

*Libraries at University of Nebraska-Lincoln*  
*Library Philosophy and Practice (e-journal)*

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University of Nebraska - Lincoln

Year 2009

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A Student Profile of Information and  
Records Management Departments in  
Turkey

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## **A Student Profile of Information and Records Management Departments in Turkey**

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### **Introduction**

Departments of Information and Records Management seek to produce graduates who can undertake the process of "information management," which includes the compilation, arrangement, access to, and publication of information and information sources. These people must be qualified and capable in managing information centres that encompass libraries, archives, and documentation and information units. They must be able to use information and communication technologies intensively and teach potential users, as well as to be managers of information and information organizations.

### **Objectives of the Study**

The present study sought information about the characteristics of students in Information and Records Management Departments of universities in Turkey, to explore differences between student groups and departments, if any, in order to contribute to better understanding of students' needs.

### **Scope and Method**

The survey covers freshman, sophomore, junior and senior level students enrolled to IRM Departments in Ankara University, Baskent University, Hacettepe University, Istanbul University and Marmara University. The IRM Department in Erzurum Atatürk University is not included since that department has yet not started its undergraduate programme.

Questionnaires with 22 closed and one open-ended question were administered during the academic year 2006-2007.

## **Information and Records Management Departments in Turkey**

### **Ankara University, Faculty of Letters, Department of Information and Records Management**

The development of the library profession of librarianship in Turkey began with the establishment of the Institute of Librarianship in the Faculty of Letters in 1954-1955, which started offering courses immediately after. University-level education in librarianship led to its recognition as a profession in Turkey. This pioneer department was renamed "Department of Librarianship" in 1964 and provided a strong model for the department launched in Istanbul University in the same year and the one introduced in Hacettepe University in 1972.

While the original purpose of the department was to train librarians, the scope was enlarged later on. Starting in 1970, the department included courses in information science. In 1989-1990, Documentation-Information and Archive branches were introduced.

The Higher Education Board (YÖK) renamed the department "Information and Records Management." The Department began admitting students in 2002-2003 on the basis of scoring on university admittance tests. (Ankara Üniversitesi Dil ve Tarih-Cografya Fakültesi Bilgi ve Belge Yönetimi Bölümü)

### **Istanbul University, Faculty of Letters, Department of Information and Records Management**

The department was launched in 1963 as "Librarianship Department" under the Faculty of Letters and began offering courses in 1964-1965. The department began offering master's courses in 1983 and doctoral studies in 1984. In 1987, the department launched the scientific journal *Librarianship: Document-Information and Library Studies*. In 1990 the department was reorganized to have two major branches: "Librarianship" and "Documentation and Information." Starting in 1995, the second teaching programme was introduced in the librarianship branch. In 2002-2003, the Archive Science Department of the Faculty of Letters ceased, and in line with the YÖK decision, this department was merged with the Department of Information and Records Management (Istanbul Üniversitesi Edebiyat Fakültesi Bilgi ve Belge Yönetimi Bölümü).

### **Hacettepe University, Faculty of Letters, Department of Information and Records Management**

The Department of Information and Records Management of Hacettepe University was first introduced as the Institute of Librarianship and Documentation. Education in the department began in October 1972 through the programme "Expertise in Science."

The Librarianship Department in Hacettepe University admitted its first cohort of undergraduate students in October 1974. As a result of structural changes in its undergraduate programme, the department continued its activities through three branches (Librarianship, Documentation-Information, and Archive) from 1993-94 on. In 2003-2004, however, these three branches were merged again under "Information and Records Management" (Hacettepe Üniversitesi Bilgi ve Belge Yönetimi Bölümü).

### **Marmara University Faculty of Science and Letters, Department of Information and Records Management**

The Department of Information and Records Management was first established in 1987 as "Department of Archive Science." The department started offering courses in 1988-89. In 1993-1994, English became more prominent as a medium of instruction and the required years of education became five, with the inclusion of English Prep School. Since 1994, the Department has offered post-graduate courses under Turkish Research Institute, which is a part of the Social Sciences Institute of the university. The same institute began offering a doctoral programmes in 1997. The name "Department of Archive

Science” was changed by YÖK to “Information and Records Management” as of June 2002 (Marmara Üniversitesi Fen Edebiyat Fakültesi Bilgi ve Belge Yönetimi Bölümü).

### **Atatürk University, Faculty of Science and Letters, Department of Information and Records Management**

The Department was established in 1994 and building a faculty and infrastructure is still in progress. Courses are planned to start in the near future. The Department presently has four academic staff and will respond to the need for professionals in universities, public and private libraries, and archive/documentation centres in the Eastern and Southeastern Anatolia regions (Atatürk Üniversitesi Fen Edebiyat Fakültesi Bilgi ve Belge Yönetimi Bölümü).

### **Baskent University, Faculty of Communications, Department of Information and Records Management**

The Department of Information and Records Management was created to meet the growing need for qualified information professionals. Graduates may be employed in finance, media, and publishing, as well as in library services (Baskent Üniversitesi İletişim Fakültesi Bilgi ve Belge Yönetimi Bölümü).

### **Survey Results**

**Table 1: Survey return rate**

Universities	Population (N)	Participation (n)	Rate of Participation %
AU	189	169	89.4
BU	92	57	62.0
HU	380	245	64.5
IU	446	227	50.9
MU	154	126	81.8
Total	1261	824	65.3

**Table 2: Gender distribution**

Of 824 students, 67.2 percent are female and 32.8 percent are male.

	Female		Male		Total	
AU	114	67.5	55	32.5	169	100.0
BU	31	54.4	26	45.6	57	100.0
HU	170	69.4	75	30.6	245	100.0
IU	147	64.8	80	35.2	227	100.0
MU	92	73	34	27	126	100.0
Total	554	67.2	270	32.8	824	100.0

**Table 3: Age distribution**

A large majority of respondents are age 21-23.

Age	AU		BU		HU		IU		MU	
	N	%	N	%	N	%	N	%	N	%
18	3	1.8	-	-	-	-	12	5.3	1	0.8
19	19	11.2	6	10.5	4	1.6	31	13.6	12	9.5
20	30	17.7	11	19.3	15	6.1	46	20.3	25	19.8
21	37	21.9	14	24.6	29	11.8	46	20.3	22	17.5
22	27	16.0	13	22.8	58	23.7	31	13.6	24	19.1
23+	53	31.4	13	22.8	139	56.8	61	26.9	42	33.3
Total	169	100.00	57	100.00	245	100.00	227	100.00	126	100.00

**Table 4: Student residence while attending university**

The question about where students live while in school was designed with the assumption that students would prefer universities in cities where they could reside with their families. As shown in Table 4, a majority of students in Departments of Information and Records Management stay with their families (58.6 percent) followed by those staying in school dormitories (22 percent).

	With own family		Dormitory		With relatives		Separate house	
	N	%	N	%	N	%	N	%
AU	87	51.5	44	26.0	6	3.6	32	18.9
BU	42	73.7	3	5.3	2	3.5	10	17.5
HU	134	54.7	61	24.9	6	2.4	44	18
IU	127	56	60	26.4	18	7.9	22	9.7
MU	93	73.8	13	10.3	1	0.8	19	15.1
Total	483	58.6	181	22.0	33	4.0	127	15.4

**Table 5: Type of high school**

Students come from three types of high schools. Nearly 70 percent are from general/super high schools, slightly more than one-fifth from Anadolu high schools, and less than 10 percent from private high schools.

	General/Super		Anadolu		Private	
	N	%	N	%	N	%
AU	125	74.0	38	22.5	6	3.5
BU	33	57.9	2	3.5	22	38.6
HU	178	72.6	56	22.9	11	4.5
IU	164	72.3	50	22.0	13	5.7
MU	68	54.0	40	31.7	18	14.3
Total	568	68.9	186	22.6	70	8.5

**Table 6: Preference for IRM department**

The order of preference for IRM departments is Baskent University IRM, 52.6 percent, Ankara, 38.5, Marmara, 38.1, Istanbul, 37.9, and Hacettepe, 32.7%.

	1-5		5-10		10-15		15 +	
	N	%	N	%	N	%	N	%
AU	65	38.5	35	20.7	39	23.1	30	17.7
BU	30	52.6	16	28.1	9	15.8	2	3.5
HU	80	32.7	63	25.7	52	21.2	50	20.4
IU	86	37.9	69	30.4	42	18.5	30	13.2
MU	48	38.1	37	29.4	22	17.4	19	15.1
Total	309	37.5	220	26.7	164	19.9	131	15.9

**Table 7: Awareness of department when choosing preference**

Nearly half of respondents decided on their preference using some information about the department.

	Unaware		On advice		Aware	
	N	%	N	%	N	%
AU	27	16	61	36,1	81	47,9
BU	11	19,3	12	21,1	34	59,6
HU	59	24,1	91	37,1	95	38,8
IU	45	19,8	76	33,5	106	46,7
MU	30	23,8	34	27	62	49,2
Total	172	20,9	274	33,2	378	45,9

**Table 8: Ankara student preferences in University Admittance Test**

Students in IRM departments were asked about their first three preferences in university admittance tests (ÖSS). Data is presented in separate tables for different departments. Ankara University IRM students preferred teaching, IRM, and Turkish language and literature.

	First		Second		Third		Total	
	K	%	K	%	K	%	K	%
Class Teacher	34	20,1	38	22,5	31	18,3	103	20,3
IRM	27	16	25	14,8	37	21,9	89	17,5
Pre-school Teaching	6	3,5	10	5,9	5	3	21	4,1
Psychological Counseling and Guidance (PCG)	9	5,3	7	4,1	6	3,5	22	4,3
Management	3	1,8	6	3,5	5	3	14	2,8
Turkish Teacher	5	3	5	3	4	2,4	14	2,8
Turkish Language and Literature	11	6,5	11	6,5	11	6,5	33	6,5
International Relations	7	4,1	5	3	3	1,8	15	3
Finance	1	0,6	1	0,6	3	1,8	5	1
Social Services	7	4,1	4	2,4	8	4,7	19	3,7
Economics	1	0,6	4	2,4	3	1,8	8	1,6
Labour Economics and Industrial Relations (LEIR)	10	5,9	5	3	9	5,3	24	4,7
Informatics	-	-	2	1,2	1	0,6	3	0,6
Public Administration	7	4,1	1	0,6	2	1,2	10	2
Law	6	3,5	3	1,8	-	-	9	1,8
Psychology	4	2,4	8	4,7	5	3	17	3,3
Philosophy	2	1,2	7	4,1	6	3,5	15	3
Sociology	5	3	6	3,5	7	4,1	18	3,5
Architecture	2	1,2	1	0,6	-	-	3	0,6
Geography	1	0,6	-	-	-	-	1	0,2
Computer	1	0,6	-	-	-	-	1	0,2
Biology	-	-	-	-	1	0,6	1	0,2
Teaching for Visually Disabled Persons	1	0,6	-	-	-	-	1	0,2
Tourism and Hotel Keeping	-	-	-	-	1	0,6	1	0,2
Radio-Cinema-TV	-	-	-	-	1	0,6	1	0,2
History	1	0,6	-	-	-	-	1	0,2
Fashion Design	1	0,6	1	0,6	-	-	2	0,4
Teaching Mentally Disabled Persons	1	0,6	1	0,6	1	0,6	3	0,6
No Preference	16	9,5	18	10,6	19	11,2	53	10,5
Total	169	100,00	169	100,00	169	100,00	507	100,00

**Table 9: Baskent student preferences in University Admittance Test**

Baskent University students preferred IRM, management, and law.

	First		Second		Third		Total	
	K	%	K	%	K	%	K	%
Class Teacher	3	5.3	-	-	1	1.75	4	2.3
IRM	11	19.3	10	17.6	14	24.6	35	20.5
Pre-school Teacher	-	-	2	3.5	-	-	2	1.2
Psychological Counseling and Guidance (PCG)	1	1.7	2	3.5	2	3.5	5	2.9
Management	5	8.8	9	15.8	7	12.3	21	12.3
International Relations	6	10.6	3	5.3	3	5.3	12	7
Social Services	-	-	-	-	1	1.75	1	0.6
Economics	-	-	3	5.3	4	7	7	4.1
Public Administration	-	-	1	1.7	-	-	1	0.6
Law	6	10.6	2	3.5	1	1.75	9	5.3
Psychology	1	1.7	2	3.5	1	1.75	4	2.3
Philosophy	-	-	-	-	1	1.75	1	0.6
Environmental Design	-	-	-	-	1	1.75	1	0.6
Sociology	1	1.7	1	1.7	-	-	2	1.2
Public Relations	3	5.3	1	1.7	1	1.75	5	2.9
Radio-Cinema-TV	3	5.3	3	5.3	1	1.75	7	4.1
Communication and Design	2	3.5	2	3.5	1	1.75	5	2.9
Tourism-Hotel Keeping	-	-	1	1.7	2	3.5	3	1.7
Banking	1	1.7	-	-	-	-	1	0.6
Logistics	-	-	-	-	1	1.75	1	0.6
Economics	1	1.7	1	1.7	1	1.75	3	1.7
No Preference	13	22.8	14	24.6	14	24.6	41	24
Total	57	100.00	57	100.00	57	100.00	171	100.00

**Table 10: Hacettepe student preferences in University Admittance Test**

Hacettepe University students preferred teaching, IRM, and psychological counseling and guidance (PCG).

	First		Second		Third		Total	
	K	%	K	%	K	%	K	%
Class Teacher	45	18.4	42	17.2	30	12.2	117	15.9
IRM	28	11.4	31	12.7	45	18.4	104	14.2
Pre-school Teacher	16	6.5	10	4.1	10	4.1	36	4.9
Psychological Counseling and Guidance (PCG)	20	8.2	21	8.6	18	7.3	59	8.0
Management	7	2.9	15	6.1	11	4.5	33	4.5
Turkish Teacher	5	2.1	7	2.9	5	2	17	2.3
Turkish Language and Literature	13	5.3	11	4.5	11	4.5	35	4.8
International Relations	6	2.4	3	1.2	3	1.2	12	1.63
Finance	3	1.2	3	1.2	-	-	6	0.8
Social Services	13	5.3	16	6.5	7	2.9	36	4.9
Economics	3	1.2	3	1.2	3	1.2	9	1.22
Labour Economics and Industrial Relations (LEIR)	8	3.3	8	3.3	9	3.7	25	3.4
Informatics	3	1.2	1	0.4	3	1.2	7	1.0
Public Administration	6	2.4	3	1.2	13	5.3	22	3.0
Law	13	5.3	2	0.8	1	0.4	16	2.2
Psychology	16	6.5	12	4.9	13	5.3	41	5.6
Philosophy	3	1.2	6	2.4	8	3.3	17	2.3
Sociology	5	2.1	5	2	7	2.9	17	2.3
Public Relations	1	0.4	4	1.6	7	2.9	12	1.6
Radio-Cinema-TV	-	-	-	-	1	0.4	1	0.13
History	2	0.8	1	0.4	1	0.4	4	0.54
Actuary	1	0.4	4	1.6	-	-	5	0.7
Management Informatics	-	-	-	-	1	0.4	1	0.13
Fashion and Design	3	1.2	1	0.4	-	-	4	0.54
Teaching Mentally Disabled Persons	-	-	2	0.8	2	0.8	4	0.54
Health Administration	-	-	1	0.4	1	0.4	2	0.3
Commercials	1	0.4	-	-	-	-	1	0.13
Conservatory	-	-	-	-	1	0.4	1	0.13
No Preference	24	9.8	33	13.5	34	13.9	91	12.4
Total	245	100.00	245	100.00	245	100.00	735	100.00

**Table 11: Istanbul student preferences in University Admittance Test**

Istanbul University students preferred teaching, IRM, and management.

	First		Second		Third		Total	
	K	%	K	%	K	%	K	%
Class Teacher	38	16.7	26	11.4	41	18.1	105	15.4
IRM	32	14.1	18	7.9	24	10.6	74	10.9
Pre-school Teacher	-	-	8	3.5	9	4	17	2.5
Psychological Counseling and Guidance (PCG)	17	7.5	18	7.9	15	6.6	50	7.34
Management	20	8.8	16	7.04	18	7.9	54	7.9
Turkish Teacher	5	2.2	-	-	1	0.4	6	0.9
Turkish Language and Literature	8	3.5	9	4	4	1.8	21	3.0
International Relations	8	3.5	7	3.1	6	2.6	21	3.0
Finance	3	1.3	6	2.6	12	5.3	21	3.0
Social Services	3	1.3	16	7.04	4	1.8	23	3.4
Economics	-	-	10	4.4	6	2.6	16	2.4
Labour Economics and Industrial Relations (LEIR)	9	4	4	1.8	14	6.2	27	4.0
Public Administration	4	1.8	12	5.3	8	3.5	24	3.5
Law	10	4.4	4	1.8	-	-	14	2.1
Psychology	11	4.8	20	8.8	11	4.8	42	6.2
Philosophy	14	6.2	10	4.4	3	1.3	27	4.0
Sociology	21	9.2	14	6.2	14	6.2	49	7.2
Public Relations	2	0.9	5	2.2	1	0.4	8	1.2
Internal Architecture	2	0.9	1	0.4	-	-	3	0.44
Conservatory	-	-	2	0.9	-	-	2	0.3
Management Informatics	2	0.9	3	1.3	4	1.8	9	1.32
Radio-Cinema-TV	7	3.1	2	0.9	3	1.3	12	1.8
History	2	0.9	2	0.9	3	1.3	7	1.0
No Preference	9	4	14	6.2	26	11.5	49	7.2
Total	227	100.00	227	100.00	227	100.00	681	100.00

**Table 12: Marmara student preferences in University Admittance Test**

Marmara University students preferred IRM, teaching, and PCG.

	First		Second		Third		Total	
	K	%	K	%	K	%	K	%
Class Teacher	13	10.3	15	11.9	12	9.5	40	10.6
IRM	21	16.7	21	16.7	22	17.5	64	16.9
Pre-school Teacher	6	4.8	3	2.38	3	2.38	12	3.7
Psychological Counseling and Guidance (PCG)	10	7.9	13	10.3	6	4.8	29	7.7
Management	5	4	7	5.5	8	6.3	20	5.3
Turkish Teacher	1	0.8	-	-	-	-	1	0.3
Turkish Language and Literature	6	4.8	3	2.38	4	3.2	13	3.4
International Relations	6	4.8	4	3.2	4	3.2	14	3.7
Finance	6	4.8	9	7.1	7	5.5	22	5.8
Social Services	-	-	-	-	3	2.38	3	0.8
Economics	1	0.8	4	3.2	8	6.3	13	3.4
Labour Economics and Industrial Relations (LEIR)	14	11.1	11	8.7	3	2.38	28	7.4
Public Administration	-	-	5	4	2	1.6	7	1.85
Law	9	7.1	4	3.2	-	-	13	3.4
Psychology	3	2.38	4	3.2	4	3.2	11	2.9
Philosophy	-	-	-	-	4	3.2	4	1.1
Sociology	9	7.1	6	4.8	9	7.1	24	6.4
Informatics	3	2.38	5	4	5	4	13	3.4
Public Relations	-	-	1	0.8	1	0.8	2	0.5
Banking	1	0.8	-	-	-	-	1	0.3
Teaching Mentally Disabled Persons	2	1.6	2	1.6	2	1.6	6	1.6
Radio-Cinema-TV	2	1.6	1	0.8	-	-	3	0.8
History	1	0.8	-	-	1	0.8	2	0.5
No Preference	7	5.5	8	6.3	18	14.3	33	8.7
Total	126	100.00	126	100.00	126	100.00	378	100.00

**Table 13: Computer ownership and Internet access**

Some questions in the questionnaire were designed to assess students' computer literacy. Students were asked whether they had personal computers, whether they used computer labs in their departments and faculties, time they spent in using computer, and most frequent reasons for using a computer.

Results show that 67 percent of IRM students have a computer and Internet access, while about 20 percent have a computer without Internet access, and 12.3 percent do not have a computer.

	Both computer and Internet		Computer but no Internet		No computer	
	N	%	N	%	N	%
AU	93	55	41	24.3	35	20.7
BU	54	94.7	3	5.3	-	-
HU	157	64.1	59	24.1	29	11.8
IU	141	62.1	56	24.7	30	13.2
MU	110	87.3	9	7.1	7	5.6
Total	555	67.3	168	20.4	101	12.3

**Table 14: Use of computer lab in department**

More than four-fifths of students use available computer labs (See Table 14). The low proportion of computer lab users (68.3 percent) at Istanbul University IRM was explained during interviews by the fact that the lab in this school is closed most of the time because there is no lab monitor. The use of computer labs is also low in Baskent University (40%), because almost all Baskent IRM students own a computer.

	Use		Do not use	
	N	%	N	%
AU	169	100	-	-
BU	23	40.4	34	59.6
HU	243	99.2	2	0.8
IU	155	68.3	72	31.7
MU	112	88.9	14	11.1
Total	702	85.2	122	14.8

**Table 15: Use of computer lab in faculty**

About 65 percent of students use the computer labs in their respective faculty buildings. Nearly all students at Ankara and Hacettepe use the computer labs either in their departments or faculties. At Marmara, about 43 percent state that they do not use the computer lab in their faculty building, preferring the departmental lab (85.2 percent). At Istanbul, nearly 40 percent do not use the lab in the faculty building, and nearly 30 percent of these are unaware that such a lab exists. At Baskent, almost half (47.4 percent) do not use the lab in their faculty.

	Use		Do not use		Have no information about it	
	N	%	N	%	N	%
AU	161	95.3	2	1.2	6	3.5
BU	29	50.9	27	47.4	1	1.7
HU	226	92.3	15	6.1	4	1.6
IU	73	32.2	87	38.3	67	29.5
MU	48	38.1	54	42.9	24	19
Total	537	65.2	185	22.4	102	12.4

**Table 16: Daily computer time**

The survey investigated how much time students spent daily using a computer. Nearly half spend one to three hours.

	None		<1 hour		1-3 hours		3 hours or more	
	N	%	N	%	N	%	N	%
AU	3	1.8	48	28.4	71	42	47	27.8
BU	-	-	7	12.3	30	52.6	20	35.1
HU	12	4.9	66	26.9	108	44.1	59	24.1
IU	38	16.8	60	26.4	84	37	45	19.8
MU	18	14.3	29	23	61	48.4	18	14.3
Total	71	8.6	210	25.5	354	43	189	22.9

**Table 17: Computer use**

Students use computers for common activities such as web browsing and email.

	AU		BU		HU		IU		MU		TOTAL	
	K	%	K	%	K	%	K	%	K	%	K	%
Games	8	4.7	8	14	18	7.4	15	6.6	3	2.4	52	6.3
Shopping	3	1.8	2	3.5	9	3.7	3	1.3	-	-	17	2.1
Email	42	24.8	12	21.1	53	21.6	18	7.9	24	19	149	18.1
Chat	38	22.5	18	31.6	47	19.2	109	48.1	28	22.2	240	29.1
Web searching	73	43.2	13	22.8	99	40.4	79	34.8	52	41.3	316	38.3
Banking	5	3	4	7	19	7.7	3	1.3	19	15.1	50	6.1
Total	169	100.00	57	100.00	245	100.00	227	100.00	126	100.00	824	100.00

**Table 18: Library visits**

Another investigation in the survey was related to students' visits to and use of the library. About one third visit the library "once a week", about 40 percent visit once in two or three days, and only 10 percent every day.

	Never		Every day		Once in two days		Once in three days		Once a week	
	N	%	N	%	N	%	N	%	N	%
AU	27	16	32	18.9	24	14.2	22	13	64	37.9
BU	49	86	-	-	-	-	1	1.7	7	12.3
HU	34	13.9	25	10.2	50	20.4	60	24.5	76	31
IU	33	14.5	22	9.7	41	18.1	75	33	56	24.7
MU	35	27.8	8	6.3	5	4	14	11.1	64	50.8
Total	178	21.6	87	10.5	120	14.6	172	20.9	267	32.4

**Table 19: Books read annually**

More than half of students say they read “4 or more” books in a year.

	None		1		2		3		4 or more	
	N	%	N	%	N	%	N	%	N	%
AU	8	4.8	9	5.3	11	6.5	35	20.7	106	62.7
BU	3	5.3	6	10.5	9	15.8	11	19.3	28	49.1
HU	8	3.3	6	2.4	23	9.4	52	21.2	156	63.7
IU	19	8.4	18	7.9	40	17.6	33	14.5	117	51.6
MU	18	14.3	7	5.6	13	10.3	33	26.2	55	43.6
Total	56	6.8	46	5.6	96	11.6	164	19.9	462	56.1

**Table 20: Leisure activities**

Students were asked to rank leisure time options on a scale from 0 to 5.

	Library		Computer Lab		Study hall		Cafeteria		Campus		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
AU	22	13	47	27.8	11	6.5	20	11.8	32	19.0	37	21.9
BU	1	1.8	2	3.5	2	3.5	14	24.6	10	17.5	28	49.1
HU	13	5.3	32	13.1	8	3.3	38	15.5	69	28.1	85	34.7
IU	5	2.2	15	6.6	10	4.4	70	30.8	43	19.0	84	37.0
MU	10	7.9	10	7.9	10	7.9	47	37.3	17	13.5	32	25.4
TOTAL	51	6.2	106	12.9	41	5	189	22.9	171	20.7	266	32.3

## Conclusion

Survey findings can be summarized as follows:

- Nearly two thirds of respondents are female.
- Nearly three fifths live with their families, suggesting that high school graduates prefer higher education institutions located where they live.
- Nearly 40 percent had IRM in their first five preferences in ÖSS. This is significant for these departments since this may show specific preference for this particular field of learning. Informed preference may be considered as a sign of future commitment to the profession.
- More than half of students made their preference upon information concerning the department.
- More than two thirds of students have computers and Internet access.
- Nearly all use computer labs in their departments, with about 65 percent also using computer labs in their faculty premises.
- The largest portion of students spend one to three hours a day using a computer, doing web browsing and similar tasks.
- A third of students use the library once a week.
- More than half read four or more books a year.
- IRM students typically spend their leisure time at home, work, or dormitory.

The questionnaire had a “comments” section. Comments focus on the need to promote and publicize the department and to increase the number of practical or applied courses. Students complain that their department is not well known by the public, pointing out the the need for promotion and publicity.

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