



→ Regular Research Paper – SS

# Evaluation of Department Preference and Tendencies of Education - Management by Students of Business Management Department: A Sample from Usak University

**Mesut Atasever**

*Usak University,*

*Applied Sciences School,*

*Dept. of International Logistics and Transportation, Turkey*

*mesut.atasever@usak.edu.tr*

---

## Abstract

Objective of this study is to determine the preference of department, education and management abilities of students of business management department and shed light on the studies carried out on this area. For emotions of the uneasiness toward future and worry, observed in the students, who study business management, to become visible, being embodied, and be able to be analyzed, such a study was needed. For this aim, among the students of business management department, survey study was carried out and some expressions and questions were raised to them toward demography, selection of department, and education in the department. The data obtained in the study were subjected to competence analysis and their means and standard deviations were calculated and, interpreting them, the factors of the students of business management department in selecting this department and their managerial tendencies and expectations were tried to be measured. Although the scope of the study is the students of business management department in Turkey, especially the students of Business Management Department, Uşak University, were taken as universe and sample was selected among from this universe. At the end of assessment, it was seen that the students were basically satisfied with studying in this department but not strongly; that they moderately had the self-confidence to thoroughly perform profession of business management; and that they were managerially in tendency of managing public enterprise. The study consists of the section of theory and application. It is expected that the study sheds light on the studies of business management, which will be further carried out.

**Keywords:** *management, managerial tendencies, business management department*

---

## 1. INTRODUCTION

Together with history of humanity, since the first times, profession of business management has existed and undertaken an important duty. In the early 19<sup>th</sup> century, the science of





business management has begun to develop in the scientific meaning and it has been begun to be given education about it in universities.

In educational institutes of today, the courses about business management are given under the various names such as general business, information of business enterprise, and business management (Arslan, 2011).

Business management is a business area including the works of arrangement and management of private or public workplaces. However, there are some business management principles all of these workplaces apply and are based on to carry out a certain work. These are brought together and form the basic rules of scientific area called "business management".

Business is a system combining production factors in within itself in a compatible way. With another approach, business is an economic unit, in which the trio of natural resources, labor, and capital are brought together in a certain order and a certain rate. In the light of these explanations and in a general approach, it is possible to define business as an organization being in active for producing or marketing economic goods and services in order to meet the needs of people, bringing together production factors in a compatible way (Tuncer, 2011:23).

Business also has to perform many functions to be able to produce (Saruhan, Öztürk, & v.d., 2013). Business managers face with a difficult task like making suitable both their own management styles and the structure of organization they manage and functional process in this structure for changing competitive conditions (Koçel, 2010).

The organizations producing goods and services to meet human needs are called business. Business management departments giving education at undergraduate level, whose numbers are more than 450, aims at raising the business managers of the globalizing world. Business management departments targets on raising the managers and specialists, who will work in the accounting, finance, production, personnel, marketing, sale, administrative works departments and other departments of national and international businesses, which form the most important units of economy.

Emotions are crucial for humans in terms of to regulate the opinions, judgement and decision making (Boz et al., 2016:373; Koç and Boz, 2014; Özen, Genç and Kaya, 2014 ). For emotions of the uneasiness toward future and worry, observed in the students, who study business management, to become visible, being embodied, and be able to be analyzed, such a study was needed.

In the literature view, carried out on this subject, there are also some studies on marketing perceptions of the students studying in vocational high schools (Özsoy, Gelibolu, 2010).

In addition, perception study regarding unethical behaviors, related to accounting profession, carried out on the students of accounting department can also be mentioned about (Kurnaz-Gümüş, 2010:157-174). The subject of social perception in vocational education is another area, which were studied on this subject (Taşpınar, 2014).

Again, about the attitudes and competence levels of the students of business department toward information technologies, studies were carried out on the students of business management (Seyrek, 2010). There are also some studies on entrepreneurship (Kılıç, Keklik, Çalış, 2012). Another study was also carried out on the tendency of entrepreneurship (Bilge, Bal, 2012). In order to learn the thoughts and tendencies of the students, some studies were carried out on institutional social responsibility





(Özalp,Tonus,Sarikaya, 2008). Again, about the preferences and tendencies of students, some studies were also carried out(Kuştepelı, Gülcan, 2002).

It is possible to state that there is a niche toward the preferences, tendencies, and competence of the students of business management.

### 2. AIM AND METHOD OF THE STUDY

Hypothesis in the Study; The students of business management finds this as a difficult department. They want to manage private businesses, not public businesses and they do not view themselves as competent about managing a business.

With the study, it was aimed to measure the approaches of business management profession of the students studying in Business Management Department of Faculty of Economics and Administrative Science, Uşak University; whether or not they make conscious preference; their thoughts about difficulty; what kind of business they imagine to manage; and whether or not they have enough course. In addition, it was aimed to measure whether or not they feel themselves happy with their professions and their competence performance. Furthermore, albeit sample and universe are the students studying in Business Management Department of Faculty of Economics and Administrative Science, Uşak University, it is considered that this will be a study, which can give an idea but limited about all of students of business management.

In 2004, 720 students of business department enrolled to Business Management Department of Faculty of Economics and Administrative Sciences, Uşak University were taken as universe. 230 out of 720 students, answering survey questions, formed sample. It is expected that 230 students give the appropriate and valid idea. It may be expected that this universe forms an idea about the students of business management department.

In the survey, used in the study, a total of 20 expressions, which consist of 12 expressions asked by Likert Scale with 1-5 points; 4 verbal profession questions, and 4 personal expressions, were raised From these expressions, answers were demanded, which were scaled as 1 - Definitely No, 2 -No, 3 - I am indecisive, 4 - Yes, and 5 - Definitely no.

### 3. FINDINGS

Table 1: Numerical Results

	Female	Male	Total
A total number of the students of Business Management Department participated in the survey	158	72	230
The mean marks of all students participated in the survey, according to 4 point grading system.	2,53	2,31	2,46
The mean value of number of course the students participating in survey could not pass in one time	2,19	2,83	2,43

Table 2: The classes, in which the students participating in the survey

Freshman	13
Sophomore	40



Junior	67
Senior	98
Those studying for more than four years	12
Total	230

When **reliability analysis** is carried out, it is seen that reliability is considerably high with 0.665. Since all questions serve this reliability, result of all of it can be taken. It is seen that anything of them is not excluded.

Table 3: Reliability Analysis

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,859	0,865	13

Hotelling's t-squared test clearly shows that the competency of sample (230 students) belonging to the selected universe (the active students in business management 230 students department of FEAS, Uşak University is smaller than 0.05. There are some incomplete answers in some questions, 218 students were included in the test.

Table 4: Analysis of Competence of Sample

Hotelling's T-Squared Test				
Hotelling's T-Squared	F	df1	df2	Sig
77,192	19,036	4	218	<b>,000</b>

#### 4. THE QUESTION ON THE PREFERENCE OF THE PROFESSION OF BUSINESS MANAGEMENT, DIFFICULTY, AND PERCEPTION OF COURSE ADEQUACY

Table 5. The data belonging to the answers given to the expressions related to the preference of the profession of business management, difficulty, and perception of course adequacy.

Variables	Observation	Mean	Deviation
Fortunately, I have selected business management department	228	3,30	1,07
I have consciously preferred business management department	228	3,21	1,34
I can recommend business management department those wanting to prefer	228	3,18	1,26
As I receive education in the school, I consider that selecting business	228	3,24	1,17



management department is a proper preference			
Business management department I have preferred overlaps with the department I have already imagine	228	2,75	1,16
There are some unnecessary courses among the courses of business management department	228	3,93	1,20
We are being engaged in the courses, which are not toward application after graduation	228	3,89	1,32
The number of courses, which will facilitate me to adapt to business life, should be increased.	228	4,58	1,09
Among the courses of business management department, I consider that there are a lot courses from another domains.	228	3,52	1,30
Business management includes different kind of difficulties.	228	4,19	0,87
It is difficult to become manager in a business	228	4,08	1,10
Business management needs more effort compared to the other professions.	228	4,19	0,93
Profession of business management may generally force me.	228	3,11	1,20

**4.1 Fortunately, I have selected business management department**

The mean value of 238 data actualized as 3.30 and the value of standard deviation is 1.073756. Since it is small, we can mention about that the values close to the mean are ample. We can understand that the students answered the premise “**Fortunately, I have selected business management department**” in the form of “almost yes” but including slight indecisiveness and that they are relatively satisfied with selecting the department.

**4. I have consciously preferred business management department**

Again, the mean value of 228 data actualized as 3.31 and the value of standard deviation as 1.342557 and we can mention about that the values close to the mean are ample. We can understand that the students answered the premise “**I have consciously preferred business management department**” in the form of “almost yes” but including slight indecisiveness and that they are relatively satisfied with selecting the department.

**4.3 I can recommend business management department those wanting to prefer**

The mean value of 228 data actualized as 3.18 and the value of standard deviation as 1.262859. In the answers given to this question, we can mention about that diffusion is slight and the values close to the mean are ample. We can understand that the students answered the premise “**I can recommend business management department those wanting to prefer**” in the form of “almost yes” but including slight indecisiveness and that they made a recommendation that are not strong to those desiring to prefer the department.





#### **4.4 As I receive education in the school, I consider that selecting business management department is a proper preference**

The mean value of 228 data actualized as 3.24 and the value of standard deviation as 1.179756. Since the value of standard deviation, we can mention about that diffusion is slight and the values close to the mean are ample. We can understand that the students answered the premise “**As I receive education in the school, I consider that selecting business management department is a proper preference**” in the form of “almost yes” but they were not so sure about preferring the department.

#### **4.5 Business management department I have preferred overlaps with the department I have already imagine**

The mean value of 228 data actualized as 2.75. In the answers given to question asked to measure a subject in the same group, it is seen that the value of standard deviation is small and, hence, the values not far to the mean are ample. It is possible to understand that the students gave an answer to the premise “**Business management department I have preferred overlaps with the department I have already imagine**” close to indecisive but a few group of students found the department close to their imaginations.

#### **4.6 There are some unnecessary courses among the courses of business management department**

As a result, in this question, in which the mean value is 3.93 and standard deviation, 1.2, the students agreed with the view that there are unnecessary course in business management department. It is seen that the range of different views is narrow. The comment that all courses of business management department are not consisted of the necessary courses stands out.

#### **4.7 We are being engaged in the courses, which are not toward application after graduation**

In this question, in which the mean of answers is 3.89 and standard deviation is 1.32, it is seen that there are relatively different views and the students gave answers very close to the answer “I agree with it”. The view that the courses, which will not work in their professional lives, takes time stands out. Standard deviation shows the effect of relatively different views.

#### **4.8 The number of courses, which will facilitate me to adapt to business life, should be increased.**

This question that receives the highest score in this section actualized very close to the answer. In the question, in which the mean point is 4.58, since standard deviation is relatively low as 1.09, it can be mentioned about that those having the different ideas is less. The majority is collected around the view that “I definitely agree with it”. Quite important majority of the students demand that the number of courses that will easily provide to adapt to the business life to be increased.

#### **4.9 Among the courses of business management department, I consider that there are a lot courses from another domain (economics, finance, etc.).**

In this question, in which the mean value is 3.52 and standard deviation is 1.30, the significant majority of the students declared an idea between “I have no idea” and “I agree with it”. When regarded to standard deviation, it attract attention that those having relatively different view are more. With these results, it is possible to be able to understand that the students receive courses from the other domains but less and the perception that there are some courses in the amount attracting attention of the students.





**4.10 Business management includes different kind of difficulties**

When considered that the mean values of answers are 4.19 and standard deviation is considerably low, the very significant section of the students answered the premise that **“Business management includes different kind of difficulties”** with a mean value more than “yes” and toward “definitely yes”. Based on this, we can say that the students of business management are aware of that the profession of business management includes difficulties more than one.

**4.11 It is difficult to become manager in a business.**

The mean value of the answers given to the question asked to measure the difficulty of becoming manager actualized as 4.08 i.e. a slight more than “yes” answers. Since standard deviation is also low, we can say that the significant majority of the students thought of that becoming manager in businesses is difficult and that they are aware of difficulty.

**4.12 Business management needs more effort compared to the other professions.**

When considered that the mean values of answers are 4.19 and standard deviation is considerably low, the very significant section of the students answered the premise that **“Business management needs more effort compared to the other professions”**. with a mean value more than “yes” and toward “definitely yes”. Based on this, we can say that the students of business management are aware of that the profession of business management needs more effort compared to most of the other profession.

**4.13 Profession of business management may generally force me**

When considered that the mean values of answers are 3.11 and standard deviation is considerably low, the very significant section of the students answered the premise that **“Profession of business management may generally force me”** with a mean value more than **“indecisive”** and toward **“yes”**. Based on this, we can say that the students of business management are indecisive about that the profession of business management individually force them; that they do not put more idea about this subject but perceive that they can be slightly forced.

**5. THE QUESTIONS ABOUT WHICH BUSINESS THEY IMAGINE TO MANAGE**

**Table 6:** Numerical data and comments related to the answers belonging to the expression of sort of business they imagine to manage.

	When managing a business is under consideration, which sort of business comes to your mind?	I want to manage this business	I can manage this business with pleasure	I consider that it is easier to manage this business
	Frequency			
Hotel Business	9	16	18	14
Public Business	62	57	49	51
Production Business	45	65	46	18



Store Business	18	24	26	43
Recreational Business	18	36	55	54
Waqf Business	5	14	13	15
TOTAL	157	212	207	195
Percentages				
Hotel Business	5,73	7,5	8,696	7,2
Public Business	39,5	27	23,67	26
Production Business	28,7	31	22,22	9,2
Store Business	11,5	11	12,56	22
Recreational Business	11,5	17	26,57	28
Waqf Business	3,18	6,6	6,28	7,7
	100	100	100	100

Table 7: General Frequency of the businesses the female and male students prefer.

	Female	Male
Hotel Business	57	57
Public Business	219	217
Production Business	172	171
Store Business	111	171
Recreational Business	163	161
Waqf Business	47	47

When generally regarded to, it is seen that the students consider to manage public business and can prefer. The highest frequency does not differentiate among the females and males. We see that the businesses wanted to be managed according to the gender are not different. The highest frequency are for public business in both females and males.





### 5.1 When managing a business is under consideration, which sort of business comes to your mind?

62 of a total of 157 answers given to this question are in the direction of public business. The answer of public business is 39.5% as percentage. From this result, it is possible to understand that when management is under consideration, the first business coming into mind of the students of business management is public business. It can be considered that [the factors being effective] in realization of this result, just as they may be that the students of business management view public sector as secure and riskless, may be giving mostly examples from public sector during courses. .

The highest second answer given to this question with its frequency of 45 and the rate of 28.7%, production business. A significant section of the students also view production business as manageable. .

In this question, that there is not any answer more than 50% comes into mind that the students of business management can make the duties of management with the small differences.

### 5.2 I want to manage this business.

65 of 157 people and 31% as the rate answered this question as **production business**. That the highest score is production business shows that the sort of business the students will want to manage is production business. We can understand that when regarded to that the students aspire for management with a desire, they are courageous for this sector.

The highest second score is public business with 57 people and a rate of 27%. It is seen that the students most want to manage public business, following production business.

### 5.3 I can manage this business with pleasure.

The answer, which has the highest score, given to the question that “**I can manage this business with pleasure**” is recreational business with 55 people and a rate of 26.57%. The students consider that managing recreational businesses may be enjoyable. But, although the rate is the highest, due to the fact that it is very close to the other options and that it has a rate of quarter, we can consider that an answer can be given just as the students are not so sure about it and that managing with pleasure may be valid for all businesses.

### 5.4 I consider that it is easier to manage this business

The answer, which has the highest score, given to the question that “**I consider that it is easier to manage this business**” is recreational business, which is quite close to the rate of answer given to the question that “**I can manage this business with pleasure**”, with 54 people and a rate of 28%. The students consider that managing recreational businesses is easier. But, although this is the highest like rate of answer to the question that “**I can manage this business with pleasure**”, due to the fact that it is very close to the other options and that it has a rate of quarter, we can consider that an answer can be given just as the students are not so sure about it and that managing with pleasure may be valid for all businesses.

That the rates of answers given to the questions of “**I consider that it is easier to manage this business**” and “**I can manage this business with pleasure**” are very close to each other make think that the concepts of **managing with pleasure** and **easiness of managing** are considered together and connected.

## 6. CONCLUSION

In 2014, in this survey study we carried out on the students of business management department of FEAS, Uşak University, we attempted to acquire the tendencies of preferring business management department and becoming manager, and competence of education.





of the students. 2 of 3 expression group consisted of 5-point Likert Scale. 1 group of question was of sort requiring verbal answer, in which the students are asked about the sorts of business they imagine to manage. When evaluating these two groups of expression, standard deviation, mean, reliability, and sample competences are regarded to. The last group of question requiring were evaluated through percentage and number of answer.

In evaluation, it is seen that the female students became more successful compared to the male students from the aspect of mean of course marks and courses they cannot pass in one time

The first group of questions consisted of the questions of “1- Fortunately, I have selected business management department”, “2- I have consciously preferred business management department”, “3 - I can recommend business management department those wanting to prefer” , and “4 - Business management department I have preferred overlaps with the department I have already imagine”. The general mean of answers given to these questions actualized as 3.136. According to Likert Scale, since “1 - Definitely No, 2 –No,” 3 - I am indecisive, 4 – Yes, and 5 - Definitely no” are scaled, it is possible to evaluate this as an answer that is not very clear like “I am indecisive yet I am satisfied”. In addition, that standard deviation belonging to these answers actualizes as 1.203 on average shows that answers are quite close to the mean value. From this result, it is possible to understand that the students are in the position of satisfaction that is slightly higher than indecisiveness and that their expectations are hardly met.

The second group of question is about the perception of difficulty of business management. In this group, 3 questions were asked as “1 - Business management includes different kind of difficulties.”, “2 - It is difficult to become manager in a business”, “3 - Business management needs more effort compared to the other professions.”. The answers were scaled according to Likert Scale as “1 - Definitely No, 2 –No, 3 - I am indecisive, 4 – Yes, and 5 - Definitely no” The mean value belonging to this group of question actualized as 4.153. This result actualized higher than “Yes”. With moving from here, it is possible to reach the result that the students generally perceived the profession of business management as a difficult profession. In addition, since standard deviation of these results actualized as 0.973, which is relatively low, it is also to conclude that almost all results are close to the mean value. It can be stated that the profession of business management is perceived by the students as a difficult profession. The third group of questions is related to the competence perception of the courses of business management department. The students answered these group of questions as a mean of answer in the way that they want for the courses facilitating to adapt business life to be increased.

There are 4 questions in 4th group.. These are: “1- When managing a business is under consideration, which sort of business comes to your mind? “, “2-I want to manage this business”, “3 - I can manage this business with pleasure”, “4 - I consider that it is easier to manage this business”. In this group of question, it stands out that when managing is under consideration, the first business coming to mind is public business; that the business they want to manage is production business; the business that they consider that managing is easy and enjoyable is recreational business. It was seen that there is no difference in terms of business preference between the female and male students.

In the light of these aims, some suggestions such as that it is necessary to give more example from the application; that despite difficulties of profession of business management, probability to become successful is high in proportion with working; and that it is necessary to guide about becoming more successful in the favorite professions can be made to the





students of business management. Beside this, it is useful to express that it is also necessary to increase the satisfaction level of the students and eliminate perception of difficulty.

When we regard to the conclusion obtained from the study, it revealed that the female students were more successful compared to the female students; that the students want to manage public business the most; that they consider that in business management department, there is mostly need for the courses toward application in business management departments. In addition, while it is expected that managing a business for the students of business management is very easy, sample reported more view about difficulty of managing a business.

## REFERENCES

Arslan, M. (2011). Genel İşletme, Birecik.

Basim, H. N., Korkmazıyrek, H., & Tokat, A. O. (2008). Çalışanların Öz Yeterlilik Algılamasının Yenilikçilik Ve Risk Alma Üzerine Etkisi: Kamu Sektöründe Bir Araştırma. Selcuk University Social Sciences Institute Journal, 19.

Bilge, H., & BAL, V. (2012). Girişimcilik Eğilimi: Celal Bayar Üniversitesi Öğrencileri Üzerine Bir Araştırma. Journal of Süleyman Demirel University Institute of Social Sciences Year, 2(16).

Boz, Hakan., Yılmaz, Ozer., Arslan., Aytug and Koc, Erdogan (2016), A Comparison of Depression and Turnover Intentions of Hotel Employees in All- Inclusive and Non All-Inclusive Hotels, In Global Issues and Trends in Tourism (pp. 372-382). Sofia: St. Kliment Ohridski University Press.

Doğan, S., & Demiral, A. G. Ö. (2008). İnsan Kaynakları Yönetiminde Çalışanların Kendilerine Doğru Yolculuk Yöntemi: Yetenek Yönetimi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 17(3)

Doğan, S., & Demiral, A. G. Ö. (2008). İnsan kaynakları yönetiminde çalışanların kendilerine doğru yolculuk yöntemi: yetenek yönetimi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 17(3).

Fidan, Y., & Çiftçi, S. (2010). Farklı Fakültelerdeki İşletme Öğrencilerinin Girişimciliğe Bakışları. Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 2010(4).

<http://ba.metu.edu.tr/tr/hakkimizda>(18.11.2014)

<http://www.iktisatsozlugu.com/nedir-166-İşletme> (18.11.2014)

İşcan, Ö. F., & Timuroğlu, M. K. (2007). Örgüt kültürünün iş tatmini üzerindeki etkisi ve bir uygulama. Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi, 21(1).

Karacıoğlu, F., Gövez, E., & Kahya, C. (2011). Yöneticilerin İletişim Tarzı ve Kullandıkları Çatışma Yönetim Stili Arasındaki İlişki/The Relationship between Communication Style of Managers and Conflict Management Style Used by Them. Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 15(1).

Koc, E., & Boz, H. (2014). Psychoneurobiochemistry of tourism marketing. Tourism Management, 44, 140-148.





Kılıç, R., Keklik, B., & Çalış, N. (2012). Üniversite öğrencilerinin girişimcilik eğilimleri üzerine bir araştırma: Bandırma İİBF işletme bölümü örneği. Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 17(2).

Koçel, T. (2010). İşletme Yöneticiliği. İstanbul.

Kurnaz Niyazi, Gümüş Yusuf, Muhasebe ve Finansman Dergisi , 2010, ss.157-174

Kuştepe, Y., & Gülcan, Y. (2002). Dokuz Eylül Üniversitesi İşletme Fakültesi Öğrenci Profili: Yansımalar Ve Öneriler. Dokuz Eylül Üniversitesi İşletme Fakültesi Dergisi, 3(2).

Mucuk İsmet, Modern işletmecilik, Türkmen Kitabevi 2008 İstanbul

Özalp, İ., Tonus, H. Z., & Sarıkaya, M. (2008). İktisadi ve İdari Bilimler Fakültesi öğrencilerinin kurumsal sosyal sorumluluk algılamaları üzerine bir araştırma.

Özen, E., Genç, E., & Kaya, Z., (2014). Trafik Kazalarının Nedenlerine İlişkin Düşünceler ve Trafikte Farkındalık: Uşak İli Örneği, Uşak Üniversitesi İİBF Optimum Dergisi, 1(1), 1-19.

Özevren, M. (2009). İşletme Yönetimi, Türkmen Kitabevi, İstanbul.

Özsoy, T., & Gelibolu, L. (2010). Meslek Yüksek Okulu Öğrencilerinin Pazarlama Algısı: Bir Vakıf Ve Bir Devlet Meslek Yüksek Okulunda Uygulama. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 7(13), 404-419.

Saruhan, Ş. C. vd. (2013). İşletme Fonksiyonları. Eskişehir: Anadolu Üniversitesi Yay.

Seyrek, İ. H. (2010). İşletme Bölümü Öğrencilerinin Bilgi Teknolojilerine Yönelik Tutumları ve Yeterlik Düzeyleri. (In Turkish). Business Students' Attitudes Towards and Competency in Information Technology. (English), 9, 387-406. Online: <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=57547987&lang=tr&site=ehost-live>

Taşpınar, M. (2014). Mesleki Eğitimde Uzaktan Eğitim Ve Toplumsal Algı. Eğitim ve Öğretim Araştırmaları Dergisi, 3(4), 1-7.

Tuncer D. vd., (2011). Genel İşletmecilik Bilgileri, Siyasal Kitabevi, Ankara, s. 23.

Yıldırım, V. (2000). Genel işletmecilik I-II, ders notları, , Değişim Yayınları, Adapazarı.

