UŞAK URBAN PERCEPTION OF THE STUDENTS AT UŞAK UNIVERSITY

UŞAK ÜNİVERSİTESİ ÖĞRENCİLERİNİN UŞAK KENT ALGISI

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ABSTRACT

Urban perception is a form of awareness that distinguishes a city from other cities, revealing its distinctive and specific characteristics. Perception /perception of the city; is differentiated at the individual level according to the level of relations and communication established with the city and to other ties (spatial, socio-cultural, socio-economic). The features that each individual takes into consideration and takes care of is a different one and these characteristics vary from person to person. In this context, it is important to investigate urban perception of Uşak from the point of view of university students. Because, the students of Usak University constitute an important resident population for the city andmost of the students from outside the city are the determining factors of the perception of the city. The aim of this research is to identify the determining criteria of urban perception on Uşak City based on student population. The results of the research are expected to reveal important indicators can be used by the relevant authority and persons devoted to the planning decisions and urban policy/strategy development for the future of Uşak City, which is rapidly studentified. Questionnaire implementation using simple random sampling technique is the basic method of research. The obtained data was evaluated by SPSS program and supported by table and graphical presentations.

Keywords: City, Urban Perception, University Students, Usak University.

ÖZET

Kent algısı, bir kentin diğer kentlerden ayırt edilmesini sağlayan, farklılaşan ve kendine özgü/özel özelliklerini ortaya koyan bir farkındalık biçimidir. Kentin algılanması/algısı; kentle kurulan ilişki ve iletişim düzeyine ve diğer bağlara (mekânsal, sosya-kültürel, sosyo-ekonomik) göre bireyler düzeyinde farklılaşmaktadır. Her bireyin bir kenti tanımlamasını sağlayan, dikkate aldığı ve önemsediği özellikleri farklıdır ve bu özellikler bireyden bireye değişkenlik göstermektedir. Bu bağlamda, üniversite öğrencilerinin bakış açısıyla, Uşak kent algısının araştırılması önemlidir. Çünkü, Uşak Üniversitesinin öğrencileri, kent için önemli bir yerleşik nüfus oluşturmaktadır ve çoğu dışardan gelen öğrenciler kentin algısının kriterlerini etkin belirleyici niteliktedir. Bu araştırmanın amacı Uşak Kenti özelinde kent algısının belirleyici kriterlerini öğrenci nüfusu üzerinden tespit ederek ortaya koymaktır. Araştırma sonuçları ile, hızla öğrencileşen Uşak Kentinin geleceğine yönelik, planlama kararları alma ve kentsel politika/strateji geliştirme açısından ilgili yetkili birim ve kişiler için yararlanabilecekleri önemli göstergeler ortaya konulması beklenmektedir. Basit tesadüfi örneklem tekniği ile gerçekleştirilen anket uygulaması araştırmanın temel yöntemidir. Elde edilen veriler, SPSS programı üzerinden değerlendirilerek, tablo ve grafik görsel sunumları ile desteklenmiştir.

Anahtar Kelimeler: Kent, Kent Algısı, Üniversite Öğrencileri, Uşak Üniversitesi.

1. INTRODUCTION

Urban perception is a form of awareness that distinguishes a city from other cities, revealing its distinctive and specific characteristics. Perception /perception of the city; is differentiated at the individual level according to the level of relations and communication established with the city and to other ties (spatial, socio-cultural, socio-economic). The features that each individual takes into consideration and takes care of is a different one and these characteristics vary from person to person.

Universities and university students are important dynamics in terms of the evaluation of urban perception. In recent years, especially with the establishment of universities in each city, large

student populations interacted rapidly with the social-economic-spatial areas of the city. University students, which have become the largest population mobility in a city, are a very important factor in determining the perception of a city. Because the student population coming from outside the city defines and evaluates the cities according to their point of view.

It is also seen that the study of the urban perception of the students of different universities in different cities together with the process of establishing a university in each city has begun to create a current field of study. It is important to mention some remarkable studies, especially in this area.

Karadağ and Turut (2013), in their study titled "A Research on Urban Environment Perception of Undergraduate Students: Case of İzmir" examined the environmental perceptions, by the students at Ege University, of İzmir that is the city where students at Ege University live and that has maintained the urban tradition since the past and the reasons for this.

Demirel (2014), in his study titled "Burdur City Image: A Case Study On Mehmet Akif Ersoy University Students" tried to measure students' perceptions about Burdur city image. For this purpose, he examined students' perceptions of the city's advantages, abstract image elements and Burdur people.

Sağdıç (2014), in his study titled "Analysing of Perceptions of University Students in Terms of the City Image on İstanbul" examined different urban perceptions of university students on İstanbul and presented approches related to various spatial problems through interested in the future of the urban.

Gündoğdu etc. (2016), in their study titled "An Experimental Study on Perception of the City of Kırklareli", examined the effects of the city experiences on urban perceptions of City Planning Students; urban perception differences between temporary users (students) and long-term users of the city; the perceptibility of the city.

Gürhan (2016), in her study titled "Research on Urban Perception of Diyarbakır", examined the general perceptions of Diyarbakır people and the perceptions of the inhabitants in their minds about the districts which reflected the spatial and cultural differences.

Sankır and Sankır (2017), in their study titled "University-City Interaction and Perseption in Terms of Social Change: The Case of Bülent Ecevit University" examined the interaction of a university with city and how economic, social and cultural contributions of Bülent Ecevit University are perceived by city people.

Şahbudak and Öztürk (2017), in their study titled "The Perception of Cumhuriyet University in Sivas in the Context of University-City Interaction" examined the institutional image of Cumhuriyet University; the perceptions of the city-dwellers towards the university and the expectations of them from the university.

Demirbaş etc. (2017), in their study titled "The Development of City Perception Scale about Kırşehir" emphasized the necessary of determining the perceptions of students about the city by a reliable and valid scale. They generated an item pool and asked to experts of those items. At the end of the study they developed a reliable and valid scale to determine city perception of university students about Kırşehir.

Pekküçükşen etc. (2018), in their study titled "Karaman Urban Perception of the Students at Karamanoğlu Mehmetbey University" emphasized that learning about safety, accommodation, social facilities and transportation related evaluations can reveal more significant differences for students among the many dimensions of urban perception shaping. In this direction they put forward expectations and suggestions.

It is seen from the above examples that the studies on the city perceptions of the students of the universities in different cities started to increase rapidly. The original aspect of this research is that

no research has been conducted by analyzing Uşak University-University Students-City Perception relationship. The research is capable of filling a gap in the literature in this respect.

The aim of this study is to measure the perception of Uşak city from the perspective of the students and to determine the criteria of this perception. The starting point of the study is the desire to evaluate the Uşak City -with a population of 250.006 (TÜİK, 2018) - from a student point of view, which has a university student population of 33.128 (Uşak Üniversitesi, 2018). With the results of the research, the importance of the research will be raised for the future of Uşak city, which will be used for planning decisions and urban policy / strategy development. This research is a unique study in terms of to put forward both the conceptual definitions and the spatial definitions of the university students.

2. RESEARCH MOTHODOLOGY

The questionnaire application with simple random sampling technique based on quantitative research is the basic method of research.

In the preparation of the questionnaire and in the development of the research scale, two different studies were used/considered as the source. These are;

1. Mustafa Demirel's research: "Burdur City Image: A Case Study On Mehmet Akif Ersoy University Student"
2. Arife Karadağ and Hatice Turgut's research: "A Research on Urban Environment Perception of Undergraduate Students: Case of Izmir"

Survey questions were grouped under 7 different titles appropriate to purpose of the research. These are:

1. Evaluation of Uşak City in terms of its advantages
2. Evaluation of Uşak City in terms of its general characteristics
3. Evaluation of Uşak citizens in terms of their general characteristics
4. Reasons of why students feel/not feel as a citizen of Uşak
5. The first five words that come to mind when you hear the word Uşak
6. First five favorite characteristics of Uşak
7. First five uncomfortable characteristics of Uşak

Different question types have been used together in the preparation of questionnaires. 5-Point Likert Scale was used on 1.2.3. question groups. The 4. question group is closed-ended and multiple-choice question type. 5.6 and 7. question groups were formed from open-ended questions.

While simple random sample techniques have been used in the selection of the sample, it was limited by "being from outside the city of Uşak" preliminary condition in participant selection. The survey was realized with a total of 618 university students on the central campus. It has been observed that the answers reached a certain level of saturation.

SPSS (Statistical Package Social Science) statistical program was used for data analysis. The obtained data were evaluated by SPSS program and supported by visual presentations of tables and graphics.

3. FINDINGS AND DISCUSSIONS
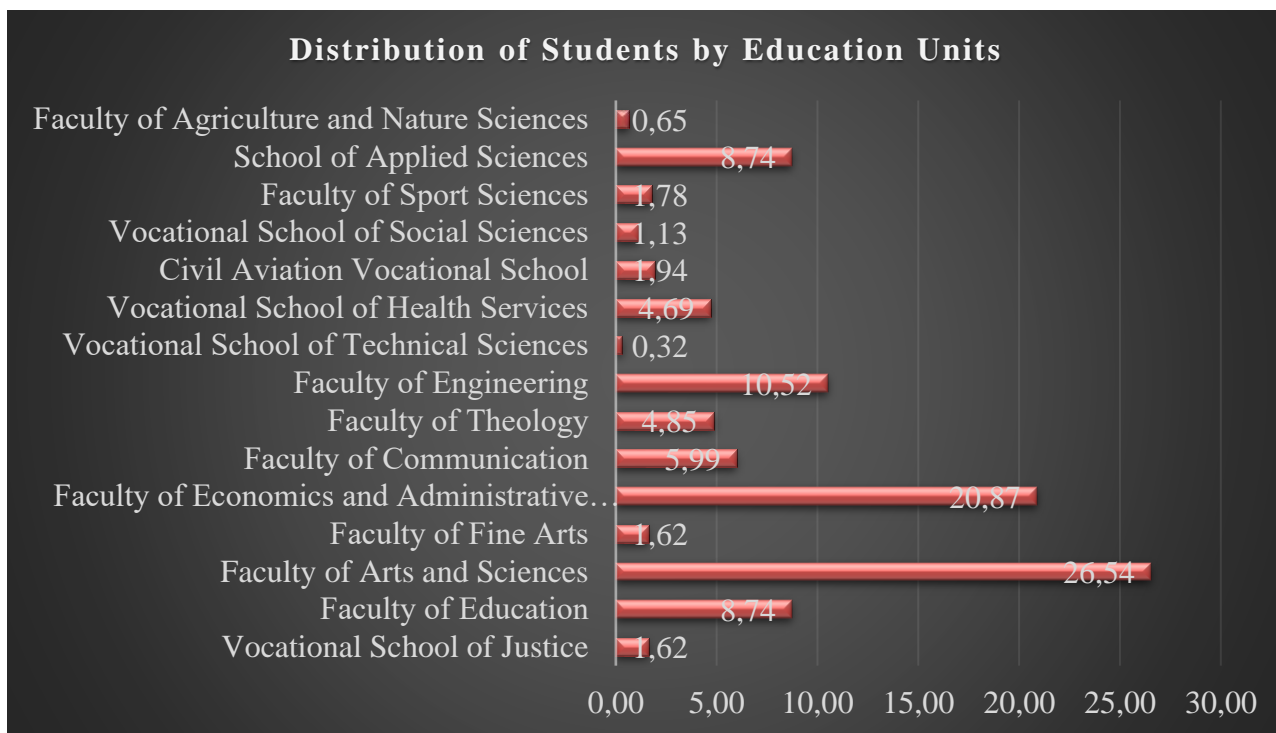
3.1. Participant Profile

The profile of the participant students was revealed through 4 different datas. These are;

1. Educational information of students (faculty /college, education type, class)

2. Gender
3. The settlement units they came to Uşak (center /district seperation)
4. Where they reside in Uşak

Usak University has 12 faculties, 3 colleges and total 11 vocational scholls (5 of vocational scholls are in districts). Due to the fact that it is a developing university, some newly established / active education units have a small number of students. Therefore, the fact that the students who participated in the survey are higher in the major faculties as a natural result of this structuring. However, participation provision in the questionnaire in the distinction of faculty-college-vocational school is important in terms of balanced distribution of the general profile.

81,56% of the participants are faculty students; 8.74% of the participants are college students and 9.7% of the participants are vocational school students. Participants were reached from 9 of total 12 faculties. The remaining 3 faculties are the newly established faculties as Facultu of Medicine, Faculty of Architecture and Design, Facultu of Dentistry. Faculty of Medicine and Faculty of Architecture and Design have been accepting students for the first time. The Faculty of Dentistry is not located in the campus area.When this situation is taken into consideration, it is seen that the faculties are provided full participants.

Distribution of Students by Education Units

Education Unit	Value
Faculty of Agriculture and Nature Sciences	0,65
School of Applied Sciences	8,74
Faculty of Sport Sciences	1,78
Vocational School of Social Sciences	1,13
Civil Aviation Vocational School	1,94
Vocational School of Health Services	4,69
Vocational School of Technical Sciences	0,32
Faculty of Engineering	10,52
Faculty of Theology	4,85
Faculty of Communication	5,99
Faculty of Economics and Administrative…	20,87
Faculty of Fine Arts	1,62
Faculty of Arts and Sciences	26,54
Faculty of Education	8,74
Vocational School of Justice	1,62

Graph 1. Distribution of Students by Education Units

74.8% of the participants are Formal Education students and 24.2% of them are were Secondary Education students. 3.4% of the students are in the Prep Class, 24.1% in the 1st class, 24.1% in the 2nd class, 21.4% in the 3rd class and 14.1% in the 4th class. It was provided participition from all classes.

50.3% of the participants are female students and 49.7% are male students. By gender, male and female students are approximately equal.

Considering the education and gender information of the students, it is seen that there is a balanced distribution which reveals the general profile and tendency.

When measuring the perception of a city, "incoming province of the students" is taken into account as an important factor in determining the urban experience. The settlement area where the students come from is used as a parameter within the profile.

The rate of the 8,17% of the students came from foreign countries (Afghanistan, Azerbaijan, Turkmenistan), 0,53% of the students came from Uşak's districts and 91,3% the students came from 46 provinces. Among the students coming from different provinces; 23,54% them are come from the province center and 86,19% of them are come from the districts and town settlements.

Distribution of students according to the incoming provinces is presented on the graph below (Graph 2). The rate of 13.04% of the students came from Manisa (border neighbour province), 8.17% of students came from İzmir (the third largest city of the country a metropolitan city/close province), 8.17% of students came from İstanbul (the largest city of the country/a metropolitan city /relatively close), 5.45% of students came from Denizli (border neighbour province), 5.45% of students came from Bursa (the fourth largest city in country/ close province), %5.25 of students came from Mugla (close province) and 5.25% of students came from Antalya (the sixth largest cities in the country/close province). Along with the lower proportion of those coming from other provinces, it is seen that the participants come from 46 different provinces.
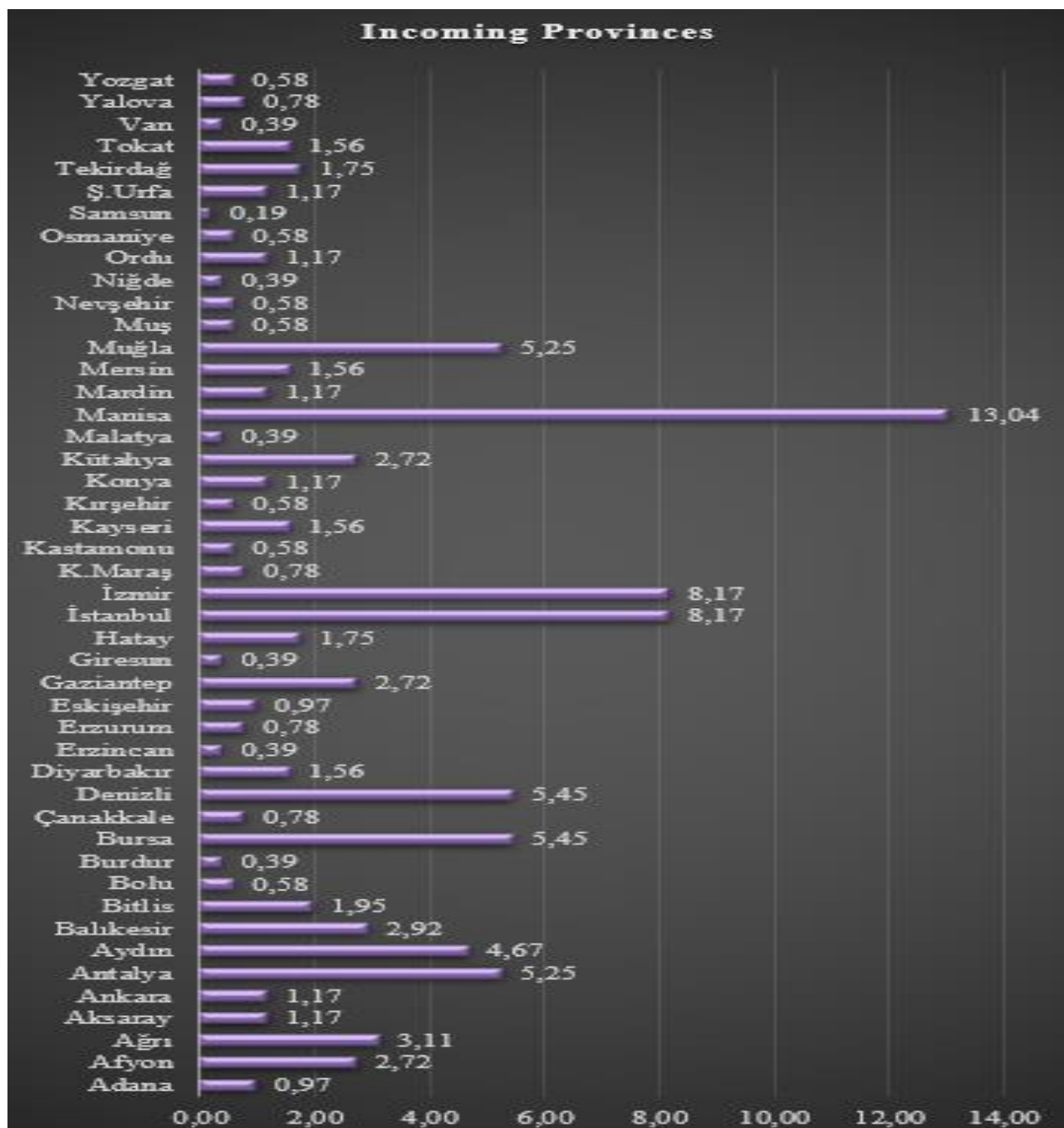
Graph 2. Distribution of Students According to the Incoming Provinces

Among the participating students, it is seen that the ratio of the students coming from the close environment (Manisa, Muğla, İzmir, Denizli, Antalya, Aydın) and the metropolitan cities (İzmir, İstanbul, Bursa, Antalya) is higher. The existence of students from 46 different provinces in different geographical regions of the country creates diversity and wealth in terms of assessing Uşak urban perception by students with different urban experiences.

Considering where the students live in Usak City, it is seen that the rate of the 40% of them (nearly half of them) live in rental house, 24,1% of them live in government dorm, 23% of them live in private dorm and 12,1% of them live in other places (aparts 9.4%, community house 1.5%, own house 0,5%, guesthouse 0.3%, private house 0,5%).

3.2. Evaluation of Uşak City in Terms of Its Advantages

A total of 17 different variables/parameters were used in the evaluation of Uşak City's advantages. These variables were evaluated with a 5-point Likert Scale. The answers of students which evaluated by the likert scale including the city advantage characteristis are presented in Table 1.

Table 1. Evaluation of Uşak City In Terms of Its Advantages

Advantage Characteristics	totally disagree	disagree	no idea/ neutral	agree	totally agree
Transportation between cities is good.	17,8	20,7	9,7	44,3	7,4
Transportation within the city is good.	20,1	23,6	11,3	39,3	5,7
Educational opportunities are good.	14,2	25,7	23,1	35,6	1,3
It is rich in history.	9,9	22,0	30,7	32,4	5,0
Geographical location is good.	8,7	25,6	20,6	38,7	6,5
Its food is good.	19,3	29,8	23,0	24,4	3,6
Accommodation facilities are good.	29,9	26,4	22,3	18,4	2,9
It has a lot of natural beauties.	12,0	27,5	25,7	31,7	3,1
Health facilities are good.	17,8	18,6	27,5	31,1	5,0
The climate is good.	21,2	33,0	15,5	26,2	4,0
The industry has improved.	13,3	27,0	35,4	20,2	3,7
There is a lot of artistic activity.	24,6	31,9	26,9	13,8	2,9
Cultural activities are great.	22,5	31,2	26,9	15,7	3,7
There are lots of sporting activities.	19,4	26,4	30,7	19,9	3,6
Planned urbanization.	29,6	34,0	25,1	9,4	1,9
Shopping opportunities are high.	30,3	34,8	15,4	15,9	3,7
There are lots of entertainment possibilities.	30,1	35,9	18,9	12,3	2,8

The rate of students who answered "agree" to those advantage characteristics is higher than the other answer options: Transportation between cities is good (44.3%), Transportation within the city is good (39.3%), Educational opportunities are good (35.6%)., Geographical location is good (38.7%), It has a lot of natural beauties (33.7%), Health facilities are good (31.1%).

The rate of students who answered "no idea" to those advantage characteristics is higher than the other answer options: It is rich in history (30.7%)., The industry has improved (35.4%), There are lots of sporting activities (30.7%).

The rate of students who answered "disagree" to those advantage characteristics is higher than the other answer options: Its food is good (%29.8), The climate is good (33.0%), There is a lot of artistic activity (31.9%), Cultural activities are great (31.2%), Planned urbanization (34.0%), Shopping opportunities are high (34.8%), There are lots of entertainment possibilities (35.9%).

The rate of students who answered "totally disagree" to those advantage characteristics is higher than the other answer options: Accommodation facilities are good (29.9%).

There is no advantage characteristic answered dominantly by the students as "totally agree".

Using the mean and standard deviation values of the answers given by the students in Table 1, the perceptions of city advantages were evaluated with the help of a mathematical model. According to this model, image perception levels are determined and presented in Table 2.

Table 2. Perceptions of Students Towards Advantages of Uşak City

Advantage Characteristics	*Mean	Std. Deviation	Image Perception Level
Inter-city transportation is good.	3,0291	1,28920	middle
Intra-city transportation city is good.	2,8689	1,28221	middle
Educational opportunities are good.	2,8398	1,10042	middle
It is rich in history.	3,0065	1,06816	middle
Geographical location is good.	3,0858	1,11601	middle
its food is good.	2,6327	1,14974	low
Accommodation facilities are good.	2,3803	1,17486	low
It has a lot of natural beauties.	2,8641	1,08518	middle
Health facilities are good.	2,8689	1,18087	middle
The climate is good.	2,5890	1,19806	low
The industry has improved.	2,8447	2,10929	middle
There is a lot of artistic activity.	2,3851	1,08649	low
Cultural activities are great.	2,4693	1,11271	low
There are lots of sporting activities.	2,6181	1,11268	low
Planned urbanization.	2,2006	1,02885	low
Shopping opportunities are high.	2,2799	1,16163	low
There are lots of entertainment possibilities.	2,2168	1,08843	low
General Mean	2,6851	1,20352	middle

* Image Perception Level: $1,5 \leq x < 2,1$ (fairly low); $2,1 \leq x < 2,7$ (low); $2,7 \leq x < 3,3$ (middle); $3,3 \leq x < 3,9$ (high); $3,9 \leq x < 4,5$ (fairly high)

In Table 2, image perceptions of students about the characteristics that may be advantageous for the city have been measured.

According to the evaluations of the students, the highest score in image perception for the advantages of Usak city are; geographical location, transportation between cities, rich history, transportation within the city, health facilities, natural beauties. According to these results, as the most important advantages of Uşak City, students evaluate the geographical location, inter-city and intra-city transportation, rich history, health facilities and natural beauties.

According to the evaluations of the students, the lowest score in image perception for the advantages of Uşak city are; planned urbanization, entertainment possibilities, shopping opportunities, accommodation facilities, artistic activities, cultural activities. According to these results, the most important disadvantages of Uşak city are the lack of entertainment facilities, shopping opportunities, artistic and cultural activities.

3.3. Evaluation Uşak City in Terms of Its General Characteristics

A total of 7 different variables/parameters were used in the evaluation of Uşak City's general characteristics. These variables were evaluated with a 5-point Likert Scale. The answers of students which evaluated by the likert scale including the city general characteristis are presented in Table 3.

Table 3. Evaluation of Uşak City In Terms of Its General Characteristics

General Characteristics of City	totally disagree	disagree	no idea/ neutral	agree	totally agree
It is quiet	10,2	12,3	9,2	54,0	14,2
It is safe	11,3	29,6	23,6	29,6	5,8
It is clean	11,8	24,6	19,3	38,5	5,8
It is cheap	33,7	30,6	13,3	18,0	4,5
It's open to the outside	23,5	27,3	28,6	16,5	4,0
It is modern.	31,6	39,5	20,7	6,0	2,3
It is developed	33,5	41,6	14,9	8,1	1,9

The rate of students who answered "agree" to those general characteristics of city is higher than the other answer options: It is quiet (54.0%), It is clean (38.5%).

The rate of students who answered "disagree" to those general characteristics of city is higher than the other answer options: It is modern (39.5%), It is developed (41.6%).

The rate of students who answered "no idea" to the characteristic of "It's open to the outside" (28.6%) and who answered "totally disagree" to the characteristic of "It is cheap" (33.7%) is higher than the other answer options. It is seen that, for the characteristics of "It is safe" the rate of agree and disagree answers are at equal level (29.6%).

Using the mean and standard deviation values of the answers given by the students in Table 3, the perceptions of general characteristics of city were evaluated with the help of a mathematical model. According to this model, image perception levels are determined and presented in Table 4.

Tablo 4. Perceptions of Students Towards General Characteristics of Uşak City

General Characteristics of City	Mean	Std. Deviation	Image Perception Level
It is quiet	3,4984	1,18095	high
It is safe	2,8900	1,12617	middle
It is clean	3,0194	1,15687	middle
It is cheap	2,2913	1,23007	low
It's open to the outside.	2,5032	1,13761	low
It is modern.	2,0793	,98045	low
It is developed	2,0340	,99128	low
General Mean	2,616514	1,114771	middle
* Image Perception Level: $1,2 \leq x < 1,9$ (fairly low); $1,9 \leq x < 2,6$ (low); $2,6 \leq x < 3,3$ (middle); $3,3 \leq x < 4,0$ (high); $4,0 \leq x < 4,7$ (fairly high)			

Among the abstract general characteristics determined for Uşak City, the strongest according to the perceptions of the students is that the city is quiet. Later in turn, they are characterized by being clean and safe. According to the perceptions of the students, the weakest among the abstract general characteristics of the city is development. According to these results, Uşak City in the view of the students has the image of a quiet and clean city.

3.4. Evaluation The Uşak Citizens in Terms of Their General Characteristics.

A total of 13 different variables were used in the evaluation of Uşak Citizen's general characteristics. These variables were evaluated with a 5-point Likert Scale. The answers of students which evaluated by the likert scale including the citizen's general characteristis are presented in Table 5.

Table 5. Evaluation of Uşak Citizen's In Terms of Its General Characteristics

General Characteristics of Citizens	totally disagree	disagree	no idea/ neutral	agree	totally agree
They are quiet	13,1	23,5	16,5	40,6	6,3
They are traditional	4,5	13,3	28,8	44,0	9,4
They are sincere	21,0	23,9	22,3	29,0	3,7
They are friendly	22,5	22,2	30,1	23,6	1,6
They are helpful	21,2	23,1	24,3	29,3	2,1
They are hardworking	15,7	22,2	35,9	22,7	3,6
They are religious	10,0	14,1	40,6	26,5	8,7
They are honest	17,0	16,0	46,9	16,2	3,9
They are boring	12,0	17,3	27,7	24,1	18,9
They are kind	20,4	26,1	30,7	20,7	2,1
They are generous	26,1	23,3	29,1	19,1	1,9
They are entrepreneur	23,8	21,7	32,4	16,2	6,0
They are innovator	27,3	25,4	31,6	12,5	3,2

The rate of students who answered "agree" to those general characteristics of citizens is higher than the other answer options: They are quiet (40.6%), They are traditional (44.0%), They are sincere (29.0%), They are helpful (29.3%). "No idea" answer is seen as the higher answer for the other general characteristics of citizens.

Using the mean and standard deviation values of the answers given by the students in Table 5, the perceptions of general characteristics of citizens were evaluated with the help of a mathematical model. According to this model, image perception levels are determined and presented in Table 6.

Table 6. Perceptions of Students Towards General Characteristics of Uşak Citizens

General Characteristics of Citizens	Mean	Std. Deviation	Image Perception Level
They are quiet	3,0356	1,19101	middle
They are traditional	3,4045	,98355	middle
They are sincere.	2,7039	1,19752	low
They are friendly.	2,5971	1,12340	low
They are helpful	2,6796	1,16441	low
They are hardworking	2,7621	1,07877	middle
They are religious	3,0987	1,07195	middle
They are honest	2,7395	1,04444	low
They are boring	3,2071	1,26893	middle
They are kind	2,5809	1,09252	low
They are generous	2,6214	2,40387	low
They are entrepreneur	2,5890	1,18445	low
They are innovator	2,3883	1,10897	low
General Mean	2,800592	1,224138	middle

* Image Perception Level: 1,4≤ x <2,1 (fairly low); 2,1≤ x <2,8 (low); 2,8≤ x <3,5 (middle); 3,5≤ x <4,2 (high); 4,2≤ x <4,9 (fairly high)

According to the evaluations of the students, the highest score in image perception for the general characteristics of citizens are; traditional, boring, religious, quiet, hardworking. According to these results, as the determinitive characretistics of citizens are their traditional and religious social structure evaluated by the students. According to the evaluations of the students, the lowest score in image perception for the general characteristics of citizens are; innovator, kind, entrepreneur, friendly, generous.

### 3.5. Reasons of Why Students Feel/Not Feel as a Citizen of Uşak

In order to determine the status of belonging to the Uşak city where the students are still living, the question "Do you feel yourself as a citizen of Usak?" was directed. 79.3% of the students (approximately 4/5) were answered as "No, I do not feel my self as a Uşak citizen" and 20.7% of them were answered as "Yes, I feel myself as a Uşak citizen".
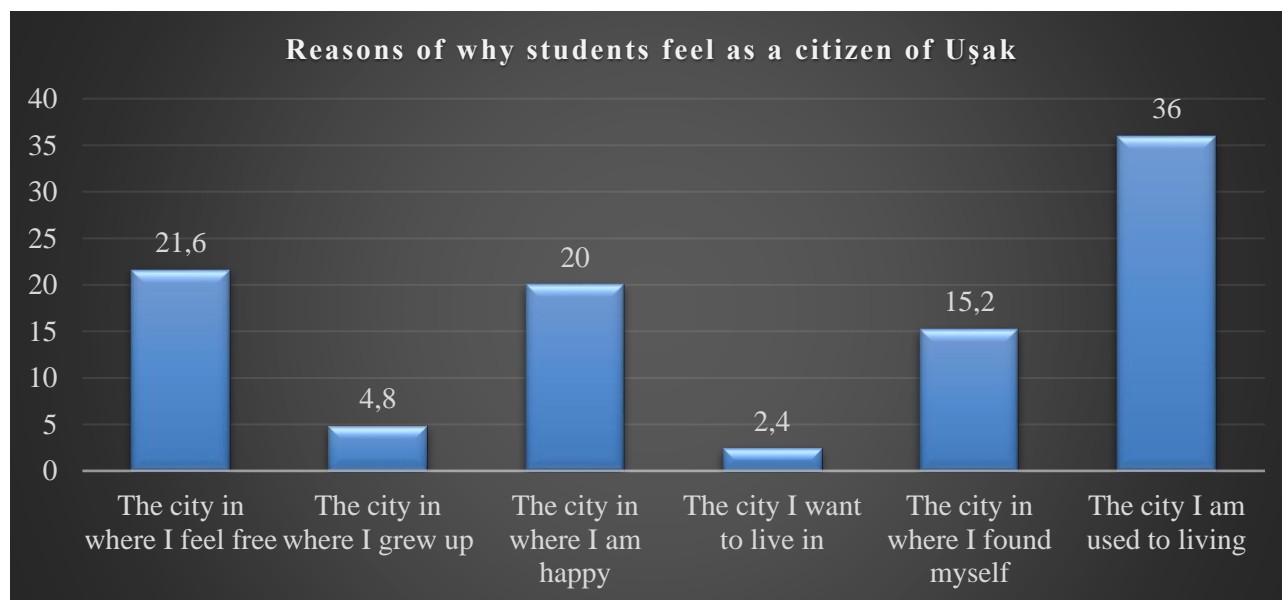
Graph 3. Reasons to Feel As A Citizen of Uşak

"The city I am used to living" (36%) has been identified as the main reason for to feel as a citizen of Uşak (Graph 3). This is followed by these reasons: "The city is where I feel free" (21,6%) and "The city is where I am happy" (20%).
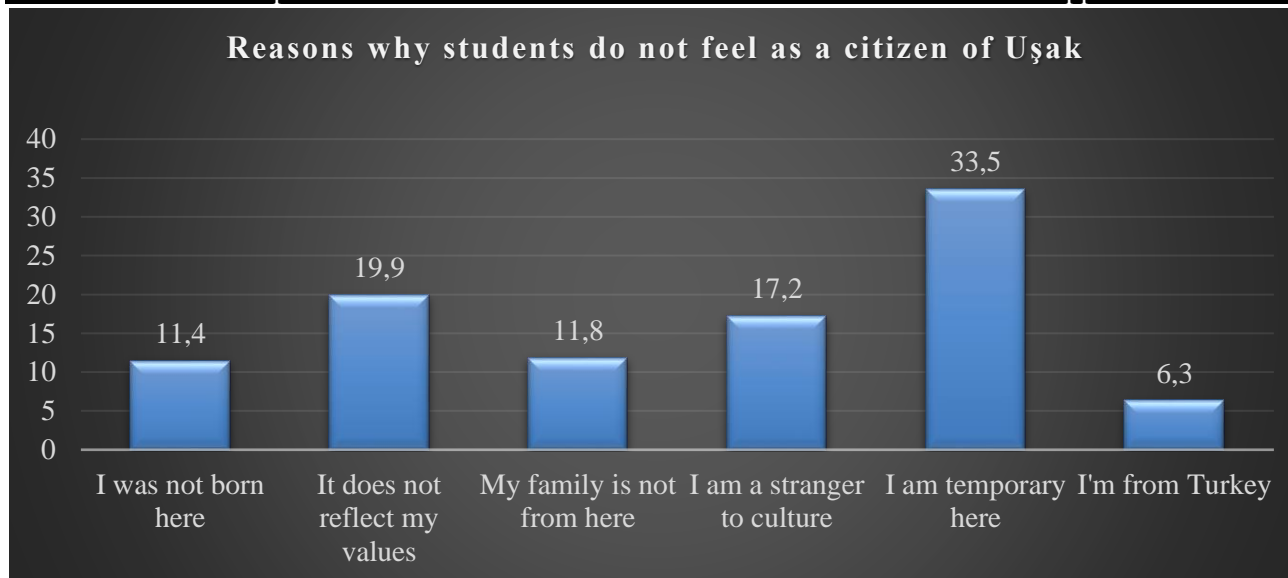
Graph 4. Reasons Not to Feel As A Citizen of Uşak

"I am temporary here" (%33,5) has been identified as the main reason for not to feel as a citizen of Uşak (Graph 4). This is followed by these reasons: "It does not reflect my values (%19,9), "I am a stranger to culture" (%17,2) nedenleri izlemektedir.

3.6. The First Five Words That Come To Mind When You Hear The Word Uşak

"The first word that comes to mind in the name of Usak" was asked to the university students. The students answered this question with 41 different words / concepts. Some words are often used by students. According to research results, the most repeated words are; Tarhana, Atapark, Ulebey Canyon, Obligatıry Street (İsmetpaşa Street) and University.

Table 7. The first word that comes to mind in the name of Usak

No	Word	%	No	Word	%
1	Tarhana	14,74	22	Bigot	0,87
2	Atapark	11,20	23	Javelin	0,78
3	Ulubey Canyon	9,31	24	Tulip lights	0,78
4	Obligatıry Street (İsmetpaşa Street)	8,00	25	Bar	0,73
5	University	5,48	26	Quiet	0,68
6	Carpet	4,85	27	Apart	0,63
7	Blanket	4,61	28	Bus number 12	0,63
8	Cold	3,49	29	Dorm	0,63
9	Karun Treasures	3,06	30	Keşkek	0,63
10	Expensive	3,01	31	Undeveloped	0,58
11	Gali	2,72	32	Loneliness	0,53
12	Huzurpark	2,62	33	Historical Uşak Houses	0,44
13	Boring	2,38	34	Industry	0,39
14	Road Construction Works	2,33	35	Horse farm	0,34
15	Small (City)	2,13	36	Natural beauties	0,29
16	High Rents	2,09	37	Old Model Cars	0,29
17	Shopping Mall	1,99	38	Introvert	0,24
18	Clandars Bridge	1,99	39	Sugar Factory	0,19
19	Cafe	1,65	40	Sincere	0,15
20	Korupark	1,31	41	Street Dogs	0,05
21	Statue	1,21			

The metaphors presented in Table 7 related to Uşak stated by the university students are grouped by categories. As a result of this evaluation, 6 different categories are revealed. These categories, category scope, metaphors and % values based on the metaphors are presented in Table 8.

Table 8. Uşak Metaphors of University Students

	Categories	Category Scope	Metaphors	Number of Metaphors	%
1	The local elements of the city	production elements, foods, accent (local words)	carpet, blanket, industry, Tarhana, Keşkek, Gali	6	25.5%
2	Urban spaces/elements	Urban center, urban furniture and usage areas	Obligatıry Street (İsmetpaşa Caddesi), University, Road construction works, Small (city), Statue, Tulip lights, Dorm, Old model cars, Street dogs	9	20.9%
3	Recreation areas /entertainment places	Parks, shopping malls, cafes, bars, other elements	Atapark, Huzurpark, Korupark, cafes, bars, Horse farm, natural beauties	7	18.1%
4	City history	History, historical places, historical sports	Karun treasures, Clandars Bridge, Historical Uşak Houses, Sugar Factory, Ulubey Canyon, Javelin	6	15.8%
5	Urban life		Expensive, Boring, High Rents, Cold, Apart, Bus number 12, Undeveloped, Loneliness	7	13.3%
6	Citizen Characteristics		Bigot, Quiet, Introvert, Sincere	4	6.4%

It appears that university students have identified Uşak with 6 different categories of metaphors. These categories are respectively; the local elements of the city, urban spaces/elements, recreation areas/entertainment places, urban history, urban life,citizen characteristics. metaphors related to the people of the city.

Production elements (carpet, blanket, industry), foods (Tarhana, Keşkek), accent/local words (gali) are included in the scope of the local elements of the city.

Urban center (obligatıry street (İsmetpaşa Caddesi)), urban furniture (statue, tulip lights) , usage areas (university, dorm), others (old model cars, street dogs, road construction works, small (city)) are included in the scope of recreation areas /entertainment places.

Parks (Atapark, Huzurpark, Korupark), shopping malls, cafes, bars, Horse farm, natural beauties are included in the scope of city history

History (Karun treasures), historical places (, Clandars Bridge, Historical Uşak Houses, Sugar Factory, Ulubey Canyon), historical sports (Javelin) are included in the scope of city history.

Expensive, boring, high rents, cold, apart, bus number 12, undeveloped, loneliness are included in the scope of the urban life.

Bigot, quiet, ıntrovert, sincere are included in the scope of citizen characteristics.

3.7. Favorite and Disturbed Characteristics of Uşak

The 5 characteristics they liked in Uşak were asked to students. The students answered this question with 17 different words / concepts. The most popular characteristics in the top 5 are as follows:

1. It's a quiet city (22.45%)
2. It's a small city (12.94%)
3. The transportation is convenient and easy (12.27%)
4. University (6.37%)
5. It is silent (5.42%)

The other favorite charactersitics are determined as: Atapark (5.04%), climate (4.09%), safe (4.0%), tarhana (3.71%), it is clean (3.43%), cheap (3.24%), geographic location is good (3.04%), people are warm-blooded (3.04%), there are a lot of parks (3.04%), natural beauties (2.95%), historical richness (2.47%), traditional foods (2.47).

The 5 disturbed characteristics in Uşak were asked to students The students answered this question with 18 different words / concepts. The disturbed characteristics of the first 5 ranks are as follows:

1. Rents and "apart"s are expensive (14.33%)
2. Social and cultural activities are inadequate (11.08%)
3. City buses are so full and their fares are expensive (10.53%)
4. People are rough (10.15%)
5. It is expensive (9.91%)

The other disturbed charactersitics are determined as: exploitation of students, commercial attitude towards students (5.11%), the shopping centers are inadequate (5.11%), It's a small city (4.96%), starting of new road works without ending others (4.57%), the city is boring (4.57%), it is an undeveloped city (3.95%), attitude of tradesmen towards students (3.02%), inadequate buses (2.87%), citizen's attitude towards students (prejudice) (2.79%), lack of entertainment places (2.48%), limited places to visit (1.94%), accommodation facilities are bad (1.39%), homeowners are very unscrupulous (1.24%).

4. CONCLUSION

In this research, the urban perception of the university students was put forward discusing both both the conceptual and spatial descriptions together.

According to the results of the study, the most important advantage of the city of Usak was evaluated as geographical location. The fact that the city is on the transportation route connecting the two major metropolitan cities of the country like Ankara and İzmir and the developed and big cities around such as Denizli, Afyon, Antalya and Bursa are the determining factors in this evaluation of the students. The fact that the city is small has been mentioned as an advantage characteristics by the students because of its high accessibility to urban areas. In addition, other prominent characteristics of the city are stated as historical (such as Karun treasures, Clanders Bridge, Sugar Factory) and natural beauties (such as Ulubey Canyon). The answers given to the first word question that came to mind in the words of Uşak City also supported these obtained results. According to the results of the research, the most important disadvantages of Uşak City by the students are considered as the lack of entertainment and shopping opportunities and the lack of artistic and cultural acitivities.

According to the results of the study, being the city is quiet, silent small of the city, convetient and easy intra-city transportation/access and the university have been identified by the students as the most favorite characteristics of the city. And expensive rents and aparts, inadequate social and cultural activities, expensive buss fares and crowd of buses, rough people, expensive life university have been identified by students as the most disturbed characteristics of the city.

According to the results of the study, in terms of abstract general characteristics of the city, being "calm" and "clean" are determined as perceptual characteristics of the city in the view of students. Among the most favorite characteristics of Usak City, being in the first place to be quiet is determined as another parameter supporting this. "Development" is seen as the weakest image element in terms of urban perception.

According to the results of the research, the traditional structure and the sociological structure based on belief have been determined as the perceptual characteristics which determine the image of the city in terms of the general characteristics of the citizens in the view of students. In Uşak's descriptions, the expression of students as a closed society for the citizens has revealed as the basic indications that can be associated with this traditional and faithful structure. The attitude towards the student in terms of the negative characteristics of the citizens and the warm-bloded aspect of them in terms of the positive characteristics can be expressed as other supporting indicators of this result.

The fact that students look at their lives here as temporary is determined as the most important factor preventing them to feel as a part of the city/as a citizen. Students generally do not feel like they belong here because they think they are temporary here. Nevertheless, it is determined that the most decisive factor in the students' feeling as a citizen of Usak is getting used to it. Getting used to the city for the students has been determined as a decisive factor in feeling themselves belonging to a city. The fact that they feel happy and free in the city also determines as the most important criteria to feel belonging to that city for students.

According to the results of the research, the first words that come to mind when the university students hear the name of the city are: Tarhana, Atapark, Ulubey Canyon, Obligatıry Street (İsmetpaşa Street) and University. Apart from these, there are 36 different words (metaphors) are expressed by students. Students have identified Uşak with 6 different categories of these total 41 metaphors. These categories are respectively; the local elements of the city, urban spaces/elements, recreation areas/entertainment places, urban history, urban life, citizen characteristics.

University students are defined Uşak as the most local elements (elements of production, food, Accent. In this category, the first metaphor marked by students is "Tarhana" (local food). In addition, carpets and blankets, which are national and even world-renowned, are local elements that students come to the fore. The second category consists of urban spaces and urban furnishings. These elements in the spatial structure of the city also reveal the perception of students' awareness. Students make sense of the city with land-mark points appropriate to their perceptions. They read the place. The third important category that students use when defining the city is recreational areas. It is seen here that the parks are especially in the foreground. Metaphors about urban history, urban life, urban people follow them. Metaphors in these three categories are defined as elements of Uşak city perception.

Among the local elements of the city, it is seen that the students put forward products of local production, food, and accential words. The prominent metaphor of the city is the main street of the city, İsmet Paşa Street. Calling this street as the "Obligatory Street" by the students is remarkable in terms of showing the city's lack of choice. In this category, an important awareness raised by the students when defining urban spaces is the urban furniture used and the variety in these furniture. Students' defination of the recreation areas of the city through the park areas can be expressed as another indicator of the limitation of urban space. At the same time, however, it also points to data that students are actively using urban open green spaces. The historical areas of the city, the socio-economic elements of urban life, and the definitions of the citizens (even at low levels), have been identified as other parameters that define urban perception.

In general, according to the results of the research, it is observed that students' perception of the Uşak City and the Uşak citizens are middle level. Students evaluate Uşak as a quiet and clean city and find the inter-city transportation good due to its geographical location. They consider the people of the city as a closed society and evaluate the attitude towards them negatively. There has not been a sociological integration between the citizens and the students. As a result, it is observed that students express/defined their urban perceptions with more spatial characteristics than the social/conceptual ones.

Considering the positive and negative determinants of the Uşak City perception listed above, it can be said that the medium level urban perception should be urgently developed. Determined indicators should be used and taken into account in planning decisions and in urban policy/strategy development processes for the future of the city by the relevant authorities and persons.

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