 people) are agreed moderately. Most of the participants, 44% (29 people), are agreed mostly, and 31,8% (21 people) of the participants are agreed completely. Figure 5.26 demonstrates the percentage distribution for this factor.

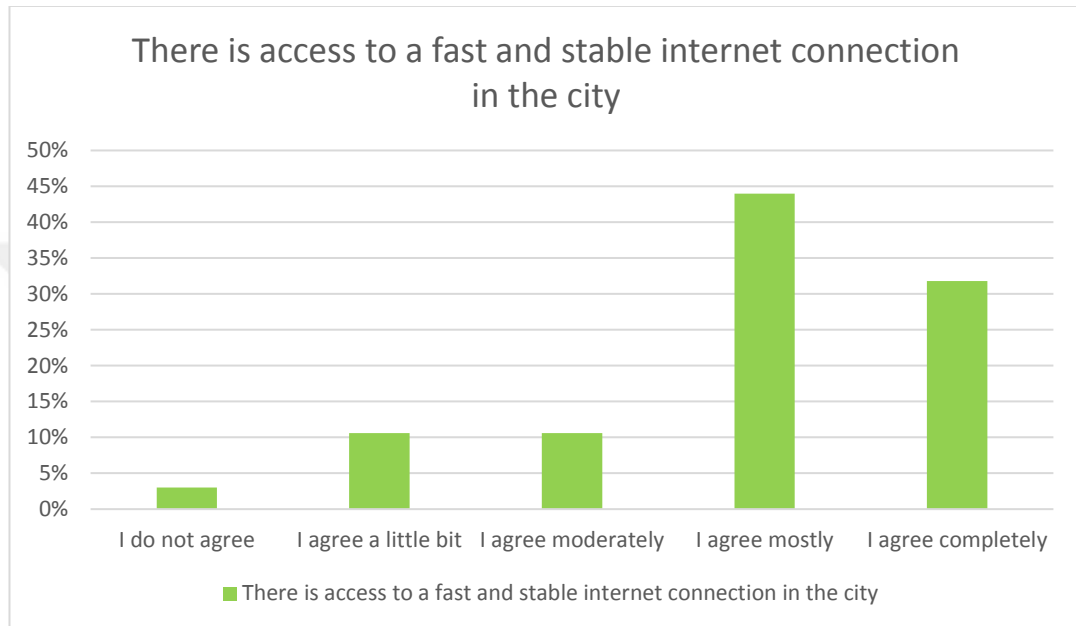


Figure 5.26: Participants' thoughts on the second factor statement 'There is access to a fast and stable internet connection in the city' in percentages.

With the third statement, *'Housing (rental and for sale) is affordable in the city,'* 12,1% (8 people) of the respondents do not agree, and 27,3% (18 people) are agreed a little bit. Most participants, 31,8% (21 people), are agreed partially to this factor. Furthermore, 16,7% (11 people) are agreed mainly, and 12,1% (8 people) of the participants are agreed completely. Figure 5.27 demonstrates the percentage distribution for the third factor.



Figure 5.27: Participants’ thoughts on the third factor statement ‘Housing (rental and for sale) is affordable in the city’ in percentages.

The fourth statement is ‘*The urban public transport in the city is efficient and diverse (i.e., bicycle lanes, tramway).*’ The majority of the respondents, 42,4% (28 people), do not agree with this statement. On the other hand, 18,2% (12 people) are agreed a little bit, and 15,2% (10 people) are agreed moderately. Moreover, 12,1% (8 people) responded are agreed mostly, and the same number of participants, 12,1% (8 people), are agreed completely. Figure 5.28 demonstrates the percentage distribution for the fourth factor.

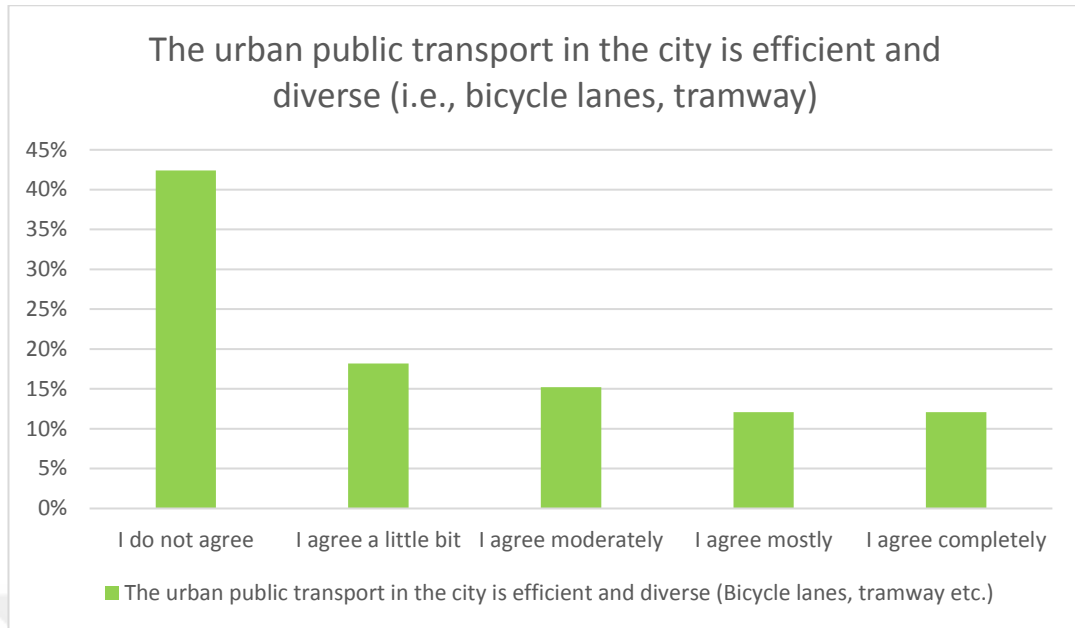


Figure 5.28: Participants' thoughts on the fourth factor statement 'The urban public transport in the city is efficient and diverse (i.e., bicycle lanes, tramway).'

With the fifth statement, '*The crime rates are low in the city,*' a small number of respondents, 6% (4 people), do not agree. Additionally, 16,7% (11 people) are agreed slightly, and 24,2% (16 people) are agreed moderately. Most participants, 30,3% (20 people), are agreed mainly. Also, 22,7% (15 people) are agreed completely. Figure 5.29 demonstrates the percentage distribution for the fifth factor.

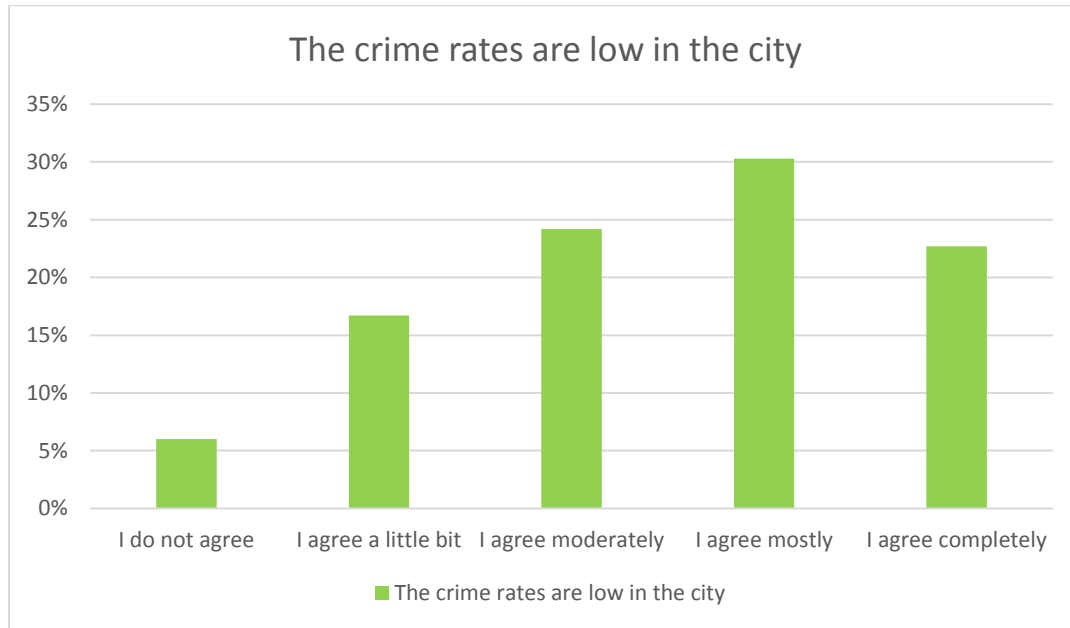


Figure 5.29: Participants' thoughts on the fifth factor statement 'The crime rates are low in the city' in percentages.

With the sixth statement, '*Inter-urban transport (i.e., buses, planes.) is easy from the city,*' again, a small proportion, 9% (6 people), disagrees. Also, 16,7% (11 people) of the participants are slightly agreed, while 24,2% (16 people) are agreed partially. Moreover, the majority of the respondents are, 25,8% (17 people), are agreed mostly, and 24,2% (16 people) of the participants are agreed completely. Figure 5.30 demonstrates the percentage distribution for the sixth factor.

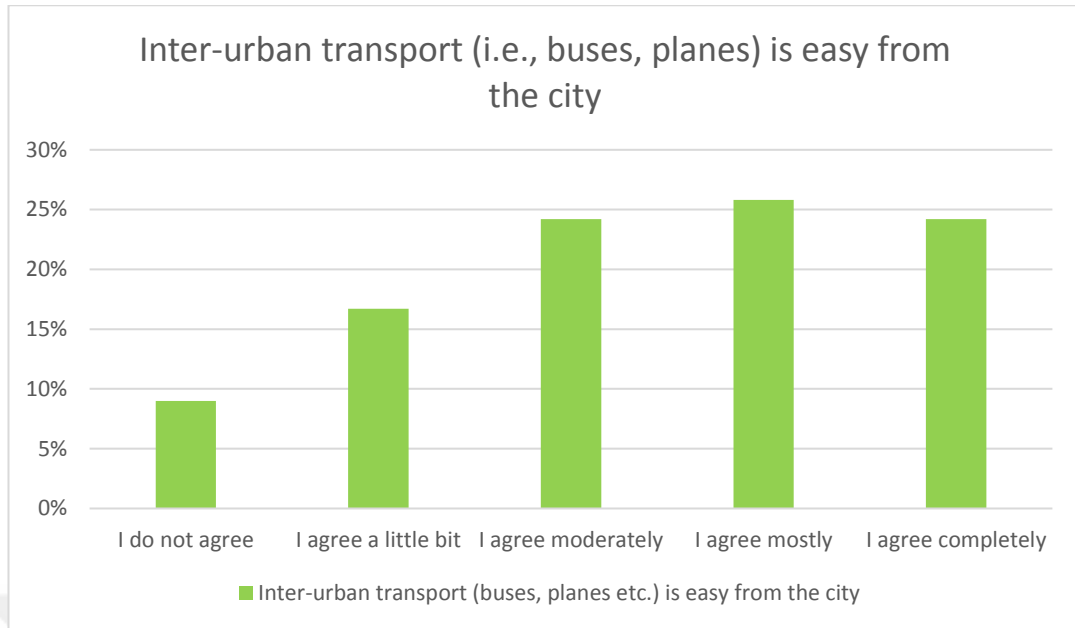


Figure 5.30: Participants' thoughts on the sixth factor statement 'Inter-urban transport (i.e., buses, planes) is easy from the city' in percentage.

The seventh statement is '*There are various cultural and entertainment activities (i.e., cafes, restaurants, cinemas, museums, art galleries).*' 28,8% (19 people) of the respondents do not agree with this factor. In addition, 19,7% (13 people) are agreed a bit, and 19,7% (13 people) are agreed moderately. Furthermore, 16,7% (11 people) are agreed mostly, and 15,1% (10 people) are agreed completely. Figure 5.31 demonstrates the percentage distribution for this factor.

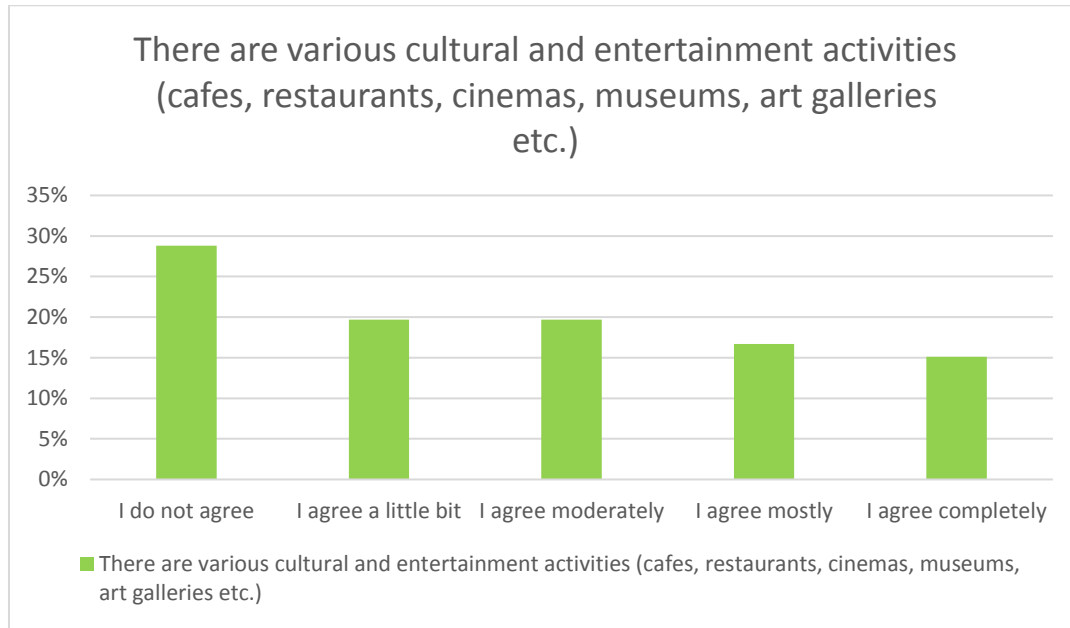


Figure 5.31: Participants' thoughts on the seventh factor statement 'There are various cultural and entertainment activities (i.e., cafes, restaurants, cinemas, museums, art galleries).'

With the eighth statement, 'There are opportunities to sustain your hobbies and developing yourself in the city (i.e., hobby courses, workshops),' the majority, 30,3% (20 people), stated that they do not agree. While 18,2% (12 people) are agreed a little bit, 21,2% (14 people) are agreed moderately. Additionally, 21,2% (14 people) are agreed mostly, and a low number of the respondents, 9% (6 people), are agreed completely. Figure 5.32 demonstrates the percentage distribution for this factor.

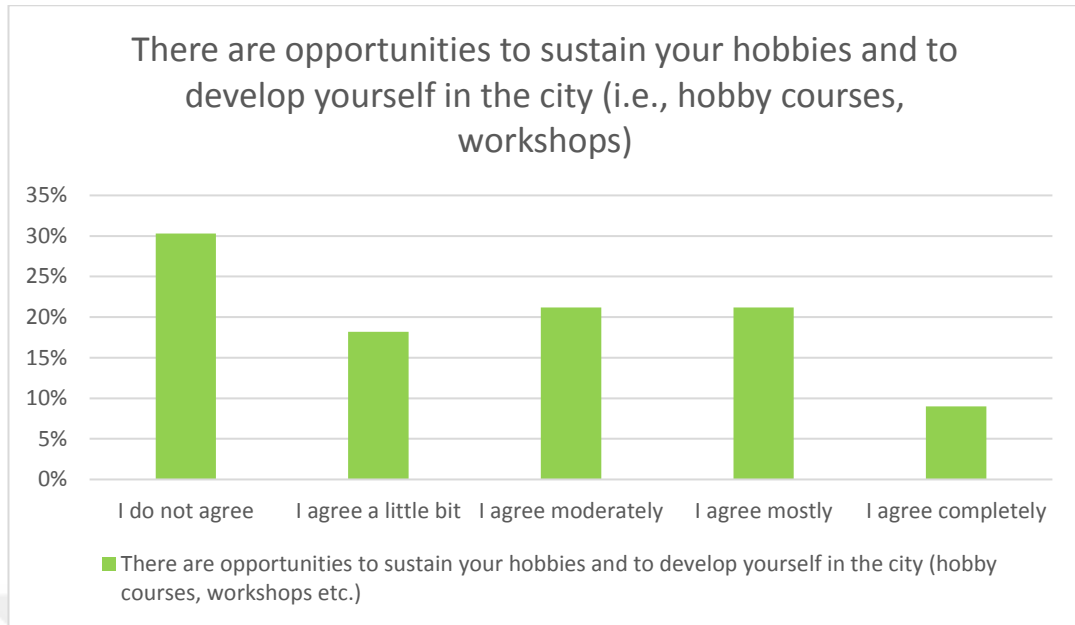


Figure 5.32: Participants' thoughts on the eighth factor statement 'There are opportunities to sustain your hobbies and to develop yourself in the city (i.e., hobby courses, workshops).'

With the ninth statement, '*The number and the diversity of public spaces in the city are high,*' 22,7% (15 people) of the respondents disagree. Similarly, 21,2% (14 people) are agreed a bit, and 18,2% (12 people) are agreed partially. Continuing the similar distribution, 19,7% (13 people) are agreed mainly, and 18,2% (12 people) of the participants are agreed to this statement completely. Figure 5.33 demonstrates the percentage distribution for this factor.

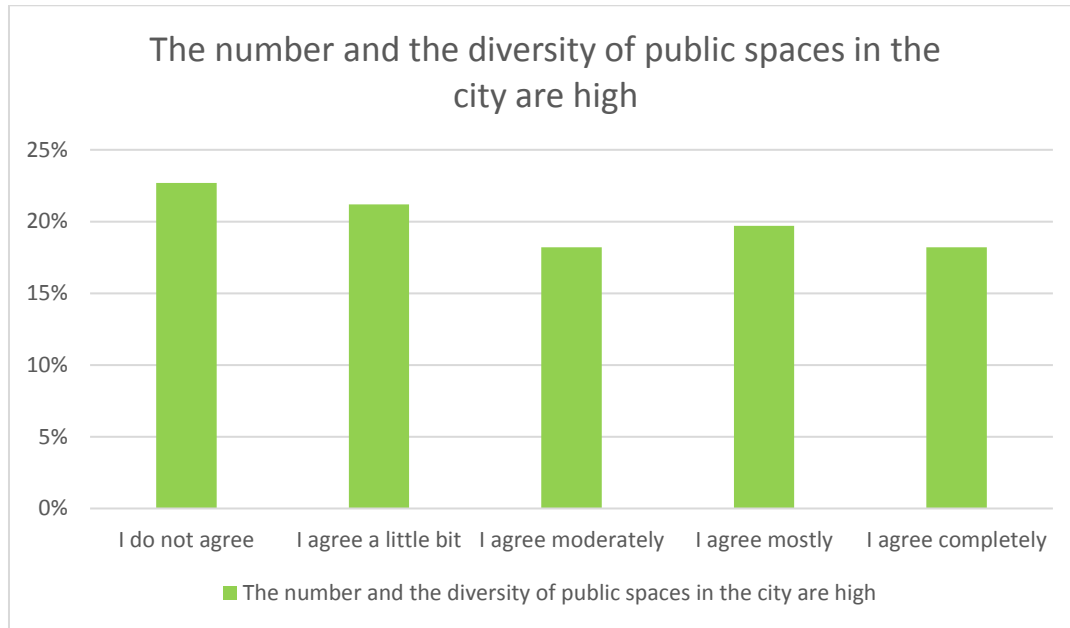


Figure 5.33: Participants' thoughts on the ninth factor statement 'The number and the diversity of public spaces in the city are high' in percentages.

With the tenth statement, *'There are many recreative areas and activities (i.e., hiking, camping, picnic) around the city,'* 16,7% (11 people) of the respondents stated that they do not agree. 21,2% (14 people) of the participants also responded that they are agreed a little bit. Thus, 15,2% (10 people) are agreed moderately. Many respondents are, 25,8% (17 people), mainly agreed, and 21,2% (14 people) of the participants are agreed completely. Figure 5.34 demonstrates the percentage distribution for this factor.

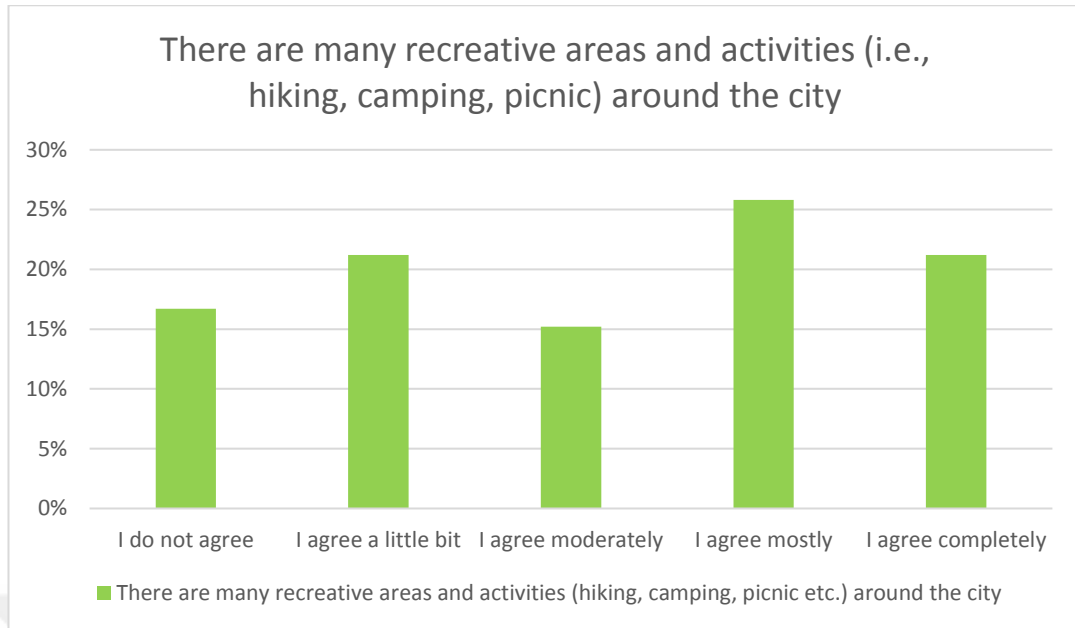


Figure 5.34: Participants' thoughts on the tenth factor statement 'There are many recreative areas and activities (i.e., hiking, camping, picnic) around the city' in percentages.

The eleventh statement is '*The traffic density in the city is low.*' A small number, 10,6% (7 people), did not agree with this statement. Also, 16,7% (11 people) are agreed a little bit. On the other hand, most of the participants, 25,8% (17 people), are agreed moderately. An approximate number of participants, 24,2% (16 people), responded that they are agreed mostly. In addition, 22,8% (15 people) are agreed completely. Figure 5.35 demonstrates the percentage distribution for this factor.

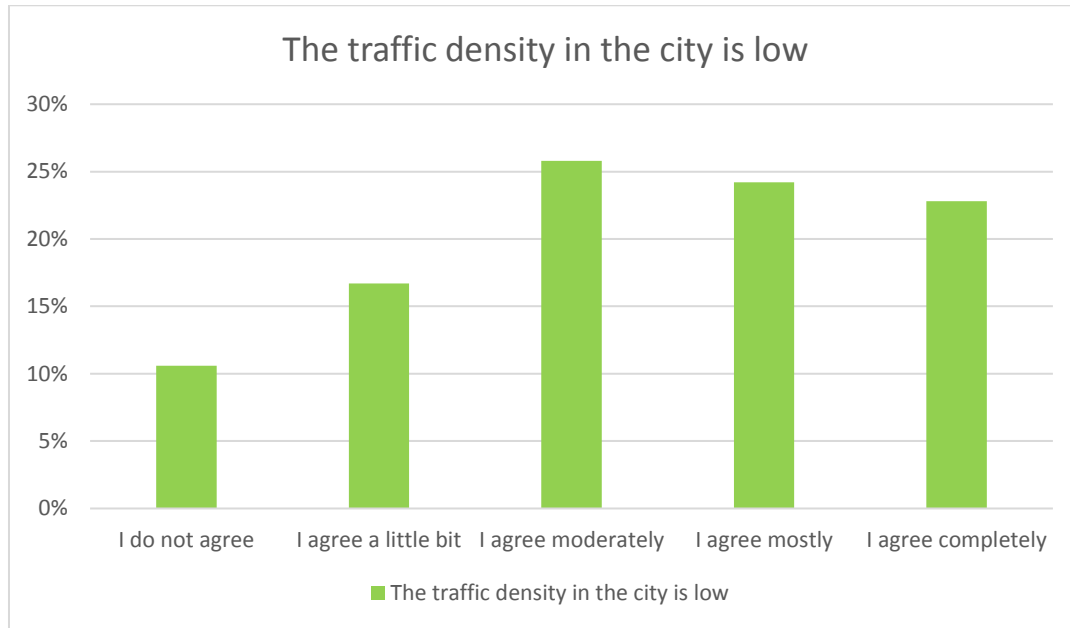


Figure 5.35: Participants’ thoughts on the eleventh factor statement ‘The traffic density in the city is low’ in percentages.

The twelfth statement is ‘*The climate conditions in the city are appropriate for me.*’ 15,2% (10 people) of the respondents stated that they disagree. 13,6% (9 people) stated that they are agreed a bit, and 21,2% (14 people) are agreed moderately. Many respondents, 25,7% (17 people), are agreed to this statement mostly. Similarly, 24,2% (16 people) are agreed completely. Figure 5.36 demonstrates the percentage distribution for this factor.

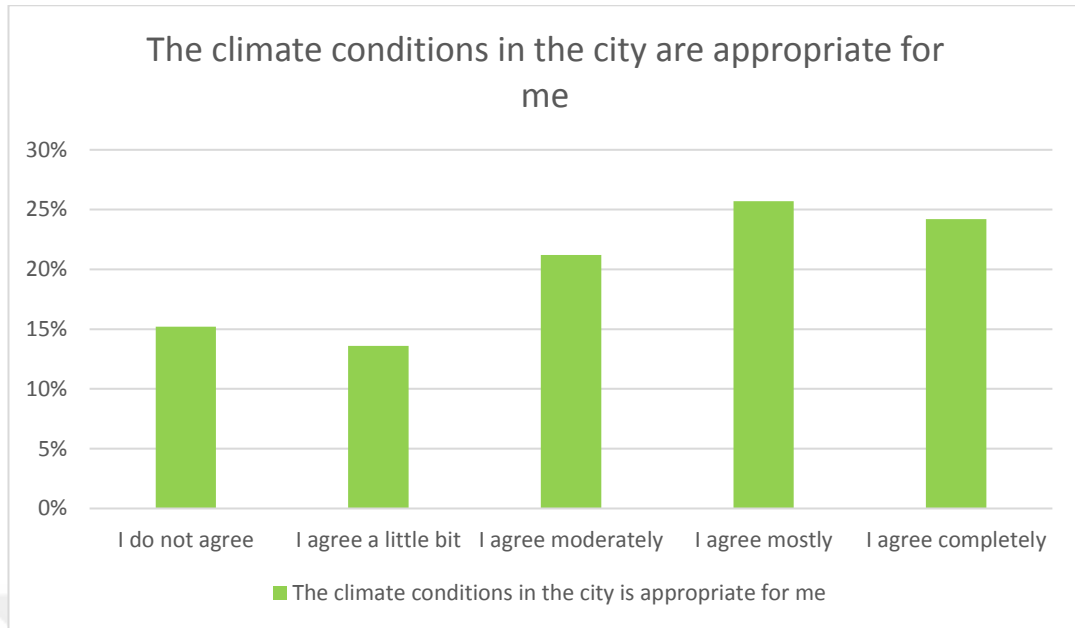


Figure 5.36: Participants' thoughts on the twelfth factor statement 'The climate conditions in the city is appropriate for me' in percentages.

The thirteenth statement is *'People are tolerant to the individuals who are in different opinions (sexual, religious, political) in the city.'* 24,2% (10 people) do not agree with this statement. Also, 12,1% (8 people) are agreed slightly. In contrast, a considerable number of the respondents, 22,7% (15 people), are agreed moderately. Likewise, 22,7% (15 people) are agreed mainly. Also, 18,2% (12 people) of the participants asserted that they agree completely. Figure 5.37 demonstrates the percentage distribution for this factor.

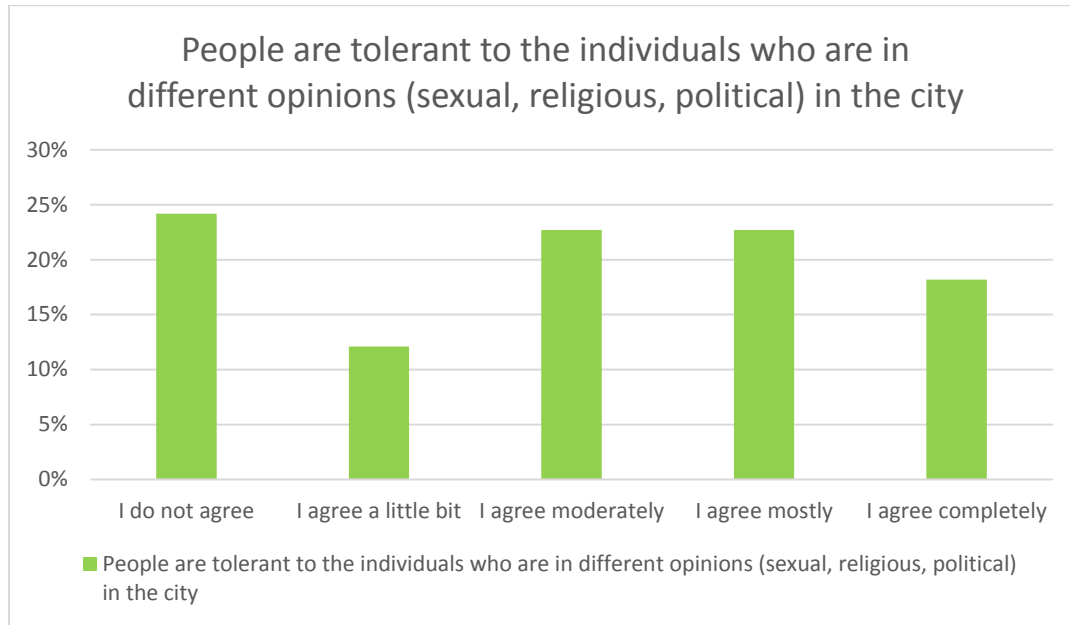


Figure 5.37: Participants' thoughts on the thirteenth factor statement 'People are tolerant to the individuals who are in different opinions (sexual, religious, political) in the city' in percentages.

The fourteenth statement is '*The purchasing power is high in the city.*' 18,2% (12 people) of the respondents stated that they disagree with this statement. Also, 15,2% (10 people) are agreed a little bit. A vast majority of the participants, 31,8% (21 people), are agreed moderately. Additionally, 24,2% (16 people) responded are agreed mostly, and a small number of the participants, 10,6% (7 people), are agreed completely. Figure 5.38 demonstrates the percentage distribution for this factor.

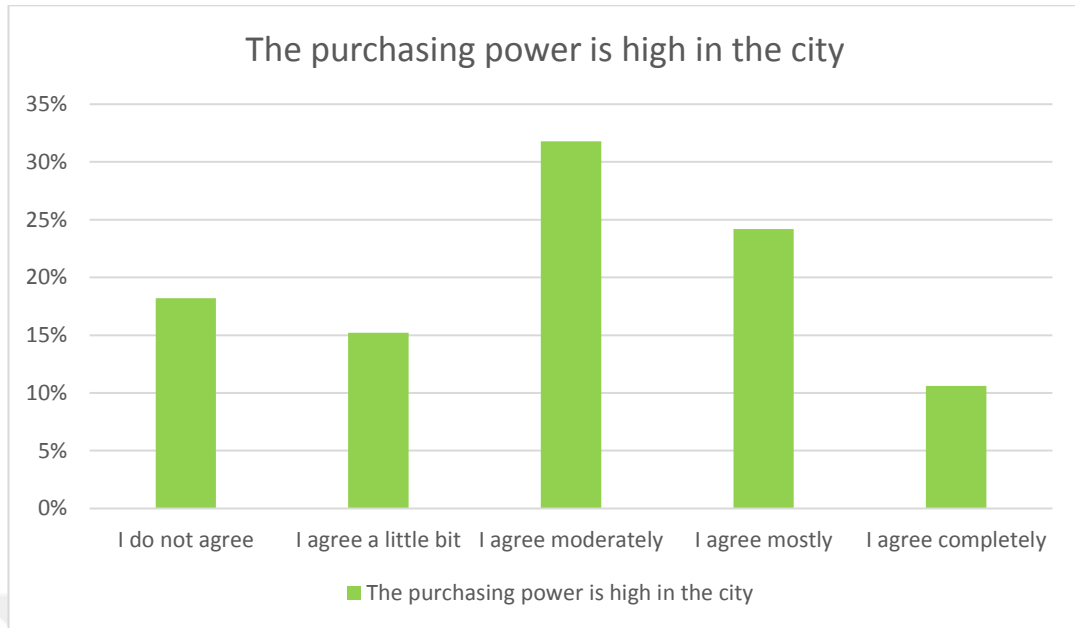


Figure 5.38: Participants' thoughts on the fourteenth factor statement 'The purchasing power is high in the city' in percentages.

Finally, the fifteenth statement is '*The products and services provided are diverse around the city.*' Most of the respondents, 25,8% (17 people), do not agree with this statement. Also, 15,2% (13 people) are agreed slightly, and 24,2% (16 people) are agreed partially. Moreover, 24,2% (13 people) are agreed mainly. Again, only a small number of the participants, 10,6% (7 people), are agreed completely. Figure 5.39 demonstrates the percentage distribution for this factor.

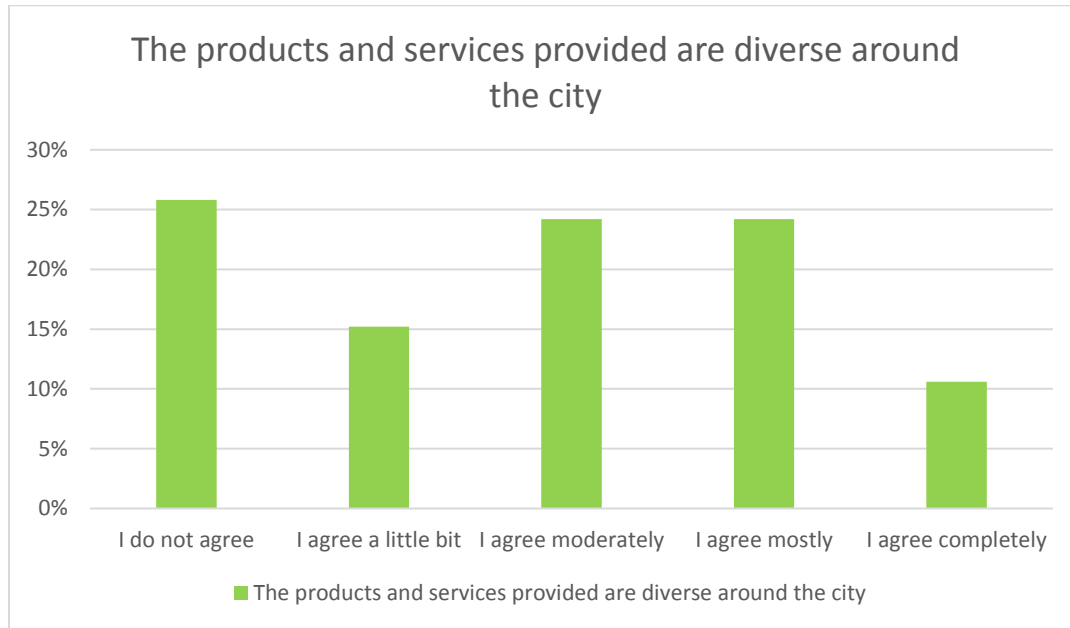


Figure 5.39: Participants' thoughts on the fifteenth factor statement 'The products and services provided are diverse around the city' in percentages.

5.2.7 Effect of Hard and Soft Locational Factors on the Thoughts of Living Permanently in the City

In this part, the result of a comparative analysis is shared. This analysis has been made with the results of the sixth section of the survey, that is, the assessments of 'hard and soft locational factors' after settling the destination city. Those results have been compared with the fifth section of the survey, including individuals' thoughts on living permanently in the destination city. In the survey, participants living in their destination cities are asked whether they think to stay permanently or not. To this question, 22,6% (30 people) have stated they would like to stay in their destination city, and 27,1% (36 people) responded they do not want to stay permanently.

The answers of this section and the sixth section are put in a crosstab. The reason is that to comprehend which factors contribute to the participants' thoughts to stay permanently. To calculate the retaining factors more precisely, responses given to the Likert statements are split into two categories. Indicators '*I do not agree*,' '*I agree*

a little bit,' 'I agree moderately,' and 'I agree mostly,' 'I agree completely' are combined as two separate categories.

The results of this analysis demonstrate that the top five reasons rated by the respondents who would like to stay are: Infrastructure (33,3%), internet (36,7%), crime (30,3%), transportation (to other cities) (31,9%), and tolerance (28,8%). Table 5.8 shows a part of this crosstab. The top five statements rated the highest by the respondents who would like to stay in the city they have assigned are provided.

Table 5.8: Top five statements responded the highest by the participants who would like to stay in the destination city permanently.

	I would like to stay in the city I have assigned permanently	
	Frequency	Percent
1.Provision of infrastructural services throughout the city (i.e., electricity, water) is perfect		
"I do not agree," "I agree a little bit," "I agree moderately."	8	12,1
"I agree mostly," "I agree completely."	22	33,3
2.There is an access to a fast and stable internet connection in the city		
"I do not agree," "I agree a little bit," "I agree moderately."	6	9,1
"I agree mostly," "I agree completely."	24	36,7
5.The crime rates are low in the city		
"I do not agree," "I agree a little bit," "I agree moderately."	10	15,2
"I agree mostly," "I agree completely."	20	30,3
6.Inter-urban transport (i.e., buses, planes) is easy from the city."		
"I do not agree," "I agree a little bit," "I agree moderately."	9	13,6
"I agree mostly," "I agree completely."	21	31,9

Table 5.8 (continued)

13. People are tolerant to the individuals who are in different opinions (sexual, religious, political) in the city		
“I do not agree,” “I agree a little bit,” “I agree moderately.”	11	16,7
“I agree mostly,” “I agree completely.”	19	28,8
Total	30	

5.2.8 Main Urban Factors Regarding the Preference Towards a Location

As mentioned before, in the seventh section of the survey, the respondents are asked to select between some main ‘hard and soft locational factors.’ This selection is based on which one is the most substantial in their locational decisions. Those factors are:

- *“Quality and efficiency of the services like urban infrastructure, housing, transportation, and security.”*
- *“The existence of the cultural and social elements around the city.”*
- *“The existence of the open/green spaces in the city, and a suitable climate to live in.”*
- *“Tolerance of the people in the city to different opinions.”*

In addition, an “Other” option is added to be able to collect diverse urban factors not limited to provisioned urban factors above.

The response distribution shows that 32,3% (43 people) have chosen *“quality and efficiency of the services like urban infrastructure, housing, transportation, and security.”* 21,1% (28 people) have selected *“the existence of the cultural and social elements around the city.”* 17,3 (23 people) have selected *“the existence of the open/green spaces in the city, and a suitable climate to live in.”* 24,8% (33 people) have chosen *“tolerance of the people in the city to different opinions.”* Moreover,

4,5% (6 people) have added “*Other*” option. Table 5.9 summarizes all responses with their percentage.

Table 5.9: The response distribution of the selected main urban factors regarding the preference towards a location.

	Frequency	Percent	Cumulative Percent
1. Quality and efficiency of the services like urban infrastructure, housing, transportation, and security	43	32,3	32,3
2. The existence of the cultural and social elements around the city	28	21,1	53,4
3. The existence of the open/green spaces in the city, and a suitable climate to live in	23	17,3	70,7
4. Tolerance of the people in the city to different opinions	33	24,8	95,5
Other	6	4,5	100,0
Total	133	100,0	

Figure 5.40 indicates the percentage distribution of each factor.

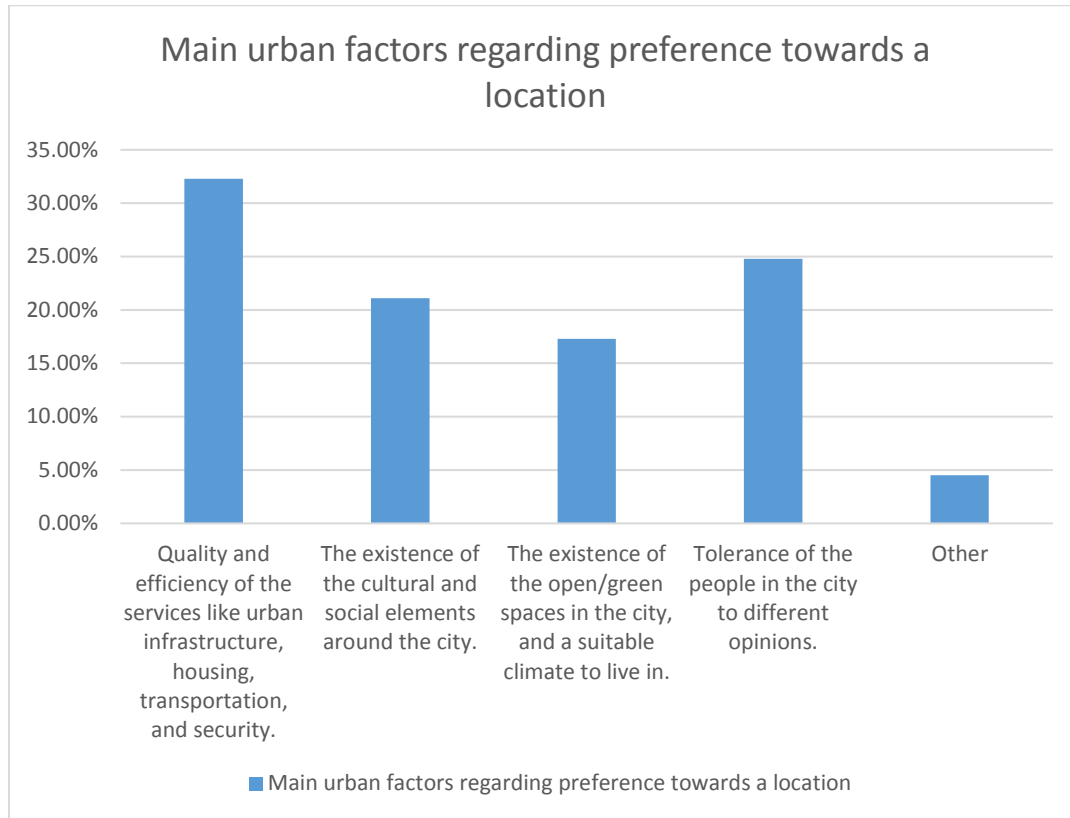


Figure 5.40: The percentage distribution of main urban factors regarding preference towards a location.

For the different responses added with the “*Other*” option, five responses out of six are not related to urban factors, which is not the aim of this section to calculate. Four responses are related to closeness to family/relatives. One response is related to the cadre opened in the university's desired field combined with proximity to relatives/family. One response is about the location of the city, which the respondent desires to be “*close to the sea and forest.*”

5.2.9 Evaluation of the Urban Factors Concerning the Different Cities

The survey has various participants from different cities of Turkey, as indicated before. With respect to the answer distribution of the cities, an analysis has been made based on the evaluation of urban factors. This analysis includes the respondents

who are currently living in their destination city. Also, cities that have fewer than two respondents have been eliminated from the analysis.

To give a more precise insight into the analysis, the summary of each ‘hard and soft locational factor’ to evaluate the city is repeated again in Table 5.9.

Table 5.9: 'Hard and soft locational factors' to evaluate the destination city.

Q2.1	Provision of infrastructural services throughout the city (i.e., electricity, and water) is perfect.
Q2.2	There is access to a fast and stable internet connection in the city.
Q2.3	Housing (rental and for sale) is affordable in the city.
Q2.4	The urban public transport in the city is efficient and diverse (i.e., bicycle lanes, tramway).
Q2.5	The crime rates are low in the city.
Q2.6	Inter-urban transport (i.e., buses, planes) is easy from the city.
Q2.7	There are various cultural and entertainment activities (i.e., cafes, restaurants, cinemas, museums, art galleries).
Q2.8	There are opportunities to sustain your hobbies and to develop yourself in the city (i.e., hobby courses, workshops).
Q2.9	The number and the diversity of public spaces in the city are high.
Q2.10	There are many recreative areas and activities (i.e., hiking, camping, picnic) around the city.
Q2.11	The traffic density in the city is low.
Q2.12	The climate conditions in the city are appropriate for me.
Q2.13	People are tolerant to the individuals who are in different opinions (sexual, religious, political) in the city.
Q2.14	The purchasing power is high in the city.
Q2.15	The products and services provided are diverse around the city.

In addition, the number of the participants for each city included in the analysis are given in Table 5.10.

Table 5.10: The number of participants from the cities included in the analysis.

The City	Number of Participants
Adıyaman	2
Aksaray	2
Antalya	2
Aydın	2
Burdur	2
Bursa	2
Denizli	3
Eskişehir	3
Giresun	2
Gümüşhane	2
Kahramanmaraş	2
Kırklareli	2
Kütahya	3
Muğla	2
Nevşehir	2
Osmaniye	2
Trabzon	2

The analysis consists of attaining a point to each Likert scale responded by the participants to each factors. Those points are classified according to the cities above. Then, the points are divided with the number of the participants for each city.

Table 5.11: Points attained for each Likert scale.

The response to the statement	Point attained
I do not agree	-2
I agree a little bit	-1
I agree moderately	0
I agree mostly	1
I agree completely	2

According to the analysis results, a score is generated for the cities, for the ‘hard and soft locational factors.’ For the first statement, which is related to the infrastructural services, the highest score is from Adıyaman (2). Also, Antalya and Giresun have the second-highest scores (1,5). On the other hand, the lowest response scores are from Aksaray, Burdur, and Muğla (-0,5). Figure 5.41 shows all the scores for the first statement.

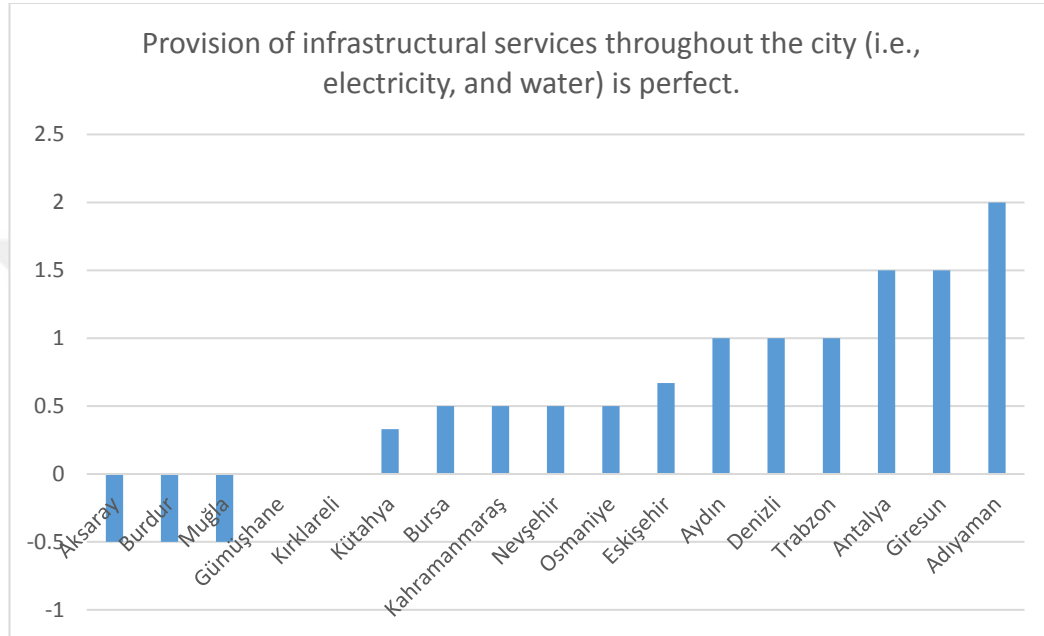


Figure 5.41: The scores of the cities based on the responses of the first statement.

For the second statement, which is related to accessibility to a fast and stable internet connection, the highest score is shared between Adıyaman, Giresun, and Osmaniye (2). In contrast, the lowest scores are from Aksaray and Burdur (-0,5) as in the previous statement. Figure 5.42 demonstrates the scores for this statement.

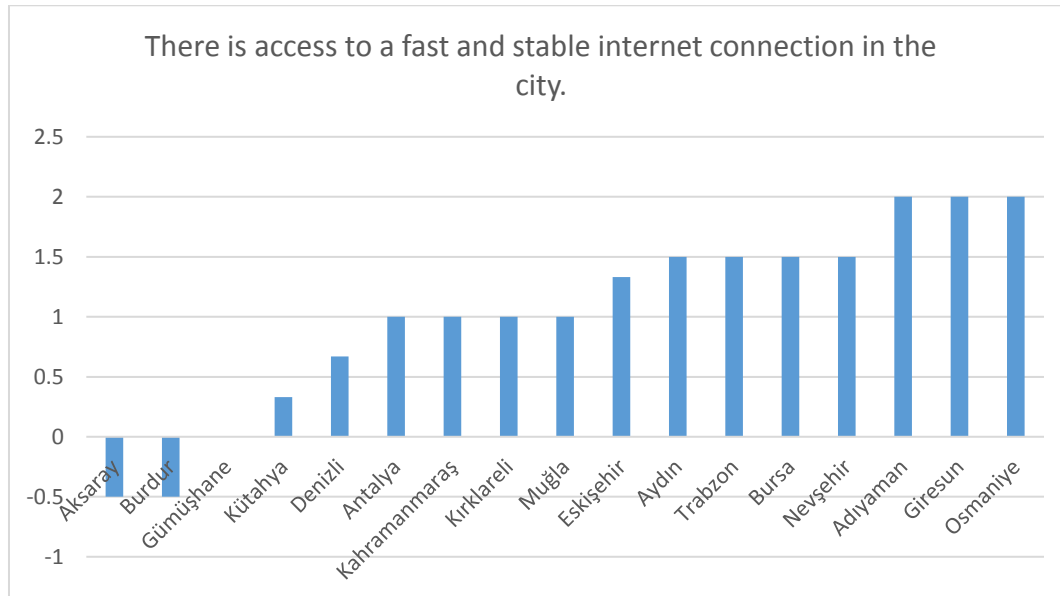


Figure 5.42: The scores of the cities based on the responses of the second statement.

For the third statement, which is about the affordability of housing, the score distribution of the provinces shows that the highest score is from Kırklareli (1,5), followed by Denizli and Kahramanmaraş (1). The lowest score is from Muğla with -1,5. Figure 5.43 shows the scores concerning each city.



Figure 5.43: The scores of the cities based on the responses of the third statement.

The scores related to the fourth statement, which is about urban transportation in the city, are as follows. Eskişehir has the highest score with 1,67, followed by Antalya with a score of 1. The lowest scores, on the other hand, consist of Gümüşhane, Aksaray, Trabzon, and Osmaniye, all with a score of -2. General response scores of this statement are relatively lower, indicating a general dissatisfaction. Figure 5.44 demonstrates all the scores.

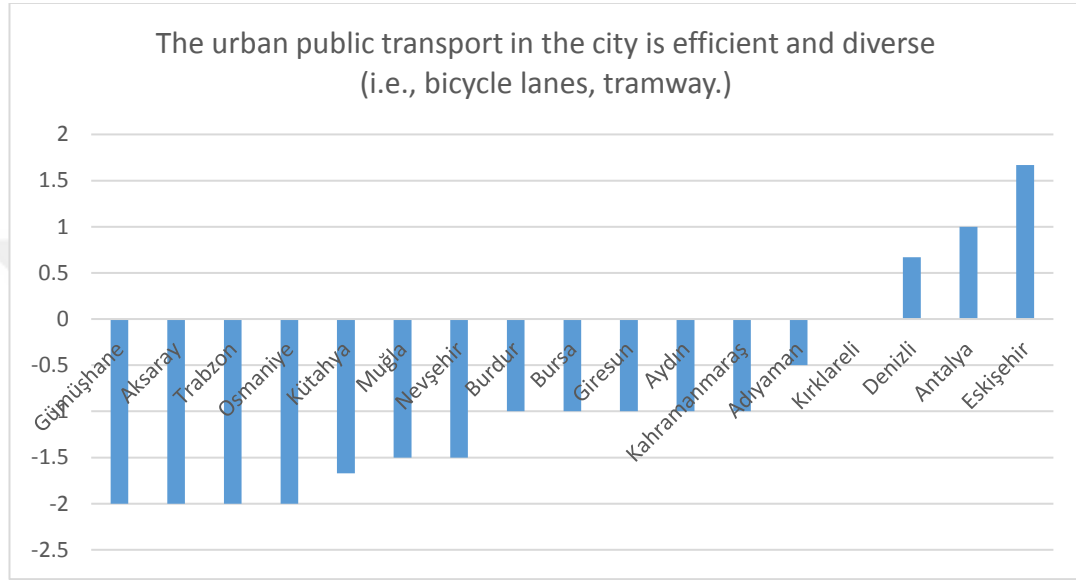


Figure 5.44: The scores of the cities based on the responses of the fourth statement.

According to the scores of the fifth statement, which is related to the crime rates, the highest scores are from Burdur (2), Muğla (1,5), and Denizli (1,33). The lowest score belongs to Aksaray (-1,5), exceeding other provinces with a gap. Figure 5.45 indicates the distribution for all cities.

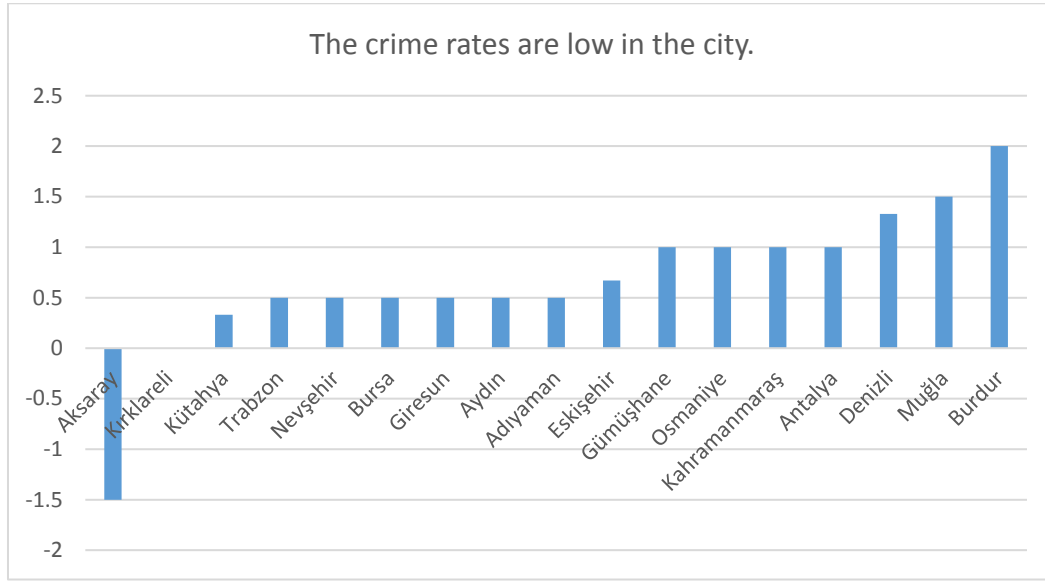


Figure 5.45: The scores of the cities based on the responses of the fifth statement.

For the sixth statement, which is about the availability of transportation to other cities, the highest scores are from Aydın and Antalya (2). Furthermore, the lowest scores belong to Aksaray and Gümüşhane (-1). Figure 5.46 shows the scores for this statement.

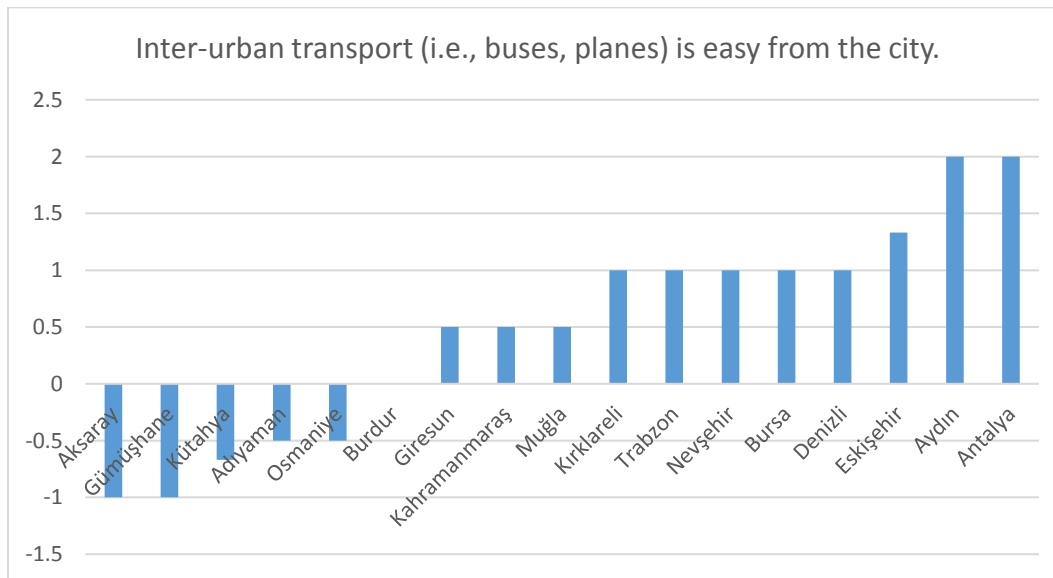


Figure 5.46: The scores of the cities based on the responses of the sixth statement.

The seventh statement is about the availability of cultural and leisure activities. The response scores show that the highest scores of this factor are Eskişehir with 1,67 and Antalya with 1,5. On the other hand, the lowest scores include Gümüşhane and Osmaniye, both with a score of -2. Figure 5.47 shows the score distribution of each province.

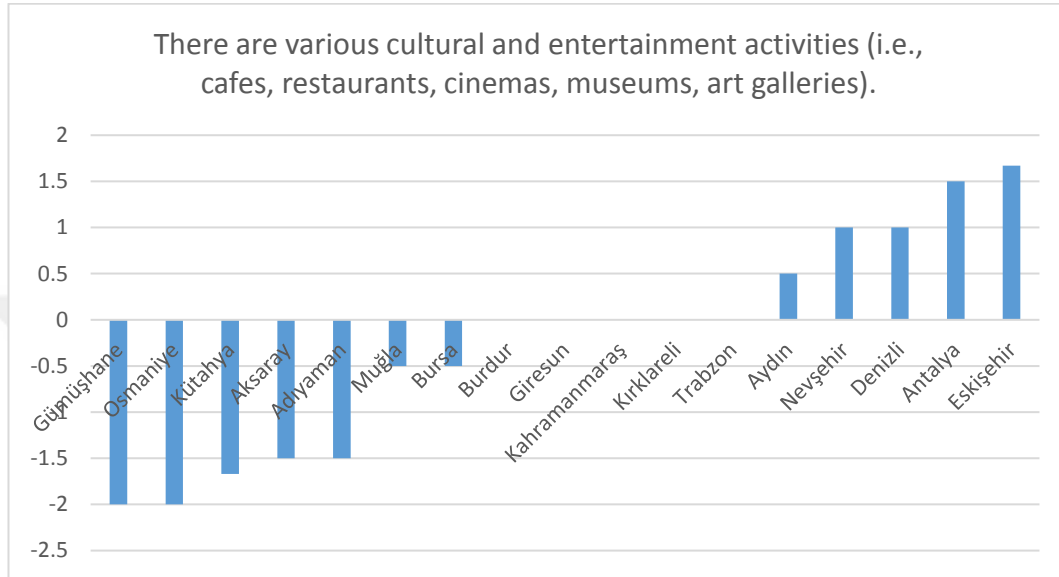


Figure 5.47: The scores of the cities based on the responses of the seventh statement.

According to the score distribution of the eighth statement, which is related to sustaining hobbies in the city, the highest scores are from Eskişehir (2) and Antalya (1) again. The lowest scores include Gümüşhane (-2) and Kütahya (-2). Figure 5.48 demonstrates the province-based scores for this factor.

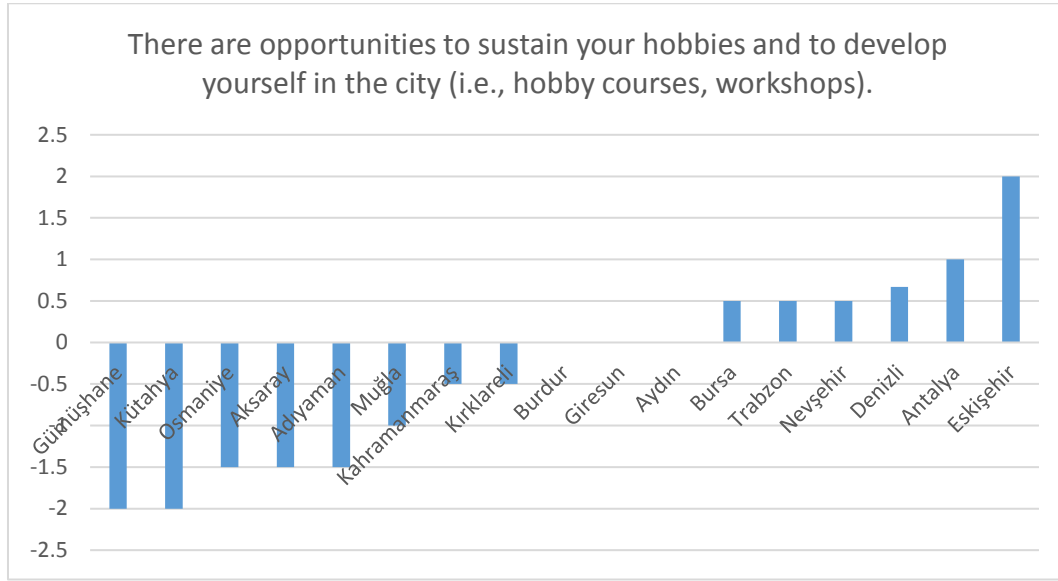


Figure 5.48: The scores of the cities based on the responses of the eighth statement.

The ninth statement is the number and quality of the public spaces in the city. The scores of responses show that the highest-rated provinces are Eskişehir (2), Antalya (1,5), and Aydın (1,5). However, the lowest scores belong to Gümüşhane (-2), Kütahya (-1,67), and Osmaniye (-1,5), similar to the previous statements. Figure 5.49 indicates the scores regarding this factor.

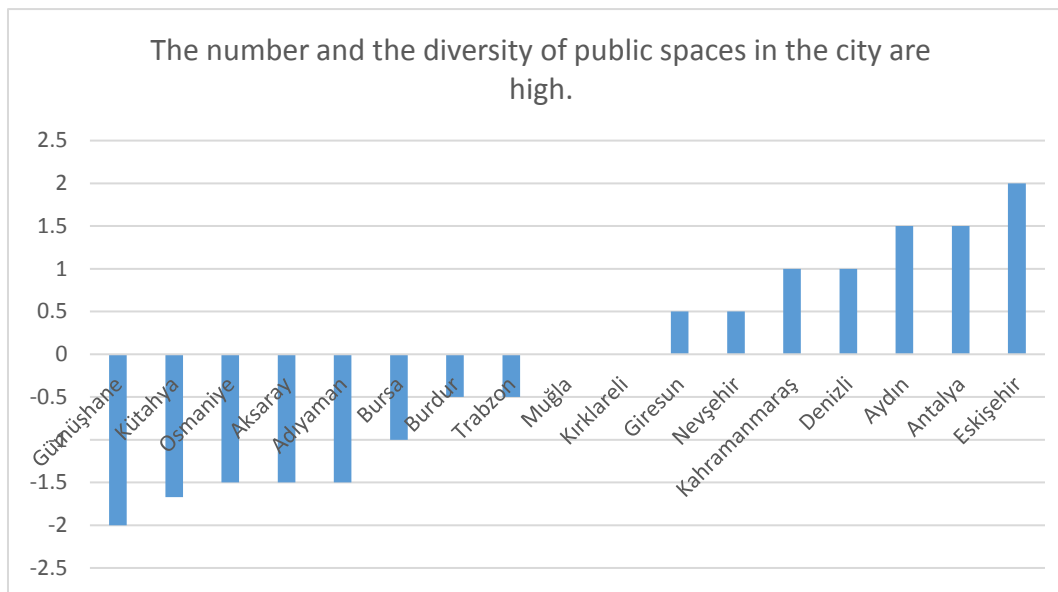


Figure 5.49: The scores of the cities based on the responses of the ninth statement.

For the tenth statement, which is about the number of recreative areas and activities, the scores indicate the highest scored provinces are Giresun (2) and Eskişehir (1,67). In contrast, the lowest scored ones are Kütahya (-1,67), and Gümüşhane (-1,5). Figure 5.50 shows all the province scores.

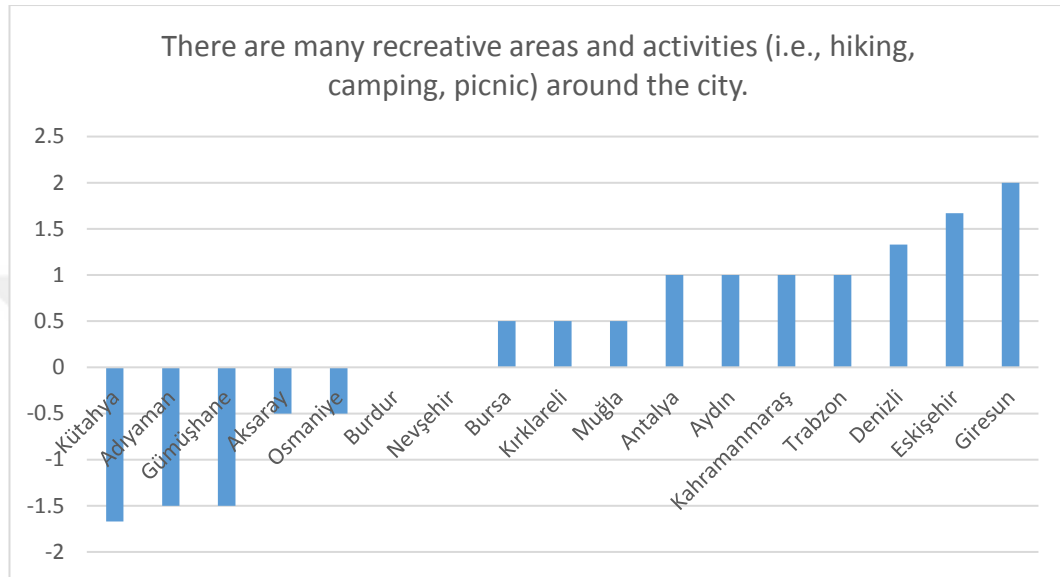


Figure 5.50: The scores of the cities based on the responses of the tenth statement.

The scores of the eleventh statement, which is related to low traffic density in the city, demonstrates that the highest scores are from Burdur (2), Muğla (1,5), Denizli (1,33). In contrast, Aksaray and Bursa have the lowest scores with -1,5. Figure 5.51 shows the province scores related to eleventh statement.

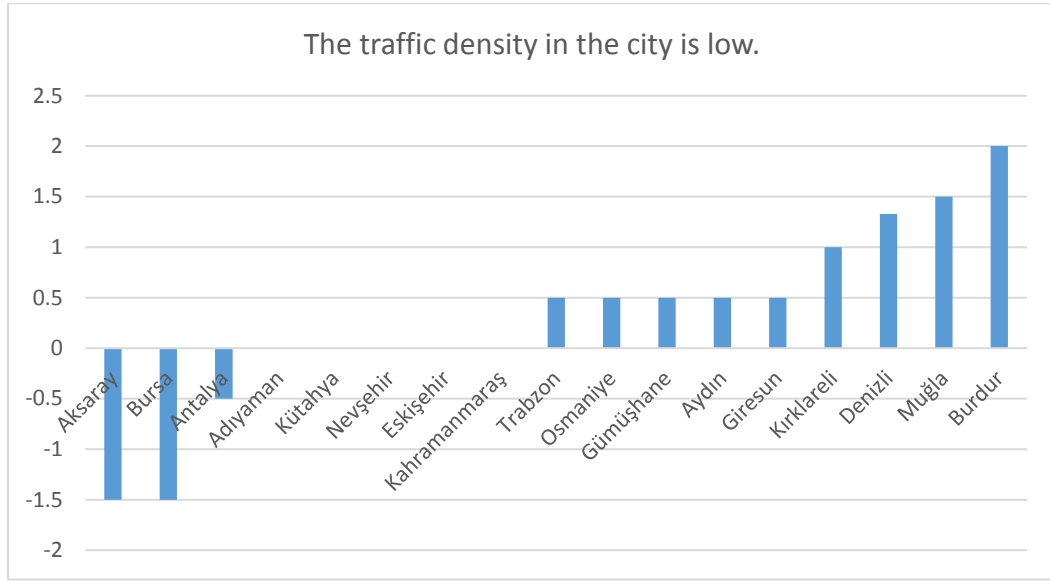


Figure 5.51: The scores of the cities based on the responses of the eleventh statement.

According to the province-based scores of the twelfth statement, which is about the suitability of the climate conditions, the highest scores are again from Muğla, Burdur, and Giresun with the scores 2, 1.5, and 2, respectively. Yet again, the lowest scores are from Adıyaman and Aksaray, with the scores of -0.5 and -1 in order. Figure 5.52 indicates the score distribution of this factor.

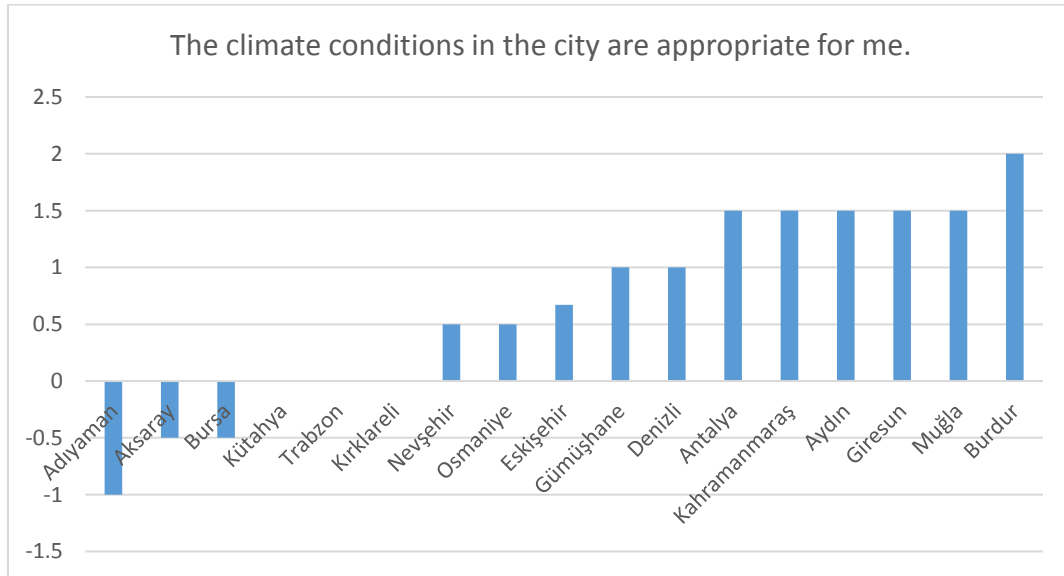


Figure 5.52: The scores of the cities based on the responses of the twelfth statement.

For the thirteenth statement, which is about tolerance of people to different lifestyles in the city, the highest scores are from Aydın and Burdur, both with a score of 2. The lowest scores consist of Aksaray and Osmaniye with the scores of -2. Figure 5.53 shows all the scores for this statement.

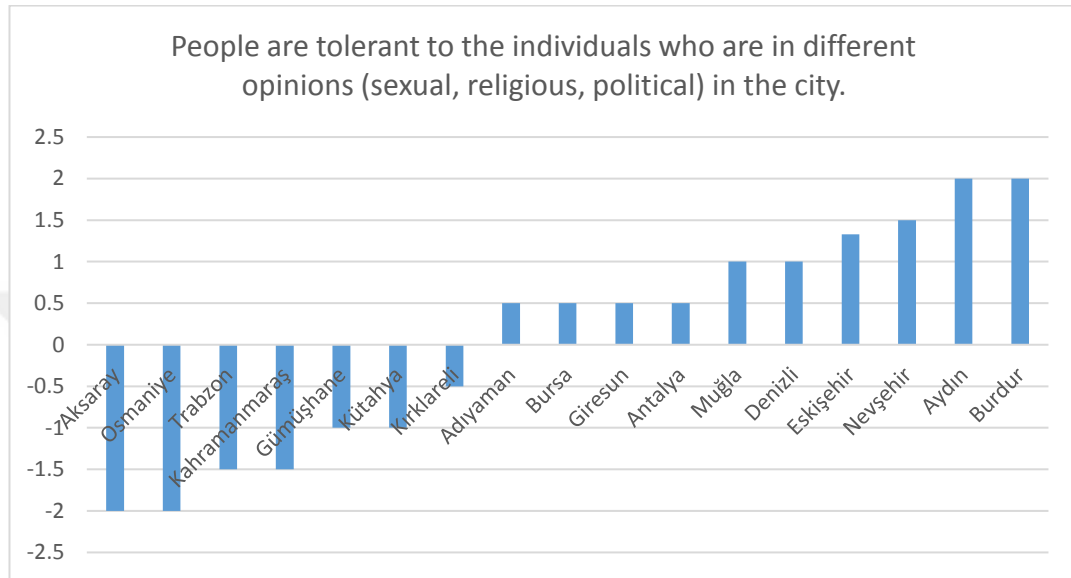


Figure 5.53: The scores of the cities based on the responses of the thirteenth statement.

The fourteenth statement is related to the level of purchasing power in the city. The scores from Aydın (1,5) and Burdur (1,5) are higher than other provinces on this statement. Nevertheless, the scores of Gümüşhane (-2) and Trabzon (-1) are the lowest on this factor. Figure 5.54 shows the scores for this statement.

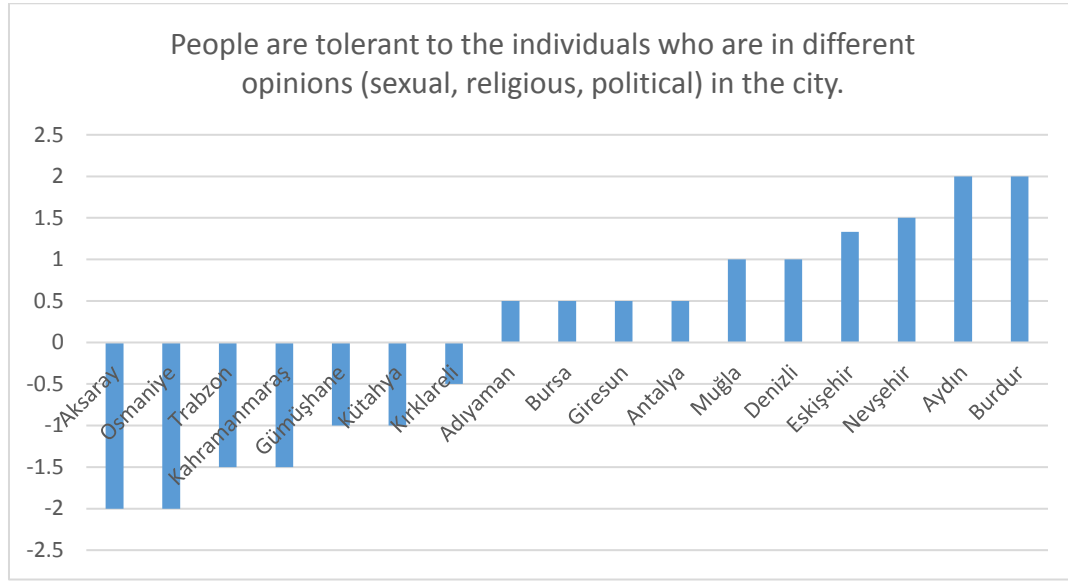


Figure 5.54: The scores of the cities based on the responses of the fourteenth statement.

For the fifteenth and the final statement, which is about the diversity of the products and the services in the city, the highest scored provinces are Bursa (1,5), and Eskişehir (1,33). On the other hand, the lowest scores belong to Aksaray and Gümüşhane, both with a score of -2. Figure 5.55 indicates the province scores for the final statement.

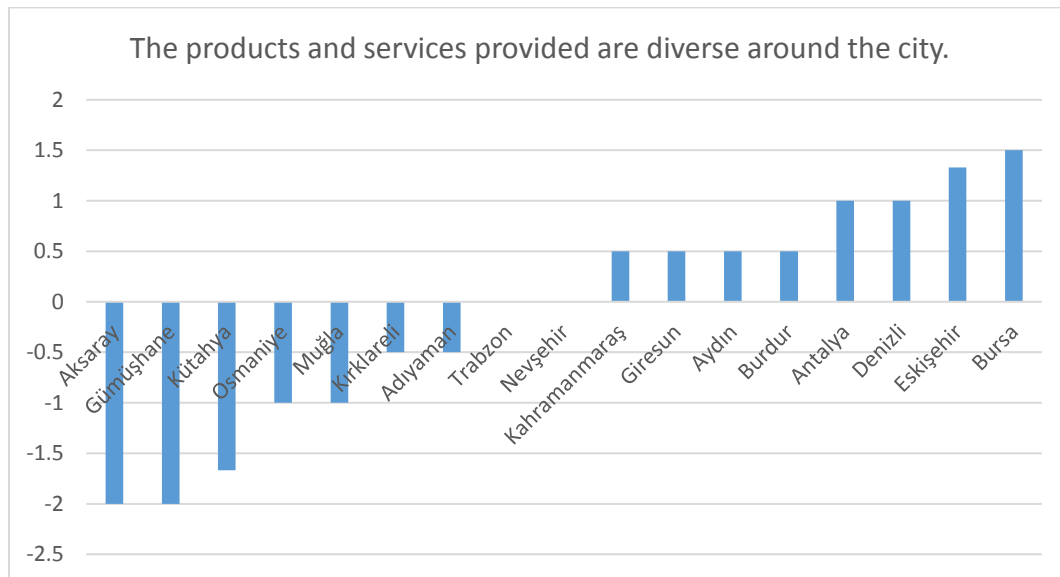


Figure 5.55 The scores of the cities based on the responses of the fifteenth statement.

The scores of the provinces for each statement has given on Table 5.12. Highest scores for each statement are highlighted.

Table 5.12: The score distribution of each statement with respect to the provinces.

Provinces	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5	Q2.6	Q2.7	Q2.8	Q2.9	Q2.10	Q2.11	Q2.12	Q2.13	Q2.14	Q2.15
Adıyaman	2	2	0,5	-0,5	0,5	-0,5	-1,5	-1,5	-1,5	-1,5	0	-1	0,5	0	-0,5
Aksaray	-0,5	-0,5	-0,5	-2	-1,5	-1	-1,5	-1,5	-1,5	-0,5	-1,5	-0,5	-2	-0,5	-2
Antalya	1,5	1	0	1	1	2	1,5	1	1,5	1	-0,5	1,5	0,5	0,5	1
Aydın	1	1,5	0,5	-1	0,5	2	0,5	0	1,5	1	0,5	1,5	2	1,5	0,5
Burdur	-0,5	-0,5	0	-1	2	0	0	0	-0,5	0	2	2	2	1,5	0,5
Bursa	0,5	1,5	0	-1	0,5	1	-0,5	0,5	-1	0,5	-1,5	-0,5	0,5	0	1,5
Denizli	1	0,67	1	0,67	1,33	1	1	0,67	1	1,33	1,33	1	1	1	1
Eskişehir	0,67	1,33	0,33	1,67	0,67	1,33	1,67	2	2	1,67	0	0,67	1,33	0,67	1,33
Giresun	1,5	2	0	-1	0,5	0,5	0	0	0,5	2	0,5	1,5	0,5	0	0,5
Gümüşhane	0	0	-1	-2	1	-1	-2	-2	-2	-1,5	0,5	1	-1	-2	-2
Kahramanmaraş	0,5	1	1	-1	1	0,5	0	-0,5	1	1	0	1,5	-1,5	0,5	0,5
Kırklareli	0	1	1,5	0	0	1	0	-0,5	0	0,5	1	0	-0,5	0,5	-0,5
Kütahya	0,33	0,33	0,67	-1,67	0,33	-0,67	-1,67	-2	-1,67	-1,67	0	0	-1	0	-1,67
Muğla	-0,5	1	-1,5	-1,5	1,5	0,5	-0,5	-1	0	0,5	1,5	1,5	1	-0,5	-1
Nevşehir	0,5	1,5	0	-1,5	0,5	1	1	0,5	0,5	0	0	0,5	1,5	0	0
Osmaniye	0,5	2	0,5	-2	1	-0,5	-2	-1,5	-1,5	-0,5	0,5	0,5	-2	0	-1
Trabzon	1	1,5	0,5	-2	0,5	1	0	0,5	-0,5	1	0,5	0	-1,5	-1	0

5.2.10 General Comments

As indicated before, in the final section of the survey, general comments have been taken from the respondents as an optional open-ended statement form. 15 people (11,2% of the participants) added about the ÖYP and the urban conditions.

Combining the notable comments made about the ÖYP, some conclusions can be deduced. First, the program is mainly preferred because (1) it provides a work guarantee, (2) it is based on a more stable, merit-based system. Three participants

have stated that they selected the program because of the “cadre priority” provided for the ÖYP academicians. Also, one participant reasoned his choice towards the program as “the passionate will to become an academician.” The second conclusion about the program is that, although it provides opportunities and transparency for selection criteria, ÖYP is limited on many occasions, especially on the selection diversity. One participant stated that she could select only one opening available in her field in the related year, and she is not satisfied with the assignment results. Another participant asserted she selected all the possible openings at the related year (which is seven). She is dissatisfied with the academic environment of the assigned university. Therefore, she had to disclaim her permanent cadre and leave the city and the university.

In the final chapter of this study, the discussions are made based on the results of the two-step analysis. First, the answers to the research questions and the conclusions on the tested hypotheses are revealed. Also, a general conclusion based on this study and the further policy discussion on the structure of ÖYP is made.

5.3 Discussion on the Results of the Macro-Scale Analysis

The first research question of this study has been investigated with the quantitative analysis made on the macro-scale. As mentioned before, the research question and the underlying hypothesis are constructed as:

RQ1) *Is there a general preference towards socio-economically developed regions among the candidates of ÖYP?*

- **Hypothesis 1:** *The academic staff included in the ÖYP prefer to settle and work mostly in relatively developed cities, regardless of the university's quality and academic success.*

According to the results, there is a strong positive partial correlation between the socio-economic development levels of the cities and the preferences of the ÖYP academicians. The outcome of this analysis clearly demonstrates that candidates with higher levels of ÖYP exam scores are more likely to prefer more socio-economically

developed cities, regardless of the university's academic success. This result is in the same direction as the literature. As indicated previously, in Turkey, more than 50% of the creative sector workers are located within the top 5 metropolitan cities located in the west of the country (Doğrul and Çelikkol, 2017). The literature about the academic staff included in ÖYP is also supportive of this fact. They also claim a considerable proportion of the academic staff do not prefer to be assigned institutions in less developed regions, as the program provisioned (see: Memiş and Sağır, 2013; Çelebi and Tatık, 2012).

However, the factors that determine their locational preference behavior are multidimensional. For example, the deeds signed with YÖK ensure the financial stability and freedom of the participants included in the program. In addition to that, the program provides additional grants for selecting less developed regions to work. Therefore, the money provided should not be perceived as a 'main factor' for locational preference here as in other studies (see: Murphy and Redmond, 2009; Musterd and Gritsai, 2013; Brown and Meczyński, 2009). For that reason, the need for examination on the micro-scale has arisen. More specifically, the specific reasons behind the locational preferences have been examined.

5.4 Discussion on the Results of the Micro-Scale Analysis

As mentioned previously, the second, third, and fourth research questions (and hypothesis 2) of this study are investigated through analysis on the micro-scale. As indicated in the previous chapters, those research questions formulated as:

***RQ2)** Do the factors related to space contribute to the locational preferences of the academic staff in general?*

***RQ3)** Which specific spatial factors attract the academic staff to a city?*

- ***Hypothesis 2:** 'Hard locational factors' play a more significant role in the locational decisions of the creative class than 'soft locational factors.'*

RQ4) Which specific spatial factors contribute to the decision to stay in the assigned city permanently?

- **Hypothesis 2:** ‘Hard locational factors’ play a more significant role in the locational decisions of the creative class than ‘soft locational factors.’

The discussion in this part is categorized the same as the results section of the survey. Therefore, the research questions are examined through those sub-headings. Moreover, a general discussion on the survey results is made.

5.4.1 The Reasons Behind Selecting ÖYP

Most of the participants stated the reason behind choosing ÖYP as: Jobs/guarantee of cadre (75,9%). Therefore, a high response rate to this factor is expected. Similar studies examining the ‘hard and soft locational factors’ and locational preferences of the creative class concluded employment opportunities play a significant role in the locational settlement decisions (Murphy and Redmond, 2009; Musterd and Gritsai, 2013; Brown and Meczyński, 2009).

The other factors, graduate education (20,3%) and language training (12,7%), have similar shares in the distribution. On the other hand, working in the desired university (11,2%) has the most negligible share in the distribution, linked with the deductions made in the general comments part. That is, there are limitations on the selection of universities in the program.

Interestingly, almost a quarter (22,5%) of the respondents have added their reasons behind selecting ÖYP. Most of those responses signify that the program is a reliable and just way to become an academician because the program provides a commensurable selection criterion for everyone. Therefore, many additional reasons include phrases like “*Aspiration to become an academician,*” “*Love for work,*” and many similar opinions.

5.4.2 Importance Order for the Location Settlement Preferences

In this section, the general distribution of the responses demonstrates that most of the participants selected the “*Not applicable to your condition*” option frequently for each statement. The reason could be that the factors given to the participants may not be inclusive regarding the locational preferences. However, the other options selected are adequate to infer some conclusions. By looking at the ratings given to the statements, most factors that are rated with “*Very important for you*” and “*First priority for you*” are: Security (53,3%), financial possibilities (47%), and proximity to family/relatives (35,2%) in order. The relatively less important factors by examining with the same criteria include: Services provided by the university (30,8%) and the urban services (37,5%). The lowest rated factors are: The faculty is opened before (25,4%), and being familiar to the city/university (17,2%).

In conclusion, the urban factors **stand at the intermediate level of importance** on the locational preference criteria compared to all statements. This comment is eligible to answer the second research question, ‘*RQ2*’. Moreover, in the ‘Other’ factors that the respondents added, there are many urban-related additions, as some of them are exemplified in the data presented. Indeed, the added factors are parallel with the ‘hard and soft locational factors’ presented in the following sections. This fact on the results indicates that ‘hard and soft locational factors’ have a certain level of importance on the locational choices of the participants.

5.4.3 Expectations on the Hard and Soft Locational Factors Before Choosing the City

The response distribution of this section determines which ‘hard and soft locational factors’ are essential in locational decisions of the ÖYP academics. This section is directly related to the third research question: ‘*Which specific spatial factors attract the academic staff to a city?*’. Again, in this section, the option ‘*I don’t agree*’ is selected frequently for most of the statements. The reason could be that, in general, the spatial factors are not considered as the primary reasons behind the locational decisions. Among all 15 statements, the most critical factors determining the

locational decisions are: Tolerance to different people (28,6%) and transportation availability to other cities (27,8%). The majority of the participants rated those factors as the highest. This indicates those factors are also among the most relevant factors to attract the academics of ÖYP to a place.

Reviewing the results on a larger extent, the top five statements that the respondents consider the most important are: Tolerance (55,6%), transportation (to other cities) (46,7%), crime (44,4%), internet connection (42,9%), and infrastructure (41,3%). Those factors are rated as “*I have considered it mostly*” and “*I have considered it completely*” the most. The result implies that, based on the expectations of the academicians of ÖYP before they settle to the specific cities, the factors above are the most considered spatial elements.

On the other hand, the top five statements that the participants consider the least important are: Purchasing power (72,9%), recreative areas (72,2%), public spaces (71,4%), traffic congestion (71,4%), and public transport (67%). Those factors are rated as: “*I have never considered it,*” “*I have considered it a little bit,*” and “*I have considered it moderately*” the most. This data demonstrates that the last five factors above are the least considered (or the most overlooked) factors regarding the spatial expectations of the participants before they settled in their destination city.

5.4.4 Effect of Hard and Soft Locational Factors on the Thoughts of Living Permanently in the City

This section is related to research question number four: ‘*Which specific spatial factors contribute to the decision to stay in the assigned city permanently?*’. In this section, the effect of ‘hard and soft locational factors’ on the decisions of staying permanently is revealed.

In this sense, the ‘hard and soft locational factors’ that are the most important for the participants who would like to stay permanently in the city are looked at. These factors could be considered locational factors that contribute to the hold of the creative individuals in a specific locale. At the same time, the least important factors by those who do not want to stay permanently also checked. Those factors also could

be regarded as concealed holding factors. The reason is that the inadequacy of those factors could have contributed to the academicians' decision of not to stay permanently.

However, this analysis holds its contradiction. The decision of staying in the specified city permanently could not stem directly from the 'hard and soft locational factors' evaluated here. On the other hand, the findings revealed here signify a high resemblance to the last part. In other words, most of the factors assumed to hold the academics of ÖYP as creative individuals in a specific city are similar to those that attract them the most. In addition, supporting comments have been received in the second part that evaluates the main reasons behind preferring a city. Those comments also have interlinked elements with the final locational factors, which will be explained in the last part of this section.

Considering the data gathered, the top five factors that affect the decision to stay permanently are: Internet connection (36,7%), infrastructure (33,3%), transportation (to other cities) (31,9%), crime (30,3%), and tolerance (28,8%). Those factors are rated "*I agree mostly*" or "*I agree completely*," the most by the respondents who would like to stay.

Furthermore, secondary five factors that may also affect the decision to stay permanently are: Public transport (48,5%), culture and entertainment (45,6%), hobbies (45,6%), diversity of products (45,6%), and public spaces (43,9%). Those factors are rated: "*I do not agree*," "*I agree a little bit*" or "*I agree moderately*," the most by those who do not want to stay.

5.4.5 Main Urban Factors Regarding the Preference Towards a Location

This section is to test '*Hypothesis 2*' of this study more accurately: '*Hard locational factors*' play a more significant role in the locational decisions of the creative class than '*soft locational factors*.' In this section, the 'hard and soft locational factors' as main groups are compared based on their importance in locational decisions. The ranking order of the five main locational factors are:

1. *Quality and efficiency of the services like urban infrastructure, housing, transportation, and security (32,3%)*
2. *Tolerance of the people in the city to different opinions (24,8%)*
3. *The existence of the cultural and social elements around the city (21,1 %)*
4. *The existence of open/green spaces in the city and a suitable climate to live in (17,3%)*
5. *Other (4,5%)*

The result of this question demonstrates the first two crucial main factors are Infrastructure, housing, transportation and security (32,3%), and tolerance (17,3%). The respondents selected those factors the most. The outcomes of this section match with the results of the two previous sections. The same factors became prominent in all three of them. Combining all of the results, it could be stated that ‘soft locational factors’ are as important as ‘hard locational factors’ in locational decisions. Tolerance as a ‘soft factor’ is regarded among the most important for selecting and staying in the destination city. For this section only, the “Other” option factors do not comprise urban-related factors as touched on before. Therefore, they are not included in the discussion.

5.4.6 Discussion on the Evaluation of the Urban Factors Concerning the Different Cities

The analysis on the urban factors regarding the provinces, demonstrate a variety of results, based on the different answers from different cities. Some factors are scored high for specific provinces, while some cities stay in the range of low scores all the time. To be able to compare the urban factors with the socio-economic development, the SEGE report results of the provinces have also been utilized. Table 5.12 indicates how the provinces are classified according to the socio-economic development values in the SEGE report.

Table 5.13: Rankings based on index values and the number of cities corresponding to the number gap (General Directorate of Development Agencies, 2019).

Development Rank	Index Value (IV)	Number of Cities
1	$IV \geq 1,014$	9
2	$0,923 \geq IV \geq 0,476$	15
3	$0,413 \geq IV \geq 0,170$	13
4	$0,054 \geq IV \geq -0,271$	14
5	$-0,317 \geq IV \geq -0,629$	14
6	$-0,926 \geq IV$	16

For the basic infrastructural services and accessibility to internet connection, Adıyaman has the highest rated score. This outcome is contradicting to the socio-economic development level of the province, which is -0,926. Being in the 6th development rank, which is the last one, the quality of basic infrastructural services has been found quite high by the participants. Adıyaman has also the lowest score on the suitability of the climate conditions.

The affordability of housing in the city is high in the provinces of Kırklareli, Denizli, and Kahramanmaraş. Their SEGE index values are 0,557, 0,923, and 0,416, respectively. That means the provinces are on 2nd and 3rd levels of development. This result is understandable considering housing is relatively more expensive in the more developed cities.

Eskişehir has remarkably high scores on urban public transport, low crime rates, transportation to other cities, culture, leisure, and recreational activities, number of public spaces, and tolerance to different opinions. Considering its high development index value (1,278), it is not a surprising outcome. Some provinces have high scores based on their special features. Antalya has the highest score on the cultural and leisure activities, which could be related to the fact that it is a touristic city. Also Giresun has the highest score when it comes to the number of recreative areas and

activities. This is also relatable since the province is in North-Eastern Region, where the green areas like forests are high.

On the other hand, some provinces have lower rating scores on many aspects. Gümüşhane has the lowest scores on public transport, culture and leisure, hobbies, public spaces, purchasing power, and diversity of the products and the services. This outcome could be related to the dissatisfaction of the respondents to the province in general. However, it could also stem from the fact that, Gümüşhane has a relatively low development index value (-0,623), and those factors lack in quality and efficiency. Similarly, Aksaray has the lowest scores on infrastructural services, internet, public transport, crime rates, inter-urban transport, traffic density, tolerance, and diversity of products and services. This situation could also stem from the similar reasons.

5.4.7 General Discussion on the Survey Results

The survey conducted with the academicians of ÖYP from different gender profiles, marital statuses, and the country's different regions provides a vast dataset. It gives various information on the topic of priorities in the locational preferences of creative individuals. Moreover, it provides the answer of which urban-related 'hard and soft locational factors' and '3T's' principle stand out in the decision of these preferences. The spatial factors seem to have a negligible effect on choosing the place to settle at first sight. This is the case, especially in such a complex academic mobility program. However, with this study, it is proven that a significant relationship exists between spatial factors and locational decisions. Some exact comments brought by the respondents on the seventh section of the questionnaire could validate that statement:

- *“Selecting a city where a woman could live comfortably alone, non-conservative, and alive in terms of culture and politics.”*
- *“Charm of a city (i.e., natural/historical beauties).”*
- *“Urban fabric and the history of the city.”*

- *“Central location of the city.”*
- *“Closeness to the metropolitan cities”*
- *“A place where you can live with relatively literate people.”*
- *“Cultural capital.”*
- *“Transportation possibilities.”*

A certain level of resemblance has been found with the literature reviewed about which ‘hard and soft locational factors’ and ‘3T’s’ attract and hold those creative sector employees. The first and foremost factor behind the locational decisions, the employment opportunities (Murphy and Redmond, 2009; Musterd and Gritsai, 2013; Brown and Meczyński, 2009), is met in the case of this study. After that factor, the traditional ‘hard factors’ still play a great role in locational decisions, as mentioned by Musterd and Gritsai (2013). For this study, security, both the main factor alongside urban-related factors and as a ‘hard locational factor,’ could be said to have the essential agent for selecting a location. As a context-specific country, Turkey has been dealing with terrorism in the Eastern parts of Anatolia, and feeling secure against it is a controversial issue. Moreover, Turkey is an earthquake-prone country. Therefore, people would like to stay away from natural disasters as such.

In this study, another essential ‘hard locational factor’ according to the results is the infrastructural services provided by the city, like the quality and the efficiency of electricity, water, or the internet. As academicians, especially the quality of the internet could directly affect their quality of work since it is a highly knowledge-based sector. This factor is also related to the ‘technology’ of the ‘3T’s.’

Another substantial ‘hard factor’ is the quality of inter-urban transportation. Especially in relatively underdeveloped parts of the city, transportation links to other cities are essential for creative individuals.

Alongside those ‘hard locational factors,’ one ‘soft factor’ plays a significant role in attracting and holding the creative class according to the results. The tolerance factor,

by the locals of the city to newcomers from different backgrounds and perspectives, is one of the critical issues in the survey's findings. The literature review about the 'hard and soft locational factors' contradicts this finding, especially since no significant 'soft locational factors' stand out among 'hard factors' and one of the '3T's' in those studies. As Musterd and Gritsai (2013) concluded, the 'soft locational factors' play a role of "icing on the cake" after 'hard locational factors,' compared to non-urban related factors like employment opportunities. However, in this study, it is demonstrated that the 'soft location factors' could be as relevant as some other 'hard factors,' and both could be effective altogether in the locational decisions of the creative individuals. This indicates the '*Hypothesis 2*' of this study to be incorrect.

From the perspective of the '3T's' principles of Florida, especially the importance of 'Tolerance' on the attraction of creative class is also found significant in this study. Other than that, 'Technology' is another critical factor that has shown itself in importance given to the quality and rapidness of internet connection for this research. In terms of 'Talent,' there is no significant finding that the creative individuals would prefer the city they live in according to the cultural and leisure activities or looking for especially recreative activities. That situation is indirectly related to the fact that the creative individuals of this study do not look for the amount of the creative proportion in the city in their locational decisions. Therefore, they do not seem to give importance to the cities suitable to the creative individuals' lifestyle. However, the findings on the section of holding factors demonstrated that cultural and leisure activities stand on secondary or concealed factors that contribute to the creative individuals' hold.

About the structural success of the program of ÖYP, the inferences on the personal comments are valid. There are limitations about the program, sometimes restricting the selection of the preferred city by the academicians. Some respondents have stated that they could not make preferences considering the spatial factors since there are limited options regarding the open cadres of the university in their field. One participant has stated:

“I think there is a misconception in the questions that we have the option to select the city which we want to live. However, I, like many of us, have listed all the possible options opened in that year and assigned according to my exam results.”

On the other hand, ÖYP has been explicitly preferred because it sought equality among its participants and became a reliable option for creative individuals seeking an academic career.

5.5 Conclusion

In this chapter, the results of the study are presented. Firstly, the results on macro-scale are indicated. The average ÖYP exam results compared with the socio-economic development index values are given on the map. Then, the partial correlation between socio-economic development of provinces and average ÖYP exam results for each university is shown. Secondly, the results of the micro-scale analysis are demonstrated. Concerning the structure of the analysis, the response distribution of the survey research is presented with percentages. Also, additional comments made by the respondents are examined.

Moreover, the discussion on the survey results has been presented. This discussion is categorized according to the configuration of the analysis. The findings, according to each research question and hypotheses, are presented. Figure 5.56 summarizes all the findings related to research questions and hypotheses.

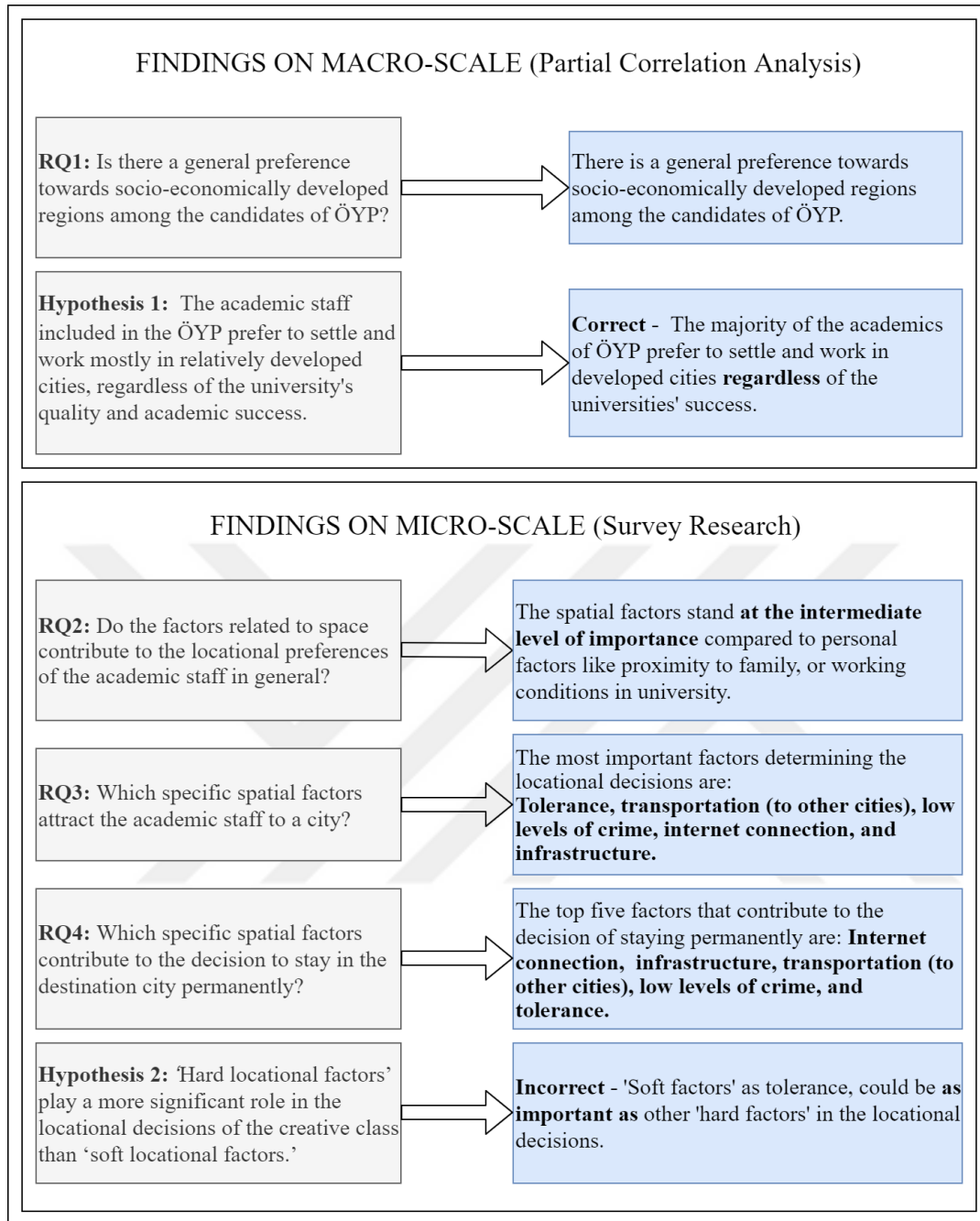


Figure 5.56: Findings of this study summarized.

CHAPTER 6

CONCLUSION

The importance of knowledge economies and the creative sector on further socio-economic development has been growing day by day. Significantly, after the contemporary global pandemic, the sectors like education, ICT, and institutions have been “enriched” (Djeflat, 2020). Therefore, the need for a qualified workforce for these sectors is also on the rise. In this case, talented, qualified, and creative academicians contribute significantly to the socio-economic growth of their universities and their cities. Therefore, the investigation of the reasons behind their locational settlement decisions is a crucial issue.

This study found that in the framework of a specific program, the academic staff as creative individuals would prefer to settle in towards more socio-economically developed cities. Building upon that finding, some theories in the literature, “Hard and Soft Locational Factors” (Murphy and Redmond, 2009; Musterd and Gritsai, 2013; Brown and Meczyński, 2009), and the “3T’s principles” (Florida, 2012/2002) have been adopted to explain which place-specific factors attract and convince these creative individuals to stay permanently. According to the results, ‘hard locational factors,’ like primary infrastructural services provided by the city and the transportation linkages to other urban areas, play a significant role in attracting and holding them. Moreover, as a ‘soft factor,’ openness and tolerance to different opinions and backgrounds also a primary relevant agent in these decisions. The last one, also the most relevant one, is the ‘Tolerance’ that defines the same concern, also belonging to the 3T’s principles.

ÖYP, in this framework, ignited and carried the potential to contribute to the locational mobility of the creative individuals to an extent. To raise qualified professionals and distribute them first with agreements between universities, and then centrally, it acted as a provider of the need of academic staff for the relatively

less developed universities of the country. On the contrary, over the passing years of the program, there are new contradictions, structural incapacities, and policy mistakes have been involved. With the combination of the online interviews made before the survey and the participants' comments, it is possible to emphasize the deficiencies and main issues regarding ÖYP in this study.

Firstly, a critique brought in the online discussions is that the duration between the education phase and moving to the destination city is too long. Masters' and Ph.D. combined take six years at least to accomplish. In this period, many changes occur regarding the university the original cadre belongs to. Therefore, the preferences about the location and the university in the first place differ.

Secondly, it is reported that there are cultural conflicts between the universities regarding the working environment, the job description, and the opportunities provided to the academic staff. This situation puts the academics of ÖYP in a difficult position as they are the ones who join the universities from other places. Some respondents of the survey stated they have to leave because of the disagreements between the administration of the universities in the destination city.

Moreover, thirdly, the university options this program offers are found by some survey respondents as limited. As mentioned before, they stated that they opened cadres that are narrow in their field. Adding the limits brought by the exam results, some participants ended up assigning a place without the opportunity to think about the spatial elements or personal preferences.

Some additions have been made to these limitations of ÖYP independent of the research made in the methodology section. As mentioned before, Prof. Dr. Tamer Gök, also another influential figure in the establishment of the program is interviewed on the date of 02.07.2021. The thesis jury questioned that whether ÖYP had some breaking points in the chronological development of the program. These breaking points could eventually overshadow ÖYP's main aim to create qualified employees and potential to retain and distribute them. To be able to investigate these issues, the outcomes of the interview has been utilized.

Prof. Gök validated that the program had a subgoal to contribute to the regional development through academics it raises. However, he also stated that with the increasing universities in the later years of ÖYP, the regional distinctiveness disappeared. According to him, this distinctiveness is one of the most important aspects behind the success of the program. In the first years of ÖYP, some policies could be achieved according to the necessities of the universities, and newly raised academicians could have an idea about the university and the city they prefer and assigned. Nevertheless, these opportunities are diminished in the later years.

Prof. Gök also emphasized on the significance of the spatial factors in the accomplishment of ÖYP. He mentioned that the academics from the metropolitan cities are hesitant to continue their career in relatively underdeveloped regions. He assessed this situation as the psychological insecurity that the academics feel towards working and living in an underdeveloped city. Also, he asserted the attractiveness of the destination city plays a significant role in the decisions.

Despite the obstacles, ÖYP had successful policy implications as well. During the interview with Prof. Dr. Fatoş Tunay Yarman Vural, she stated that there were also supportive policies and activities under the budget in the early years of the program of ÖYP in addition to the raising and the distribution of academicians. Some of them include cultural events that aim to bring solidarity among universities, collective scientific projects conducted internationally, community and science centers opened in Anatolian universities, and more. If such sub-programs had continued in the following years, the cultural conflicts between the universities would be less. Also, collective scientific projects among the universities could have improved the academic environment and boost “the creative ecosystem” (Florida, 2006).

When asked about the conflicting sides of the program, especially about the cultural differences between universities and different spatial preferences of the academics, Prof. Vural accepted those issues but added that many candidates also prefer this program because of their “ideals” to become an academician. Those ideals could overcome the negativities that those candidates will face within their careers. Some survey responses are also in line with this answer. Some participants preferred this

program just for pure passion and ideals to become an academician. That idea directs them to face difficulties.

6.1 Current Global Pandemic and the Creative Sectors

The current global Covid-19 pandemic affects the different dimensions of life other than health-related issues (Rab and Kettler, 2020). The economy and the socio-spatial relationships are bound to be changed after this global event. From the perspective of the creative sectors and the creative class, people put their knowledge to produce value in the form of a product. Therefore, their connection with the space to generate economic surplus is weaker than those in other sectors, like manufacturing. The companies and the creative individuals could “mimic face-to-face engagement” and maintain efficiency at a distance (Bailey et al., 2020, p. 1169). This situation alters the socio-spatial relationships and decreases the importance of spatial agglomeration of creative potential in a specific region.

In the case of the academy, educational institutions from all over the world have focused on applying online methods in teaching since there is an ambiguity about when the pandemic will end in the future (Kaur, 2020). Those investments in the online infrastructure would likely change the teaching methods, even after the pandemic. Online education has eliminated the dependency of academicians to exist in the university they work physically. If online and hybrid teaching methods will be applied permanently in the future, academics can work in multiple universities and live in the desired region independent of work-related concerns. On the one hand, this situation could be beneficial for the academy as a creative sector to develop science and produce knowledge more efficiently. On the other hand, it would eliminate its potential to contribute to the development of the underdeveloped regions via the mobility programs like ÖYP.

6.2 Policy Implications

As it is a shutdown program today, ÖYP is an example that contributes to developing the underdeveloped parts of the country on the talent side. It is a great demonstration model to create, retain, and distribute a qualified workforce. In this sense, ÖYP goes beyond the boundaries of just becoming an educational program. It could be viewed as a policy action of an urban and regional development strategy.

However, the context of ÖYP was limited in the slightest sense. It provided the educational necessities of its candidates and provided a job guarantee. Nevertheless, as the subject of this study and the literature reviewed indicates, place-specific factors matter in settlement decisions. As a part of the creative class, the academics would prefer some standards in their living and working environments. If similar programs would be a part of policy-making steps and processes in the future, such factors should not be overlooked. Mainly, the field of urban planning should involve in guiding to create qualified environments in a locale.

Moreover, ÖYP had faced many limitations after many years it is conducted. The increasing number of the universities added into the program, and the transition to the central examination system caused ÖYP to lose its favourable position as a viable education program. The further policies concerning the same aims with ÖYP should focus on locational features of the universities, instead of applying central decision-making processes for each region. For instance, representatives of the related institutions could provide detailed information to the candidates for their future working locations. Also, only the universities that are capable of providing the best graduate education should focus on educating the candidates.

6.3 Future Studies

This study strongly emphasizes the prominence of spatial factors on the attraction of the creative class in a locality. The case of this dissertation is the academic staff as a part of the creative class. Further studies could focus on other creative occupations to examine the importance of spatial factors, like ICT or artistic sectors. In Turkish

literature, the research on the topic of the creative class is limited. The number of studies that put forward the relationship between locational factors and the attraction of the creative class is even less. Therefore, the research on this topic should expand with the studies focusing on the other creative sectors.

Moreover, the spatial factors that became the framework of this study are ‘hard and soft locational factors’ and the ‘3T’s’ principles. Other approaches in the literature could be utilized to explain the spatial preferences of the creative class. One framework as an example is the amenities approach (see: Clark et al., 2002).



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APPENDICES

A. Variables of the Partial Correlation Analysis

Table A-1: The variable values included in partial correlation analysis.

University	The city	Sege Index Value	Lowest Öyp Exam Score	Highest Öyp Exam Score	Average Score	Academics /Publications
Abant İzzet Baysal University	Bolu	0,760	75,4	92,159	83,7795	0,27
Adana Bilim Ve Teknoloji University	Adana	0,353	78,586	92,167	85,3765	0,02
Adıyaman University	Adıyaman	-0,926	67,939	91,632	79,7855	0,31
Adnan Menderes University	Aydın	0,599	75,696	86,17	80,933	0,17
Ağrı İbrahim Çeçen University	Ağrı	-1,752	75,738	78,61	77,174	0,08
Akdeniz University	Antalya	1,642	73,08	90,663	81,8715	0,24
Amasya University	Amasya	0,054	77,088	84,691	80,8895	0,18
Anadolu University	Eskişehir	1,278	76,506	90,492	83,499	0,15
Ankara University	Ankara	2,718	73,611	91,383	82,497	0,33
Ardahan University	Ardahan	-0,235	74,623	87,509	81,066	0,04
Artvin Çoruh University	Artvin	-0,531	72,855	84,4	78,6275	0,11
Atatürk University	Erzurum	0,476	73,233	87,186	80,2095	0,29
Balikesir University	Balikesir	-0,140	78,405	87,033	82,719	0,20
Bartın University	Bartın	-1,324	82,559	93,729	88,144	0,15
Batman University	Batman	-0,235	69,619	82,642	76,1305	0,13

Table A-1 (continued)

Bilecik Şeyh Edebali University	Bilecik	0,556	72,805	84,454	78,6295	0,10
Bingöl University	Bingöl	-1,208	70,27	80,916	75,593	0,11
Bozok University	Yozgat	-0,589	73,16	84,381	78,7705	0,32
Bursa Teknik University	Bursa	1,336	80,288	90,752	85,52	0,38
Bülent Ecevit University	Zonguldak	0,333	78,158	89,269	83,7135	0,18
Celal Bayar University	Manisa	0,490	74,597	92,883	83,74	0,25
Cumhuriyet University	Sivas	-0,137	68,827	84,461	76,644	0,18
Çanakkale Onsekiz Mart University	Çanakkale	0,548	79,515	89,521	84,518	0,22
Çankırı Karatekin University	Çankırı	-0,379	76,667	84,352	80,5095	0,12
Çukurova University	Adana	0,353	71,736	94,17	82,953	0,26
Dokuz Eylül University	İzmir	1,926	80,055	95,468	87,7615	0,22
Dumlupınar University	Kütahya	0,170	74,964	87,9	81,432	0,17
Ege University	İzmir	1,926	77,947	92,65	85,2985	0,34
Erzincan University	Erzincan	-0,150	76,793	84,467	80,63	0,24
Erzurum Teknik University	Erzurum	-0,531	73,479	85,317	79,398	0,35
Eskişehir Osmangazi University	Eskişehir	1,278	73,86	92,085	82,9725	0,23
Fırat University	Elazığ	-0,061	74,422	84,496	79,459	0,29
Gazi University	Ankara	2,718	82,68	95,323	89,0015	0,31
Gaziosmanpaşa University	Tokat	-0,381	70,095	86,528	78,3115	0,28

Table A-1 (continued)

Gebze Yüksek Teknoloji Enstitüsü	Kocaeli	1,787	83,36	87,106	85,233	0,54
Giresun University	Giresun	-0,323	71,918	91,354	81,636	0,14
Gümüşhane University	Gümüşhane	-0,623	71,183	85,32	78,2515	0,15
Hacettepe University	Ankara	2,718	78,817	91,559	85,188	0,36
Harran University	Şanlıurfa	-1,350	71,802	83,969	77,8855	0,22
Iğdır University	Iğdır	-1,179	67,247	81,452	74,3495	0,07
İnönü University	Malatya	-0,113	79,326	84,721	82,0235	0,23
İstanbul Medeniyet University	İstanbul	4,051	79,965	95,153	87,559	0,40
İzmir Katip Çelebi University	İzmir	1,926	76,984	87,504	82,244	0,36
Kafkas University	Kars	-1,125	70,747	83,672	77,2095	0,26
Kahramanmaraş Sütçü İmam University	Kahramanmaraş	-0,416	69,401	86,731	78,066	0,18
Karabük University	Karabük	0,513	74,498	86,476	80,487	0,16
Karadeniz Teknik University	Trabzon	0,389	76,878	87,739	82,3085	0,27
Karamanoglu Mehmetbey University	Karaman	-0,416	74,714	88,029	81,3715	0,16
Kırıkkale University	Kırıkkale	0,211	79,977	88,372	84,1745	0,23
Kırklareli University	Kırklareli	0,557	69,025	81,886	75,4555	0,07
Kilis 7 Aralık University	Kilis	-0,570	78,735	87,703	83,219	0,08
Kocaeli University	Kocaeli	1,787	72,101	90,224	81,1625	0,21
Mardin Artuklu University	Mardin	-1,396	79,072	83,889	81,4805	0,04

Table A-1 (continued)

Mehmet Akif Ersoy University	Burdur	0,211	75,255	89,545	82,4	0,13
Mersin University	Mersin	0,413	75,457	89,574	82,5155	0,21
Muğla Sıtkı Koçman University	Muğla	1,175	76,96	93,016	84,988	0,14
Mustafa Kemal University	Hatay	0,017	70,293	86,57	78,4315	0,30
Muş Alparslan University	Muş	-1,704	77,701	78,282	77,9915	0,07
Necmettin Erbakan University	Konya	0,668	70,148	91,088	80,618	0,20
Nevşehir Hacı Bektaş Veli University	Nevşehir	-0,015	72,605	87,177	79,891	0,19
Niğde University	Niğde	-0,395	72,38	92,681	82,5305	0,23
Ondokuz Mayıs University	Samsun	0,242	66,23	87,488	76,859	0,26
Ordu University	Ordu	-0,486	74,706	86,913	80,8095	0,15
Osmaniye Korkut Ata University	Osmaniye	-0,367	74,523	91,913	83,218	0,16
Pamukkale University	Denizli	0,923	79,256	86,337	82,7965	0,20
Recep Tayyip Erdoğan University	Rize	0,174	71,545	91,621	81,583	0,24
Sakarya University	Sakarya	0,832	78,436	90,112	84,274	0,27
Selçuk University	Konya	0,668	75,522	92,258	83,89	0,22
Siirt University	Siirt	-1,405	72,556	81,158	76,857	0,13
Sinop University	Sinop	-0,317	74,004	79,633	76,8185	0,26
Şırnak University	Şırnak	-1,788	70,749	78,777	74,763	0,02
Trakya University	Edirne	0,534	73,68	91,808	82,744	0,14

Table A-1 (continued)

Tunceli University	Tunceli	-0,439	71,002	85,926	78,464	0,10
Uludağ University	Bursa	1,336	82,382	86,029	84,2055	0,21
Yalova University	Yalova	0,796	77,263	88,186	82,7245	0,09
Yıldırım Beyazıt University	Ankara	2,718	79,341	91,731	85,536	0,27
Yıldız Teknik University	İstanbul	4,051	81,341	94,568	87,9545	0,07
Yüzüncü Yıl University	Van	-1,452	71,171	88,908	80,0395	0,22

B. Reliability Test Results of Fourth Survey Section

Table B-1: Reliability statistics of the fourth survey section

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,949	,950	15

Table B-2: Item-total statistics of the fourth survey section

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
“The complete provision of infrastructural services throughout the city (electricity, water)”	67,52	248,145	,724	,738	,945
“Access to a fast and stable internet connection in the city”	67,43	248,247	,713	,754	,946
“Affordability of housing in the city (rental and for sale)”	67,62	252,873	,674	,614	,947
“Effectiveness and diversity of the public transport (bicycle lanes, tramway etc.)”	67,80	252,992	,682	,580	,946

Table B-2 (continued)

“Low levels of crime in the city”	67,23	256,165	,590	,465	,948
“Easiness of transportation intercity (buses, planes etc.)”	66,97	253,135	,696	,564	,946
“Opportunity to sustain your hobbies and develop yourself in the city (hobby courses, workshops etc.)”	67,47	247,084	,797	,845	,944
“The number of public spaces and diversity of them (squares, parks etc.)”	67,57	248,080	,797	,881	,944
“The recreative areas and activities around the city (hiking, camping, picnic etc.)”	67,80	249,966	,792	,796	,944
“The low levels of traffic congestion”	67,70	250,136	,817	,776	,943
“The suitability of the climate conditions in the city”	67,59	255,152	,674	,597	,946
“Tolerance to people from different (sexual, religious, politic etc.) in the city”	67,48	252,585	,687	,591	,946

Table B-2 (continued)

“High purchasing power in the city”	67,69	252,078	,776	,709	,944
“The variety of the products and services in the city”	67,57	246,262	,839	,802	,943

Table B-3: Scale statistics of the fourth survey section.

Mean	Variance	Std. Deviation	N of Items
72,34	287,165	16,946	15

C. Reliability Test Results of Fourth Survey Section

Table C- 1: Reliability statistics of the sixth survey section.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,895	,893	15

Table C- 2: Item-total statistics of the sixth survey section.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
“Provision of infrastructural services throughout the city (electricity, water etc.) is perfect”	42,58	142,125	,523	,493	,890
“There is an access to a fast and stable internet connection in the city”	42,11	144,619	,531	,528	,890
“Housing (rental and for sale) is affordable in the city”	43,12	148,108	,338	,313	,897

Table C-2 (continued)

“The urban public transport in the city is efficient and diverse (Bicycle lanes, tramway etc.)”	43,68	137,113	,598	,485	,887
“The crime rates are low in the city”	42,55	146,190	,407	,503	,894
“Inter-urban transport (buses, planes etc.) is easy from the city”	42,62	141,685	,528	,520	,890
“There are various cultural and entertainment activities (cafes, restaurants, cinemas, museums, art galleries etc.)”	43,32	130,836	,805	,884	,878
“There are opportunities to sustain your hobbies and to develop yourself in the city (hobby courses, workshops etc.)”	43,41	135,015	,713	,847	,883
“The number and the diversity of public spaces in the city are high”	43,12	131,185	,792	,858	,879

Table C-2 (continued)

“There are many recreative areas and activities (hiking, camping, picnic etc.) around the city”	42,88	133,831	,719	,772	,882
“The traffic density in the city is low”	42,70	152,030	,177	,350	,903
“The climate conditions in the city is appropriate for me”	42,71	139,100	,563	,494	,889
“People are tolerant to the individuals who are in different opinions (sexual, religious, political) in the city”	43,03	139,814	,512	,413	,891
“The purchasing power is high in the city”	43,08	142,563	,509	,420	,891
“The products and services provided are diverse around the city”	43,32	133,390	,783	,724	,880

Table C- 3: Scale statistics of the sixth survey section.

Mean	Variance	Std. Deviation	N of Items
46,02	159,338	12,623	15

D. Scatterplots Between the Variables of Partial Correlation Analysis

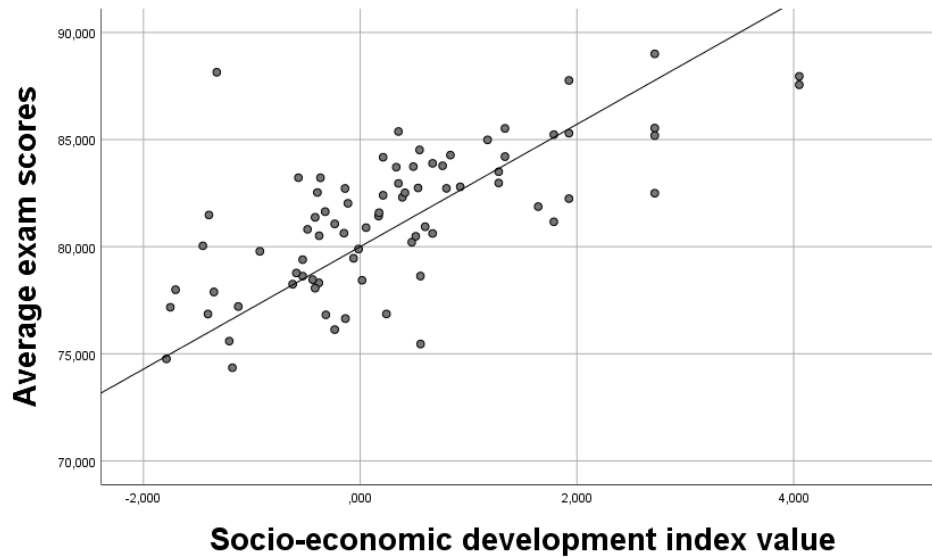


Figure D- 1: Scatterplot graph for average exam scores and socio-economic development index value.

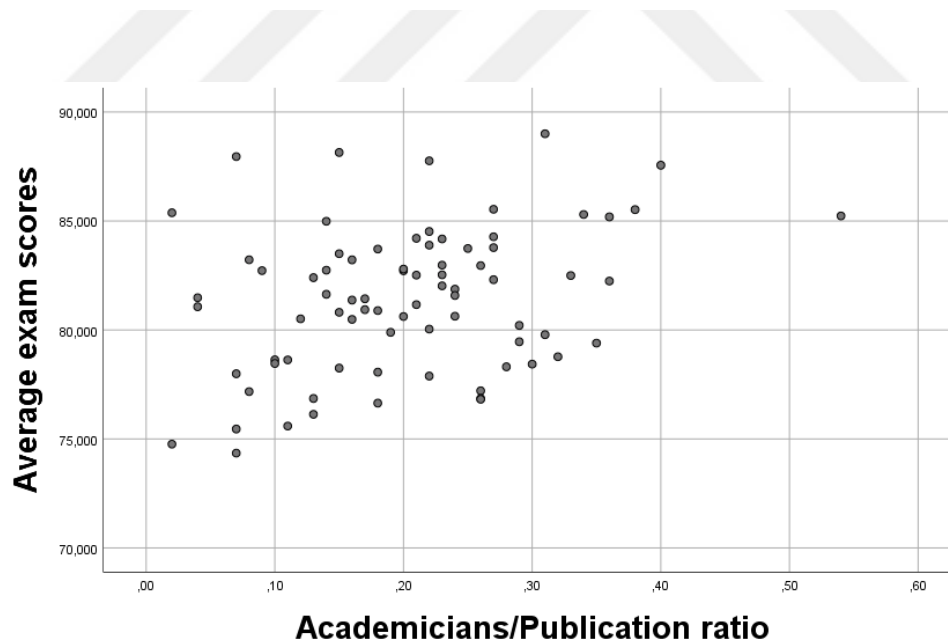


Figure D- 2: Scatterplot graph for Average exam scores and Academicians /Publication ratio.

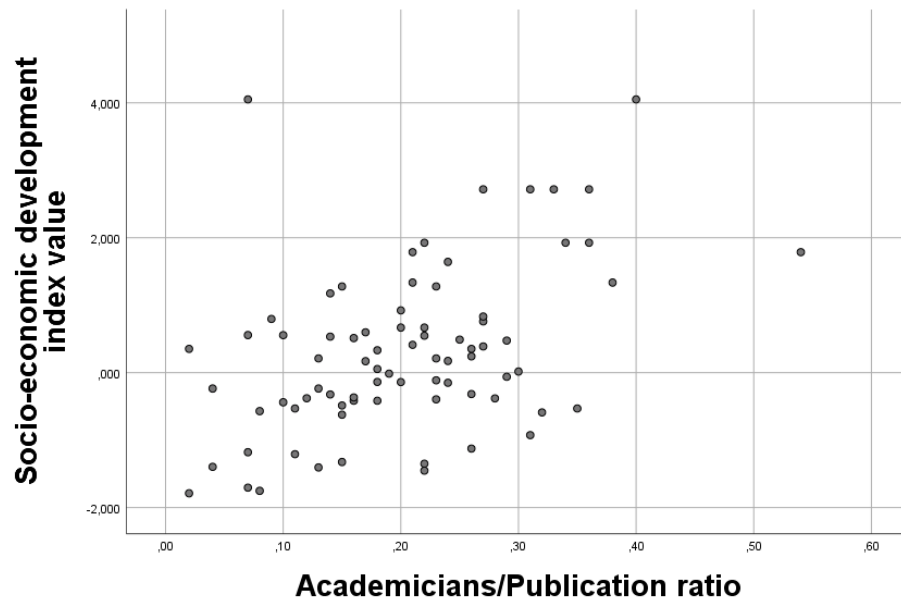


Figure D- 3: Scatterplot graph for Socio-economic development index value and Academicians/Publication ratio.