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UNIVERSITY- REGIONAL DEVELOPMENT RELATIONSHIP: CONTRIBUTION TO THE REGIONAL ECONOMY OF ANTAKYA VOCATIONAL SCHOOL STUDENT PAYMENTS

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ABSTRACT

Student expenditures between the regional economic contribution of universities is an important place. The aim of this study is to show that the student expenditures of the Antakya Vocational School located in Mustafa Kemal University within the province of Antakya in Hatay/Turkey province contribute to the regional economy which has not yet completed the development process. The data of the study were obtained from a face-to-face survey conducted by 608 students from 2507 students who were active students. Data analysis in the study was done in SPSS for Windows 22 program. According to this, a student spent an average of 878 TL per month. Based on this result, it can be said that 2507 students contributed TL 20.698.160 to the regional economy in the period of 2016-2017 education. The survey also determined the share of students within the total expenditure groups in the spending budget.

Keywords: Regional Development, Antakya Vocational school, Expenditure

1. INTRODUCTION

Although the basic functions of the universities are to produce scientific knowledge, to train qualified human power and to contribute to society, today, it is expected that the universities will contribute to other fields in the cities they are founded. Universities are important actors in the city because they employ a large number of people in a wide range of local economies, purchase local goods and services, and are an associate of the city's cultural life and built environment.

Education and training institutions are one of the many variables that affect the socio-cultural and economic development of countries. The place of education and training institutions in these variables differs in terms of qualifications. In this context, educational institutions are not only function as economic development institutions of the country's economies but also have the function of enabling economic development to be sustainable and supporting intellectual accumulation by supporting it with socio-cultural development. In the realization of this function that the education-training institutions have undertaken, the share of the universities is greatly high. Universities primarily contribute to the socio-cultural and economic development of the region in which they are founded and these contributions are spreading throughout the country in the process.

Universities are universal institutions that provide high-level scientific education, conduct scientific and technological research, aim to train qualified personnel in accordance with the changing conditions of the global economy, and guide them in all areas of community. Universities are educational institutions that provide important contributions to the economic, social and cultural structures of the cities they work besides their scientific contribution (Çalışkan, 2010: 177).



Today, universities have a variety of goals beyond being educational institutions where information is produced. In this sense, the role that universities play in the development of the city and the region can not be denied, in addition to the cooperation they have established in various fields with the public and private institutions in the cities and regions to which they are affiliated. To elucidate this, a number of researches have been conducted investigating the effects of the universities on the cities where they are founded. Bleaney et al. (1992: 305)

Positive economic contributions of universities in our country are felt more clearly in cities where industry and services sector are not developed sufficiently and the basic economic activity is agriculture. Universities are particularly important contributors to local economies in economically underdeveloped regions with relatively low populations. Institutional purchases of goods and services by universities, expenditures of academic and administrative personnel, and students' expenses make a significant contribution to the city's economy. As universities develop and student numbers increase, students' expenditures become one of the most important injection sources for the settlement units they spend (Çalışkan ve Demir, 2011: 241). From this point of view, it can be said that the dominant factor behind the higher education policy followed in Turkey is the contribution of the universities to local economies.

In the new era in which competition between institutions in higher education will increase and they will have difficulty in attracting students, the vocational schools will be the most disadvantageous in today's circumstances. Vocational schools should strive to preserve and increase student numbers by offering more opportunities than their old counterparts. These efforts should be addressed on a broader scale, from improving the quality of education, providing adequate internship and job opportunities, to improving students' accommodation and socio-cultural needs. In this process, it is vital for the vocational schools to raise their awareness of the settlements in which they operate, and to increase the support of local governments and non-governmental organizations to the management of vocational schools.

As of October 07, 2015, the number of universities in Turkey is 193. These universities operate in various urban and rural areas of Turkey through various higher education institutions. In this study, it is aimed to calculate the monetary contribution to the Antakya economy in the 2016-2017 academic year, with expenditures made by Mustafa Kemal University, Antakya Vocational High School students, Antakya Vocational School Personnel Payments and other expenditures.

2. METHODS

In this research, a survey study was conducted in order to obtain the data about the structure of expenditures and the amount of expenditures of the students who were educated at Mustafa Kemal University Antakya Vocational School. Face to face questionnaires were administered to 608 students in Vocational School with a total of 2507 active students. SPSS statistical package program was utilized in the analysis of the data. Simple arithmetic averages and percent distributions were used in the evaluation and interpretation of the data obtained in the research. In addition, the data of the salaries of academic and administrative staff as well as the collections of the school current services were provided by the school administration.

In this framework, it is aimed to reveal the contribution of Antakya Vocational School especially student expenditures to Antakya economy.

3. LITERATURE

Considering the geographical distribution and numbers of the universities and affiliated units in Turkey, it can be said that there is not a large literature. With the increase of the number of universities in Turkey and the establishment of universities in each province every year in 2000s, with the opening of new higher education institutions in the districts and borders, interest has been increased and many analyzes have been made. Each of these analyzes has calculated the monetary contributions of the higher education institution/institutions to the region by using questionnaire, econometric modeling, etc. and it has reached different findings with different local characteristics, expenditure tendencies and calculation methods. Some of these analyzes can be seen in Table 1.

In general, it is understood that the monthly average of the student expenditures, which varies from the average of 365 TL to 878 TL provides a significant monetary injection to the regional economies on an annual basis, while varying according to the study and geographical position made in different years.

In this scope; The study will be organized as follows: In the following section, the related literature will be mentioned. In the third part, information about the analysis method and questionnaire application will be shared, the findings obtained from the application will be included and the study will be completed by evaluating the results obtained from the findings.



Table 1: Literature Summary of Universities' Local Economic Monetary Contribution

| Author (publication year) | Working University / Unit | Examination year | Result (Calculated Contribution) |
|------------------------------|---|------------------------|---|
| Ergün (2003) | Afyon Kocatepe University, Bolvadin Meslek Yüksek Okulu | 2003 | Student spending average: 365 TL / month, Total contribution: 3.800.000 TL / year |
| Tarı et.al. (2006) | Kocaeli University | 2004 | Student spending average: 377 TL / month, Total contribution: 13.000.000 TL / year |
| Taşçı et.al. (2008) | Eskişehir Anadolu University | 2007 | Total Contribution: 1.006.239.549 TL / year |
| Kaşlı and Serel (2008) | Balıkesir University, Gönen MYO | 2007 | Student spending average: 519 TL / month, Total contribution: 3.622.950 TL / year |
| Dalğar et.al (2009) | Burdur Mehmet Akif Ersoy University; Bucak Hikmet Tolunay MYO, Bucak Emin Gülmez Teknik Bilimler MYO, Bucak Zeliha Tolunay Uyg. Teknoloji ve İşletmecilik YO | 2008 | Student spending average: 468 TL / month, Total contribution: 17.017.485 TL / year |
| Akçakanat et.al. (2010) | Isparta Süleyman Demirel University | 2003,2005 2007,2009 | Student spending average: 474 TL / month, Total contribution: 81. 591.000 TL / year |
| Çalışkan (2010) | Uşak University | 2008 | Student spending average: 560 TL / month, Total contribution: 50.000.000 TL / year |
| Selçuk (2012) | Erzurum Atatürk University | 2012 | Student spending average: 744 TL / month, Total contribution: 186.300.000 TL / year |
| Selçuk and Başar (2012) | Kars Kafkas University | 2012 | Student spending average: 549 TL / month, Total contribution: 54.900.000 TL / year |
| Soysal et.al. 2012) | Kilis 7 Aralık University | 2012 | Student spending average: 414 TL / month, Total contribution: 29.808.000 TL / year |
| Çalışkan and Demir (2013) | Manisa Celal Bayar University Köprübaşı MYO | 2013 | Student spending average: 574 TL / month, Total contribution: 2.009.601 TL / year |
| Tösten et.al. (2013) | Diyarbakır Dicle University | 2013 | Student spending average: 600 TL / month, Total contribution: 132.000.000 TL / year |



| | | | |
|----------------------------|-------------------------------------|------|---|
| Demireli and Taşkın (2013) | Kütahya Dumlupınar University | 2013 | Student spending average: 495 TL / month, Total contribution: 135.654.750TL TL / year |
| Çam (2013) | Gümüşhane University | 2012 | Student spending average: 420 TL / month, Total contribution: 77.000.000 TL / year |
| Aydın et.al. (2015) | Balıkesir University, Bandırma İİBF | 2014 | Student spending average: 842 TL / month, Total contribution: 86.359.425 TL / year |
| Aydın et.al. 2016) | Balıkesir University, Manyas MYO | 2016 | Student spending average: 723 TL / month, Total contribution: 2.564.145 / year |

4. EFFECTS OF HIGHER EDUCATION INSTITUTIONS ON REGIONAL DEVELOPMENT

Development efforts are defined as activities aimed at improving a society in terms of socio-cultural and economic sense. Incidence of development includes different variables, but economic variables play an important role in these variables. In this context, the economic development that forms the basis of development refers to developments and progresses both in economic and social structure (Devecioğlu and Sankaya, 2005: 3).

Purchases of goods and services made by universities and their affiliated units, infrastructure and superstructure expenditures are bringing vitality to the regional economy. Universities make a significant contribution to the development of the city, the country, and even the world, where they are founded in economic, social and cultural fields, even in areas such as health, communication and transport. According to Phelps, universities in the United States have a positive and positive effect on the welfare of the people of the region, and there is a positive relationship between public investments in higher education and the economic growth of the region and the country. From this, Phelps said developing countries could increase their economic gains by establishing universities in large rural areas or by opening various higher education programs. (Phelps, 1998: 149). In particular, in countries or regions experiencing high unemployment, the local effects of the universities become more significant and meaningful (Armstrong et al., 1997: 339).

Universities, which play an important role in the development of development policies and innovation systems, provide some of the benefits of scientific research, knowledge production and diffusion, democratization and structural change, despite some limitations (Arocena et al., 2015: 11-19). The most important function in meeting qualified workforce required by the country is undoubtedly the universities. Beyond raising qualified scientists, universities collaborate with local elements to create technology and knowledge transfer processes, contributing to regional economic growth and innovation (Bramwell and Wolfe 2008: 1175-1176).

Universities are one of the important institutions of today's information society, urban, regional and national economies. According to Pavel and Ticau (2014); Today, universities support students' participation in civil and social life by linking their needs and resources with their academic needs and resources. The roles of the universities, which play an important role in preparing individuals for society, are as follows (Pavel and Ticau, 2014: 118-121):

- The important role in social change,
- The role of facilitating and promoting the emergence of new cultural values,
- The role of modern society,
- The role of discrimination between individual education and higher education for the masses,
- The role of national identity protection and development for the real development of society,
- The role of restructuring human individuality in a way that is not uniform, preserving differences.

According to the findings of a study conducted by the OECD, it is accepted that the countries that mainly invest in higher education have benefited economically and socially. For example, every dollar spent on achieving high qualifications in OECD countries is assumed to provide significant recycling through economic growth. This investment benefits not only those who benefit from higher



education opportunities, but the entire community. Countries that provide their citizens with an additional year of education may increase their productivity over time and increase their economic output by 3-6% (Yao, 2008: 43).

5. THE ROLE OF THE VOCATIONAL SCHOOL IN THE DEVELOPMENT

The history of the universities as a regional development tool dates back to the 1960s. According to Özyaba (1999: 1), since then, universities have been established in the undeveloped regions of many European countries and it is expected that these institutions will develop their region in a versatile way.

The fact that countries have different regional characteristics in geographical, economic and socio-cultural sense has brought the concept of regional development to the agenda. At its simplest level, regional development can be defined as the evaluation of development at regional level (Ergün, 2003: 3). The fact that all regions of a country have the same level of development is very difficult due to the differences in geographical and economic variables. This challenge increases the importance of the concept of regional development.

One of the most important elements supporting regional development is the higher education institutions in that region, namely universities and their affiliated units. Universities are known to play a very important role in the socio-cultural and economic development of the region where they are established. In addition, the long-term contributions of these universities provide opportunities for sustainable development (Albeni, 2000: 152). The higher education institutions established in less developed regions have a regulatory influence on the distribution of income with the economic contribution they provide to the region (Albeni, 2001: 140).

The academic review of the economic contributions of the universities to the regions in which they were established began with the 1971 report of the American Educational Council and became widespread in the 1990s. Research conducted first in American and British universities followed Western European, Continental Europe and Far East universities (Tasci et al., 2008: 7). Wilson's study of the local economy contribution of students to local economy at Tulsa University in 1972 can be accepted as one of the early studies (Soysal et al., 2012: 265).

In a study (Kim, 2008: 7) conducted by John Han Kim for Korea, it is clear that the regional economic effects of universities are shaped by university factors (promotion and provision), regional factors (cultural and industrial infrastructure), environmental factors (economic-political environment and government policies) and common factors (historical development).

When vocational school education evaluated as a process, it evaluates the inputs according to the expectation of the parties and contributes to the achievement of outputs that support development. Vocational schools also pioneer regional innovations, taking advantage of being close to local economies. Proper management of this process will provide qualified professional staff members with higher added value as well as vocational training and more qualified production in fields that will provide competitive advantage in international market.

There is also a need to improve and support the vocational schools in order to make contribution and attractiveness at the targeted level of regional development. In this sense, local administrators' support for vocational schools, such as eliminating financial needs, will make the higher education in the region more attractive.

6. CONTRIBUTION OF ANTAKYA VOCATIONAL SCHOOL TO REGIONAL ECONOMY

Antakya Vocational School, which is affiliated to Mustafa Kemal University and which is located in Antakya, employs 69 personnel including 43 teaching staff, 13 administrative personnel, 9 security personnel and 4 cleaning personnel. The number of registered students is 4.883. However, 2507 students who were active (currently studying in first and second grade) were included in this study.

7. FINDINGS

7.1.GENERAL FINDINGS



| Where Do You Reside | | | | | |
|----------------------------|-----------------------|------------|-------------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | State Dormitory | 164 | 27,0 | 27,0 | 27,0 |
| | Private Dormitory | 33 | 5,4 | 5,4 | 32,4 |
| | Apart House | 128 | 21,1 | 21,1 | 53,5 |
| | House for rent | 56 | 9,2 | 9,2 | 62,7 |
| | With my family | 200 | 32,9 | 32,9 | 95,6 |
| | Other | 27 | 4,4 | 4,4 | 100,0 |
| | Total | 608 | 100,0 | 100,0 | |

The majority (32.9%) of the students studying at Antakya Vocational School stay with the family.

| Your Reason Of Preference Antakya Vocational School | | | | | |
|--|-----------------------------------|------------|-------------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Because it is close | 326 | 53,6 | 53,6 | 53,6 |
| | Because it is recommended | 33 | 5,4 | 5,4 | 59,0 |
| | Physical Facilities of the School | 5 | ,8 | ,8 | 59,9 |
| | Education-Teaching Level | 38 | 6,3 | 6,3 | 66,1 |
| | Score | 133 | 21,9 | 21,9 | 88,0 |
| | Other | 73 | 12,0 | 12,0 | 100,0 |
| | Total | 608 | 100,0 | 100,0 | |

The first reason of students' preference(53.6) Antakya Vocational School is that it is close to their residences.

| Cost Of Life in Antakya | | | | | |
|--------------------------------|-------------|------------|-------------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Very High | 42 | 6,9 | 6,9 | 6,9 |
| | High | 188 | 30,9 | 30,9 | 37,8 |
| | Same | 251 | 41,3 | 41,3 | 79,1 |
| | Low | 127 | 20,9 | 20,9 | 100,0 |
| | Total | 608 | 100,0 | 100,0 | |

The students studying at Antakya Vocational School have expressed that the majority life cost in Antakya is the same(41.3) with the cost in the region they come.

| Food And Beverage Prices In Antakya | | | | | |
|--|----------------|------------|-------------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Very Expensive | 45 | 7,4 | 7,4 | 7,4 |
| | Expensive | 192 | 31,6 | 31,6 | 39,0 |
| | Normal | 347 | 57,1 | 57,1 | 96,1 |
| | Cheap | 24 | 3,9 | 3,9 | 100,0 |
| | Total | 608 | 100,0 | 100,0 | |

The students studying at Antakya Vocational School stated that the prices are normal (57.1%) regarding the food and beverage prices in Antakya.



7.2.FINDINGS ON STUDENT EXPENDITURES

Table 3: Clothing and Footwear Expenditures

| Spending Slices | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-----------------|---------------|------------|-------------|---------------|----------------------------|------------------------|
| Valid | 20-30 | 129 | 12,2 | 12,2 | 25 | 3225 |
| | 31-50 | 161 | 16,1 | 16,1 | 40 | 6440 |
| | 51-100 | 143 | 30,1 | 30,1 | 75 | 10725 |
| | 101-150 | 51 | 25,3 | 25,3 | 125 | 6375 |
| | 151-180 | 24 | 16,3 | 16,3 | 165 | 3960 |
| | Total | 608 | 100 | 100 | | 30725 |
| | | | | | Spending per capita | 51 |

Table 4: Transportation Expenses

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-------|---------------|------------|-----------|---------------|----------------------------|------------------------|
| Valid | 20-30 | 49 | 8,1 | 8,1 | 25 | 1225 |
| | 31-50 | 144 | 15,3 | 15,3 | 40 | 5760 |
| | 51-100 | 265 | 37 | 37 | 75 | 19875 |
| | 101-150 | 120 | 23 | 23 | 125 | 15000 |
| | 151-180 | 28 | 16,3 | 16,3 | 165 | 4620 |
| | Missing | 2 | 0,3 | 0,3 | | |
| | Total | 608 | 100 | 100 | | 46480 |
| | | | | | Spending per capita | 76 |

Table 5: Housing Expenses

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-------|----------------|------------|-------------|----------------------------|------------------|------------------------|
| Valid | 0-100 | 135 | 22,2 | 23,6 | 50 | 6750 |
| | 101-250 | 198 | 27,1 | 28,8 | 175 | 34650 |
| | 251-500 | 211 | 24,5 | 26 | 375 | 79125 |
| | 501-750 | 30 | 16,9 | 18 | 675 | 20250 |
| | 751 - 1000 | 8 | 3,3 | 3,5 | 875 | 7000 |
| | Total | 573 | 94,2 | 100 | | 147775 |
| | Missing | 35 | 5,8 | 100 | | |
| Total | 608 | 100 | | Spending per capita | 258 | |

**Table 6: Nutrition Expenses**

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-------|----------------|------------|-----------|---------------|----------------------------|------------------------|
| Valid | 50-100 | 150 | 24,7 | 24,7 | 75 | 11250 |
| | 101-250 | 260 | 39,8 | 39,8 | 175 | 45500 |
| | 251-500 | 140 | 23 | 23 | 375 | 52500 |
| | 501-750 | 49 | 9,7 | 9,7 | 625 | 30625 |
| | 751 -1000 | 9 | 2,8 | 2,8 | 875 | 7875 |
| | Total | 608 | 100 | 100 | | 147750 |
| | | | | | Spending per capita | 243 |

Table 7: Mobile Phone Expenses

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-------|--------------|------------|-----------|---------------|----------------------------|------------------------|
| Valid | 0-20 | 88 | 14,5 | 14,5 | 10 | 880 |
| | 21-50 | 396 | 59 | 59 | 35 | 13860 |
| | 51-70 | 83 | 16,9 | 16,9 | 60 | 4980 |
| | 71-100 | 30 | 4,9 | 4,9 | 65 | 1950 |
| | 101-120 | 9 | 4,6 | 4,6 | 110 | 990 |
| | Total | 608 | 100 | 100 | | 22660 |
| | | | | | Spending per capita | 37 |

Table 8: Educational Expenses

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-------|--------------|------------|-------------|---------------|----------------------------|------------------------|
| Valid | 0-20 | 210 | 31,3 | 31,3 | 10 | 2100 |
| | 21-50 | 262 | 39,8 | 39,8 | 35 | 9170 |
| | 51-70 | 92 | 21,7 | 21,7 | 60 | 5520 |
| | 71-100 | 27 | 4,4 | 4,4 | 65 | 1755 |
| | 101-120 | 17 | 2,8 | 2,8 | 110 | 1870 |
| | Total | 608 | 100 | 100 | | 20415 |
| | | | | | Spending per capita | 34 |

Table 9: Personal Care Expenses

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|-------|-------|-----------|---------|---------------|------------------|------------------------|
| Valid | 20-30 | 148 | 24,3 | 24,3 | 25 | 3700 |
| | 31-50 | 210 | 34,5 | 34,5 | 40 | 8400 |



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|----------------------------|---------------|------------|-------------|-------------|-----------|--------------|
| | 51-100 | 179 | 29,4 | 29,4 | 75 | 13425 |
| | 101-150 | 48 | 7,9 | 7,9 | 125 | 6000 |
| | 151-200 | 23 | 3,8 | 3,8 | 175 | 4025 |
| | Total | 608 | 100 | 100 | | 35550 |
| Spending per capita | | | | | | 58 |

Table 10: Culture-Entertainment-Sports Expenditures

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|----------------------------|--------------|------------|-------------|---------------|------------------|------------------------|
| Valid | 0-20 | 106 | 20,7 | 20,7 | 10 | 1060 |
| | 21-50 | 228 | 28,8 | 28,8 | 35 | 7980 |
| | 51-70 | 149 | 26,2 | 26,2 | 60 | 8940 |
| | 71-100 | 67 | 14,3 | 14,3 | 65 | 4355 |
| | 101-120 | 18 | 10 | 10 | 110 | 1980 |
| | Total | 608 | 100 | 100 | | 24315 |
| Spending per capita | | | | | | 40 |

Table 11: Chance Games Expenditures

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|----------------------------|-------------|------------|-----------|---------------|------------------|------------------------|
| Valid | 0-20 | 380 | 59 | 79,6 | 10 | 3800 |
| | 21-50 | 34 | 5,6 | 7,5 | 35 | 1190 |
| | 51-70 | 22 | 3,6 | 4,9 | 60 | 1320 |
| | 71-100 | 13 | 2,1 | 2,9 | 65 | 845 |
| | 101-120 | 8 | 3,8 | 5,1 | 110 | 880 |
| | Total | 451 | 74,2 | 100 | | |
| Missing | System | 157 | 25,8 | | | |
| Total | | 608 | 100 | | | 8035 |
| Spending per capita | | | | | | 18 |

Table 12: Other Expenses

| | | Frequency | Percent | Valid Percent | Average Spending | Monthly Total Spending |
|----------------------------|---------------|------------|-------------|---------------|------------------|------------------------|
| Valid | 20-30 | 147 | 12,7 | 12,7 | 25 | 3675 |
| | 31-50 | 211 | 21,2 | 21,2 | 40 | 8440 |
| | 51-100 | 200 | 32,9 | 32,9 | 75 | 15000 |
| | 101-150 | 48 | 18,1 | 18,1 | 125 | 6000 |
| | 151-180 | 32 | 15,1 | 15,1 | 165 | 5280 |
| | Total | 608 | 100 | 100 | | 38395 |
| Spending per capita | | | | | | 63 |



Table 13: Personal Care * Gender Crosstabulation

| | | Gender | | Total | Average Spending | Female Spending | Male Spending | Total Spending |
|--------------|-----|----------------------|-------|-------|------------------|---------------------------|---------------|----------------|
| | | Female | Male | | | | | |
| | | Personal Care | 20-30 | | | | | |
| 31-50 | 103 | | 107 | 210 | 40 | 4120 | 4280 | 8400 |
| 51-100 | 123 | | 56 | 179 | 75 | 9225 | 4200 | 13425 |
| 101-150 | 42 | | 6 | 48 | 125 | 5250 | 750 | 6000 |
| 151-200 | 18 | | 5 | 23 | 175 | 3150 | 875 | 4025 |
| Total | | 310 | 298 | 608 | | 22345 | 13205 | 35550 |
| | | | | | | Spending per capita Woman | 72 | |
| | | | | | | Spending per capita Men | 44 | |

8. GENERAL EVALUATION OF STUDENT EXPENSES

Monthly per capita expenditure items of Antakya Vocational School students are given in Table 14.

Table 14: Monthly Per Capita Student Expenses

| Spending Types | Per Capita Expenses(TL) | Monthly Total Expenses |
|------------------------------|-------------------------|------------------------|
| Clothing and Footwear | 51 | 30725 |
| Transportation | 76 | 46480 |
| Housing | 258 | 147775 |
| Nutrition | 243 | 147750 |
| Mobile Phone | 37 | 22660 |
| Educational | 34 | 20415 |
| Personal Care | 58 | 35550 |
| Culture-Entertainment-Sports | 40 | 24315 |
| Chance Games | 18 | 8035 |
| Other | 63 | 38395 |

According to Table14,in the first place, the per student spending is 258 TL with the cost of accommodation, the second place is 243 TL with nutrition expenses and in the 3rd place 76 TL with transportation expenses. Among the total monthly expenditures of the students, the first place is the cost of housing with 147,775 TL and the second is the cost of nutrition with 147,750 TL The least monthly and total spending item is games of chance.

The most striking issue in expenditure items is the relationship between personal care and gender in Table 13. According to the table, the cost of personal care for female students is 72 TL per month, while that of men is much lower than this figure (44 TL).

Table 15: Contribution of Expenditures to Antakya Economy (TL)

| | |
|----------------------------------|--|
| 878 TL | Monthly Expenditure of 1 student |
| 2.201.146 (878 TL*2507 Students) | Monthly Total Student Expenditure |
| 17.609.168 | Total Student Expenditure in 8 months |
| 3.088.992 | Staff salaries and expenses of current service |
| 20.698.160 | TOTAL EXPENDITURES |



9. CONCLUSION

When a general evaluation was made, it was determined that the students studying at Antakya Vocational High School contributed 17,609,168 TL to the Antakya district economy in the academic year of 2016-2017. In addition to this, total of monthly salaries of academic and administrative staff working in Antakya vocational school is 2,850,243 TL and current service procurement total is 238,749 TL and it has been determined that this figure has reached to approximately 20.698.160 TL This value is much higher than the value added created by many businesses operating in Antakya.

The first three orders of the students in the spending budget are the expenses for accommodation, nutrition and transportation. Students are differentiated according to sex in accordance with expectations in the budget of expenditure. The most important separation by gender variable is seen in personal care expenditures. Findings in the study seem to be consistent with the results of studies that are similar in terms of method and scope, involving student spending.

As a result of all these evaluations, it turns out that the Antakya Vocational School contributes significantly to the Antakya economy. By cooperating with related institutions and solving existing problems; the economic, social and cultural contributions provided will increase. Generally, public institutions and organizations, especially local governments, residents of Antakya and non-governmental organizations should be in an effort to create a socio-cultural infrastructure that can meet the needs of students. This will increase both the appeal and the income of the region. As a result, the economic vitality of the region will revive and new investment, opening up new commercial enterprises will increase the interest in the region, thus increasing the employment and living quality of the region.

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