İSTANBUL BİLGİ UNIVERSITY

FACULTY OF COMMUNICATION

At the Intersection between Space and Non-space: Internet Cafés in Istanbul

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Internet Cafés in Istanbul

Submitted by
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Özet

İnternet kafelerin ortaya çıkması, Türkiye'de ve dünyada İnternet erişiminin nüfusun çoğu için hâlâ bir lüks olduğunu gösteriyor. Bu anlamda İnternet kafeler, bu kafeler dışında İnternet erişimi olanlar ve olmayanlar arasındaki bilgiye erişim uçurumunu kapatmak gibi bir potansiyele sahip. İnternet kafeler düşük sosyo-ekonomik statüsü olanların bilgi toplumundan dışlanmasını önleme kapasitesine sahipler. Bunun gerçekleşmesi içinse, İnternet Kafe kullanıcılarının bu kafelerin bu yönde kullanılabileceklerinin farkında olmaları gerekiyor.

Bu çalışma İstanbul'daki İnternet kafe kullanıcıların İnternet kafelerin bilgiye erişim amaçlı kullanılabileceklerinin farkında olup olmadığını öğrenmek için yürütülmektedir. Çalışma, İstanbul'da İnternet kafelerin, kahvehaneler gibi bir sosyal mekân olarak mı yoksa bilgi toplumuna erişimi sağlayan bir sibermekan olarak mı algılanıp kullanıldığı sorularına cevap arıyor.

Bu soruları yanıtlamak üzere bu çalışma kapsamında İstanbul'daki İnternet kafe kullanıcılarının demografik bilgilerini, nasıl ve neden İnternet kafelere geldiklerini öğrenmek üzere bir anket çalışması ve derinlemesine görüşmelere başvuruluyor. Her iki alan araştırmasından elde edilen bulgular da *SSPS 7.0 Windows paket programı* ve kalitatif analizler kullanılarak değerlendiriliyor.

Abstract

The emergence of Internet Cafés in the world shows that Internet access is still a luxury for most of the population in Turkey and in the world. Internet Cafés closes the gap between those who can afford and those who cannot afford Internet access. The Internet Cafés have the capacity to prevent exclusion from the information society for those with low socio-economic status. However, for this to happen, the Internet Café users have to be aware of the potential use of the Internet Cafés.

This study is carried out to find out the awareness of the Internet Café users in Istanbul about the potential of the Internet Cafés, and to detect whether Internet Cafés is used as a social space (much like *Kahvehanes*) or as cyberspaces by the Internet Café users in Istanbul.

As a part of my study I conducted a field research consisting of a questionnaire and in-depth interviews to collect demographic data about the Internet Café users and assess how and why the users visit the Internet Cafés. The data and interviews are then analyzed using *SSPS 7.0 for Windows packet* program and qualitative analysis.

Preface

Internet Cafés are public spaces where one can have access to Internet by paying by the hour. A public space, which is open to all members of a society allows the exchange of ideas and feelings in a liberated atmosphere.

Cyberspace is a virtual environment that allows one to perform his everyday tasks, work and communication. "Cyberspace is the 'place' where a telephone conversation appears to occur. Not inside your actual phone... Not inside the other person's phone… The place between the phones. The indefinite place out there, where the two of you, two human beings, actually meet and communicate… Although it is not exactly 'real', 'cyberspace' is a genuine place. Things happen there that have very genuine consequences. This 'place' is not 'real', but it is serious, it is earnest." [1]. Cyberspace, thus, enables activities and communication, which are physical in a non-physical space. There are several approaches to cyberspace. One argues that it is a hallucinatory space: In *The Cybercultures Reader* Michael Benedikt, a completely different universe.

> Cyberspace is a universe created and sustained by the world's computers and communication lines. It is a world in which the global traffic of knowledge, secrets, measurements, indicators, entertainments, and alter-human agency takes on form: sights, sounds, presences never seen on the surface of the earth blossoming in a vast electronic light [2].

Thus, for Benedikt, cyberspace is merely virtual and only exists in a common mental geography. Barlow, on the other hand, presents cyberspace more as a

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1 Bruce, Sterling (1992). *The Hacker Crackdown.* A Bantam Spectra Book, USA. p: xi-xii

2 Benedikt, Michael (2000). "Cyberspace : First Steps" from *The Cybercultures Reader,* ed. by David Bell. Routledge, London Book. pp: 29-44

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physical space that meets the demands of its consumers: freedom of speech and act through bits:

> You are terrified of your own children, since they are natives in a world where you will always be immigrants. Because you fear them, you entrust your bureaucracies with the parental responsibilities you are too cowardly to confront yourselves. In our world, all the sentiments and expressions of humanity, from the debasing to the angelic, are parts of a seamless whole, the global conversation of bits. We cannot separate the air that chokes from the air upon which wings beat....Your increasingly obsolete information industries would perpetuate themselves by proposing laws, in America and elsewhere, that claim to own speech itself throughout the world. These laws would declare ideas to be another industrial product, no more noble than pig iron. In our world, whatever the human mind may create can be reproduced and distributed infinitely at no cost. The global conveyance of thought no longer requires your factories to accomplish [3].

For Barlow cyberspace is physical. It exists in bits but it is "the global conversation of bits reproduced and distributed infinitely at no cost" to enable free speech, communication and exchange of ideas all meet in a new space – cyberspace or non-space.

In this study, when cyberspace is mentioned, it will mean non-space meaning most activities performed in physical space are to be done in cyberspace. The prefix "non" does not mean that it is a non-existent hallucinatory space. It rather shows the degree of adaptation to the Information Technology and cyberspace – its isolating and individualistic effects on users, whereas space will signify a public space where real communities (friends, corporate and educational bodies) meet for a social activity. Marc Augé describes as the "non-place". Augé, a social scientist in Paris, describes in his book *Non-Places - Introduction to an Anthropology of Super-modernity*, the placeless environments that modern man finds themselves within; the airport lounge, the shopping centre, the car, in front

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[3] Barlow, John Perry (1996). "Declaration of the Independence of Cyberspace". Available: [http://www.eff.org/~barlow/Declaration-Final.html] accessed on May 23, 2003.

of a TV or computer. He describes them as "space without place", where a form of psychological, if not physical, solitude exists. Non-spaces are characterised by him as, "spaces which are not of themselves anthropological (the family, private life)", but in which "the public communicates wordlessly, through gesture" with what he calls "an abstract, unmediated commerce; a world thus surrendered to solitary individuality"[4]. Augé gives an ATM, an information kiosk or ticketing machine as examples of non-space where one is not in contact with other human beings except accidentally. Thus, they exist as transient stops in the flow of movement in our everyday lives.

Along with these definitions, the Internet Café comes close to a non-space where one can quickly check e-mails, get information on something, make a quick reservation almost without human contact besides the café owner. Since cyberspace is also a space where one enters via computer and where socialisation is restricted, it is also a non-space. By providing access to cyberspace, Internet Cafés create a strong isolating non-space effect.

However, this isolating effect of non-space is valid only when the Internet Cafés in developed countries are considered. In the Middle East, Africa and Asia, Internet Cafés are frequented with friends. The amount of time spent in an Internet Café increases when Asian developing countries, such as Turkey, China, and Korea, Internet Cafés are taken into account. In developed countries, such as America and European countries, they are used more as transient stops for access to cyberspace. They are places where leisure time is spent if the country is less

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4 Marc Augé, *'Non-places; Introduction to an Anthropology of Supermodernity'*, trans. by John Howe Verso Books, London, 1995, pp: 25, 78.

developed. The Internet Café loses its isolating and isolated non-space aspect and becomes a social space for entertainment and sociability.

In this study, the Internet Cafés in Istanbul are to be analysed through field research. A questionnaire was designed to describe how and to what extent their socio-economic and demographic background of the Internet Café users in Istanbul affect their behaviour in Internet Café. In addition, there are questions that are asked to extract to what extent the Internet Café represents a social space and to what extent it refers to non-space or cyberspace meaning a punctuation in the flow of information and movement of everyday lives of Internet Café users living in Istanbul. Shortly, by focussing on the behaviour of customers in the Internet Cafés, the researcher will try to understand and analyse the new type of sociability in Internet Cafés and the place of Internet Cafés as an extension of the users' everyday lives.

Introduction

It is not a coincidence that the department of Visual Communication Design at İstanbul Bilgi University was opened in 1996 when first Internet Café was founded in Istanbul. Both the newly emerging public space – Internet Café, and this department at İstanbul Bilgi University – Visual Communication Design came about due to a great demand for visual communication via graphical interface such lacking in Turkey. Their emphasis, since then, has been and from now on, will be on the increase in the number of Internet users since the Internet is perceived to be *the* communication medium of 21st century. Therefore, considering that there will also be a greater need for producers of visual culture the department of Visual Communication Design started to educate many talented designers who are capable of designing the future of visual communication in Turkey – the Internet for many consumers, most of who connect to the Internet in Internet Cafés.

In addition to the designing of the Internet, the department of Visual Communication Design also educates graphical designers who work in the field of entertainment technology. In this study, it is assumed that most Internet Café customers use Internet Cafés for game and sociability, in other words, for entertainment. The graphic designer specifically is to create these online personas – avatars in computer games, which are now designed by students of Visual Communication Design.

Computer games have permeated into the everyday lives of especially the young generation. Many youngsters spend endless hours in Internet Cafés with their friends. Most of these popular computer games are known worldwide. Yet,

having foreseen the significance of this entertainment technology and the need for avatars for new discoveries of one's self as well as relaxation through entertainment, the department of Visual Communication Design aims to bring out the talents who will be the first educated producers of computer graphics and entertainment technology in Turkey. This study aims at examining widely used access points – Internet Cafés to this unexplored territory called cyberspace in the Digital Age.

"Social scientists now regularly talk of a new, emerging digital age, an information society, or a network society. Such a transition is widely believed to be a new industrial revolution, a societal, technological, and economic shift across capitalist civilisation of similar magnitude to the industrial revolution through which every aspect of society is transformed" [5]. For example, with the strengthening of the Digital Age, due to increased mobility and information exchange, formerly dominant cultural and social spaces, such as *Kahvehanes*, Atari and Pool Saloons and cafés in Turkey are being replaced by Internet Cafés, cyber booths and other public kiosks. They are either visited by those local residents who don't have access to the Internet at home or those who are in need of quick access to their e-mail on the way to somewhere. Social spaces of other types, such as *Kahvehanes*, are directly challenged, and yet are responding to this challenge in different ways. Some *Kahvehanes* are dividing the space into two. One part is being used as a regular *Kahvehane*, whereas, the other part is used as

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5 Cadwell, John Thornton. *Theories of the New Media: A Historical Perspective.* Continuum International Publishing Group. pp:13-14.

an Internet Café, such as *Dilşah* in Rumelihisarüstü and *Kaçakçay* in Taksim. In addition, some Internet Cafés in Feneryolu and Rumelihiarüstü have projectors for the screenings of football games. This study explores the ways how, and the reasons why urbanites recreating Istanbul use Internet Cafés, their practice and creation of space and how the Internet Café owners respond to the challenges of a network society in need of them.

The Internet Cafés in Istanbul are not passive backgrounds to different socio-economic groups or individuals but instead actively inform and reflect them. The Internet Café users described in this study are not going with the flow of the socio-economic change but are actively responding to the effects of urban life such as speed, mobility, and constant change of images through computer games. The users are relating and adjusting them to their needs. This is achieved by constant manipulation and re-definition of urban spaces such as Internet Cafés, *Kahvehanes,* and cafés.

Today, many individuals living in Istanbul are adapting initially designated non-spaces – the Internet Cafés in quite different ways and reconfiguring them for their own interests, creating new types of social spaces of Internet Cafés. There is a similarity between the old generations' social spaces such as *Kahvehanes* and the new generations' mostly social and partially private spaces such as the Internet Cafés.

In summary, when investigating the Internet Cafés as new social spaces (first Internet Cafés were established in Turkey in 1996 where as the first Internet Café in the world was founded in 1996), there will be references to *Kahvehanes*

since, in addition to a social need of Internet access, the Internet Cafés also respond to a cultural need of sociability and entertainment.

1. Methodology

This study reports the observations and survey results carried out in Internet Cafés in Istanbul with an analysis of the spatial expressions of the customers. It is divided into 5 main chapters. The first chapter gives a brief summary of the development of the Internet in the world and in Turkey as well as a brief account of the emergence of Internet Cafés. The second chapter explains the methodology used to find out the socio-spatial expressions and the conduction of this study. The third chapter consists of all the statistical findings and analysis of the study. The specific behaviour of the Internet Café customers are analysed -- in order to connect their interests and behaviour to the space they dynamically form and manipulate according to their needs and interests. The purpose will be to find out the on-going interaction between the customers and this new form of public space.

In order to accomplish this target, as well as a *questionnaire* of 42 items, the researcher conducted interviews with the respondents of the Internet Cafés to verify their responses to the questionnaire. Participant observation enriched my comprehension of how the Internet Cafés are used. I spent time in most of the Internet Cafés, either alone or in the company of friends, taking notes and photographs of individual's interactions within the space to make a documentation of the physical space.

My own position -- both as a research assistant and as a female -- sometimes received undue attention and respect, and at other times caused uneasiness. It was sometimes beneficial that most of the customers were educated and male and they responded to me with respect. However, I had to face rude behaviour and sometimes hostility in certain areas, especially in more conservative neighbourhoods, simply because of being a female visiting a male-dominated public space in the peripheries such as Fatih and Ümraniye.

As much as I was initially interested in trying to examine how all types of customers transform and are transformed in the Internet Cafés, I ended up focussing on the spatial expressions of especially low and middle class young men in their early twenties. They constituted the main body of customers (approximately 90%). A further research can be made on the practices of domestic use of the Internet in the upper class neighbourhoods. Similarly, a future research may include the Internet Cafés throughout Turkey.

In my research, I chose to focus on Internet Cafés as public spaces of leisure and consumption only in ten different neighbourhoods of Istanbul and there is a wide range of areas that are left out. The reasons why these neighbourhoods were chosen will be explained in further detail in Chapter II, *Methodology*. I believe that this study might have been more comprehensive were I to examine the *Kahvehanes* as public spaces in as much detail as I did with Internet Cafés. The purpose of focusing on the Internet Café was to examine a new establishment, which has not existed for centuries like a *Kahvehane* did but which still are very much influenced by the *Kahvehane* tradition. Clients are different but they nevertheless exemplify the *Kahvehane* customers in most of the

spaces that I covered. In summary, though the Internet Cafés are new forms of public spaces, their resemblance to many other youth-oriented and traditional spaces such as Atari Saloons and/or *Kahvehanes* is quite unique. A more comprehensive examination of *Kahvehanes*' gradual disappearance and Internet Cafés fast emergence would make a fascinating contribution to this study.

2. Literature Review

In order to understand the role of Internet Café, it was first necessary to explore the history of the Internet in Turkey and in the world. Manuel Castells, and Perry Barlowe provided meaningful information on the history and meaning of the Internet and its socio-economic impacts on individuals. In essence, I needed to examine more in-depth not only how the Internet evolved from early ARPANET (the first intranet that connected first, military organisations and then, universities to each other in the U.S.A) to the Internet but also how and why the Internet Cafés came into existence. What is the nature of an Internet Café? How does the Western division of "public" vs. "private" and ultimately non-space categorisation applies to an Internet Café's reality in Istanbul? In order to understand this, I went back to the definitions of "non space" and used Marc Augé's book on non-space as a point of departure. However, since the Internet Cafés are quite a new phenomenon, my main sources of information about the history and the use of the Internet Cafés were data available on the Internet and the virtual correspondence that I held with the Internet Café owners throughout the world. Yet again, were I to have more literary resources on Internet Cafés, this

study would be much more comprehensive and theoretically substantial and there would be more text analysis.

Still, I believe that since there has not been enough study focusing on Internet Café and its use in Istanbul in particular, and in Turkey in general, my small step would hopefully be one of the initiations in this neglected sociological field – the Internet sociology in Turkey. This is a particular study comparing the financial and educational background of the customers and their behaviour in Internet Cafés to understand what role the Internet Cafés play in the lives of Internet Café visitors. How much are they aware of the wide potential use of the Internet? How does the use of Internet Café vary according to income levels in different areas of Istanbul? How do the customers use their leisure time? Is it being used more for socialisation, for playing games, or in a private pursuit of the virtual world and reality?

I believe that the results of the survey will show the role and effectiveness of the Internet Café users in Istanbul in their everyday life. Since the use of the Internet is increasing rapidly in Turkey, it is crucial to evaluate the Internet customers' approach to Internet use and there are some questions that are specifically designed to understand notably to what extent the customers use Internet Cafés as public kiosks for Internet access. Are they aware of the potential use of Internet Café as another significant space for communication in the global framework of Digital Divide and virtual reality? I intend my thesis to be helpful to the understanding of such terms and their respective meaning for Turkey.

Briefly, Digital Divide -- the gap between the users who can and cannot afford Internet hosting -- increased dramatically over the years and prepared the

ground for a major problem called the Digital Divide. Although the number of Internet hosting per 1000 individuals has increased gradually, the speed of this increase has been quite differently in different continents. "Thus, while the penetration ratio between Africa and Northern America was 267 in 1997, it has increased to 540 in 2000 which shows that Africa now is much beyond Northern America " [6]. In order to prevent this divide among different continents, the Governments have constantly tried to increase the number of hosting per 1000 individuals by founding public spaces for Internet access, which are usually much cheaper than individual Internet accounts.

Table IV.1. Internet hosting per 1000 individuals [7]

Internet hosting per 1000 individuals.	Oct 97	Oct 98	Oct 99	Oct 00
Northern America	46,28	69,74	116,41	168,68
The Pacific	26,81	34,76	43,84	59,16
Europe	6,13	9,45	13,41	20,22
Southern America	0,48	0,91	1,67	2,53
Asia	0,53	0,87	1,28	1,96
Africa	0,17	0,21	0,28	0,31

In many countries, the foundation of Internet Cafés has been supported by the Governments to prevent Digital Divide. At the beginning of 1996, Internet Cafés emerged as public kiosks in the world (and synchronously in Turkey) for

6 Uçkan, Özgür, (2003). *E-Devlet, E-Demokrasi ve Türkiye: Kamu Yönetiminin Yeniden Yapılanması için Strateji ve Politikalar –1.* Literatür Yayınları. Istanbul. p:58.

7 Available online : [www.netsitzer.com] accessed on May 17, 2003.

Internet access to enable everyone to be able to use this new technology and get acquainted with cyberspace. However, since Internet literacy is not wide spread in Turkey, the adaptation to the new technology in Internet Cafés has not progressed smoothly. It has been observed before this study that many Internet Café customers visit Internet Cafés for entertainment and sociability. This study aims to prove the validity of this observation, explore other practices in Internet Cafés and bring forth alternative ways of using Internet Cafés (by making comparison between Turkey and other countries in the world).

Chapter I. The Internet and Internet Cafés: An Overview

1. Brief Overview of the Internet

It is argued that the Internet has a potential to cross the boundaries of public communication that will enrich participation and democracy in the public sphere. It not only has an effect on a country's traditional network of social communication and interaction but also on the personal lifestyles of urbanites. It has a powerful effect on the everyday life of users because it increases mobility, speed, and perhaps productivity in all kinds of networks embedded in a city whether it be cultural, social, financial, political or personal.

As argued by Manuel Castells, the acknowledged Internet theoretician, "the historical record of technological revolutions, shows that they are all characterised by their pervasiveness, that is by their penetration of all domains of human activity, not as exogenous source of impact" [8]. It can be stated that within any public sphere in the West, almost each and every activity is supported by Information Technology: from travelling to communication, from production to consumption of commodities, to entertainment and providing zillions of services, the Internet is, by far the most time and cost-efficient device that helps the emergence of many cultural institutions, new political and social organisations, giant corporations in the global markets, as well as private investments and entities.

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[8] Castells, Manuel (2000). *The Rise of the Network Society*, Volume 1, Blackwell Publishers, USA, pp: 30-31.

However, in order for the Internet to become an integral part of all aspects of the lives of individuals, there has to be a higher degree of sophistication among the Internet users as well as a well-established and widespread infrastructure. Where there is not enough computer literacy and technical equipment made available in a country, or when there is an uneven distribution of access to the Internet, the phenomenon called Digital Divide occurs. Today most developing countries such as Turkey have to cope up with Digital Divide.

In the first book of his trilogy called *The Rise of the Network Society*, Manuel Castells states that an informational network links this new form of society. He points out to "[digital divide that is] the accelerating pace of innovation and application, and the processes of globalisation that have marginalized and threaten to make redundant whole countries and individuals excluded from informational networks" [9]. Digital Divide, in fact, is a problematic term to use because it does not refer merely to an economical schism between the developed and developing countries in terms of providing public access or personal computers. It also shows the socio-economical and educational inequalities between the developed and developing countries in the Digital Age founded on 'informational networks'. Yet, to understand how Digital Divide became a crucial issue in international, national, political, cultural and socio-economical scenes, one has to have a look at the historical evolution of the digital world from ARPANET to the Internet.

The ARPANET was the harbinger of the Internet and 'the network society'. It was an invention of scientists and scholars from elite universities and

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9 Touraine, Alain; Lyon, David; Calhoun Craig. "Forum" from *Prometheus 03 : Firing the Mind* , Prometheus Publishing Limited, England, , p:27.

research centres to establish a military communication network in the U.S.A in the early 1960s. "The creation and development of the Internet resulted from a unique blending of military strategy, big science co-operations as well as technological entrepreneurship in the last three decades of the twentieth century" [10]. It needed extensive expertise to use the computer, and the price of this technology was not affordable by the middle-class. Thus, to use the ARPANET one had to have certain qualifications such as an adequate level of income, education and expertise. This technology was not something that the public might easily have access to. It was in the hands of the elite.

In 1979, three students at Duke University and the University of North Carolina in the United States, not included in ARPANET project, created a modified version of UNIX protocol, which made it possible to link up computers over regular telephone line. They used it to start an on-line forum for computer discussion among top universities of the United States. Connection through AT&T (the telephone, Internet service provider) became much cheaper over the years. AT&T gradually linked all the US states with each other and thus made the whole territory accessible. The socio-economic obstacle in the diffusion of the Internet was partially resolved since the technology and the network service were getting cheaper and more widespread. However, without computer literacy or even expertise, the use of this technology was still difficult if not impossible.

One of the key developments that made the Internet easier to access by the large public was the invention of the World Wide Web (*www*) in 1990. In 1993 the emergence of a graphical interface by Web Browsers such as Netscape

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10 Castells, Manuel (2000). *The Rise of the Network Society*, Volume I, Blackwell Publishers, USA. pp: 30-31.

enabled the easing of the use of the Internet. As mentioned earlier in the introduction, VCD (Visual Communication design) is a new field of study, which developed in the last decade of the last century precisely for this reason. The Internet no more required a scholarly knowledge: computer literate individuals could have access to 'the network society'.

Briefly, providing cheap and well-established infrastructure with AT&T links, making the computer use easier and friendly helped the spread of the computer-mediated communication. Gradually, the technological innovations and attempts of the hackers who benevolently searched for the gaps in the technological infrastructure prepared the grounds for today's Internet, a more individualised and a cheaper way of communication that needs just very basic personal computers, modems and a telephone line to connect individuals of all interests and affinities.

Even today, the number of personal computers is far from being evenly distributed anywhere in the world. Telecommunication infrastructure and opportunities for good education have developed unevenly throughout the world. Today, although the total number of Internet users are approximately estimated at 605.6 million, "more than 80% of the world's population has never heard a dial tone, let alone sent an e-mail or down-loaded information from the web" [11]. Thus, the Internet is still the privilege of a few living in industrialised countries. "Nearly 90 percentage of all Internet users are [located] in developed countries, with the United States and Canada alone accounting for 57 percent of the total. In contrast,

11 Available online: [http://www.nua.ie/surveys/how_many_online/] accessed on October 25, 2002.

Internet users in Africa and the Middle East, together account for only 1 percent of the global Internet users" [12]. The statistics above include both public and private access to the Internet for developing in the same line with developed countries. The abyss in the numbers, in other words the Digital Divide, influences other aspects of these countries including their socio-economic situation, educational quality, cultural behaviour, or cultural perceptions about everyday life.

2. Short History of the Internet in Turkey

Today, since Internet use and its overall distribution in the world have become vitally important for financial and political reasons, there are numerous web companies who constantly provide data on the Internet about the Internet use. According to one of them called NUA, "The overall ratio of Internet users is about 8,5% of the world population" [13]. However, this percentage drops drastically in the developing countries. According to NUA's estimates, "approximately 600,000 individuals in Turkey were Internet users in May 1997. In May 2000, this number increased to two million" [14]. However, "when compared to Turkey's population of 67,8444,903, as the census of 23 September 2000, the ratio to the total population is still 1%" [15]. It is not erroneous to say that Turkey is one of the least advanced countries in terms of access to the Internet.

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12 Available online: [http://www.interconnection.org/background/statistics.htm] accessed on October 25, 2002.

13 Available online: [http://www.nua.ie/surveys/how_many_online/] accessed on October 25, 2002.

14 IBS Research, Available online: [http://www.ibsresearch.com] accessed on February 27, 2002.

15 Republic of Turkey, Prime Ministry, State Institute of Statistics (SIS), Available online: [http://www.die.gov.tr/nufus/02012002.htm] accessed on February 27, 2002.

On the other hand, the number of individuals who use computers is increasing day by day. The Internet users in 2000 were more than three times the users in 1997. According to a study by *ProCon GfK*, it is claimed "Internet use in major cities of Turkey increased to 19 %" [16]. The increase in this ratio depends on Turkish PTT (Post, Telegraph and Telephones) investments "1% of GNP per annum to develop an advanced communication network since 1985 [to provide] a universal geographic service for Internet users in Turkey" [17]. On the other hand, PTT being the only service provider, this situation, facts, etc. tend to severely reduce the number of Internet users because " the price of key telecom services is significantly above that of trading partners, reducing international competitiveness and also Turkey's position in direct foreign investment [and as a result of] the lack of competitive pressure PTT has reduced operational and investment efficiency" [18]. The limiting of consumer choice of access to the Internet slowed Turkey's progressive integration to the OECD (Organisation for Economic Co-operation and Development) countries. Yet, it is also argued that although privatisation will decrease the prices paid for Internet access and increase the quality of service. Dr. Haul Geray (who evaluates Turkey's situation among other OECD countries in his book called *İletişim ve Teknoloji: Ulusal Birikim Düzeninde Yeni Medya Politikaları*) argues that although Turkey is below the average in regard to the quality of Internet services, it is nevertheless much better than some developing OECD countries that have privatised their telecommunication services [20].

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16 Available: [http://www.procongfk.com], accessed on February 27, 2002.

17 Oppenheim, Jeremy, (1993.) Turkey: *Informatics and Economic Modernization*, The World Bank, Washington, D.C., p: xiv.

18 ibid.

19 ibid.

20 Geray, Haluk. *İletişim ve Teknoloji: Ulusal Birikim Düzeninde Yeni Medya Politikaları*. pp:198-210.

However, this does not change the fact that "compared to the historical evolution of Internet service in the United States, Turkey is at the very initial stages of becoming a part of the global information society": perhaps, Turkey's situation is like that of the U.S.A in the period when AT&T prices were not affordable for the most [21]. This hinders the diffusion of Internet use in Turkey into all types of networks.

In addition, according to a new trend, the Internet has recently begun to be made available to students in high schools and in the universities. This delay in giving computer and Internet literacy to the young generation makes it harder for Turkey to upgrade its informational system in the ever rapidly changing computer technology because the young generation has recently become aware of the potential of the Internet and what it can offer them. In the same research conducted by *ProCon GfK*, it has been found that "among the 18-24 age group, the wealthier and better-educated population, consisting mostly of males, are the largest body of Internet users" [22].

As a result, the Internet's potential, as a more effective form of communication and as a cultural, social, financial and political network, has not diffused into Turkish culture yet. There are many socio-economical and educational obstacles to be overcome before Turkey becomes a member of the Network Society (See Table I.1). The Digital Divide is not only apparent when Turkey is compared to other countries in the world but also between different regions of the same city, Istanbul in this case.

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21 ibid.

22 Available online: [http://www.procongfk.com] accessed on 23 November, 2002.

In the global frame of the Network Society, Turkey is at a disadvantageous position. According to the declarations of Behçet Envarlı in a conference called "Knowledge Economy and Turkey", Turkey has been situated far behind the list of countries that use Information technology in their assessment to knowledge economy. As a developing country, Turkey is,

- 22nd among 49 countries using this technology in respect to technological infrastructure, the number of qualified computer engineers and workers in the field of Information Technology, computer, and Internet literacy. (The technology used is old and Internet connection is too slow).
- 28th among 49 countries using this technology in respect to export and internal investment in Information Technology.
- 44th among 49 countries using this technology in respect to the number of Internet users, the legal framework of data-confidentiality, investment of Telecommunication companies and Internet hosting per 1000 individuals.

Briefly, Turkey is 33rd among those countries that use Information Technology, which shows that it cannot compete with the developed and other developing countries [23].

Provided that these expectations are fulfilled, Turkey can reach out for virtual embodiment, which means using the Internet as an extension of all the

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23 Envarlı, Behçet (May 10, 2003). "Knowledge Economy and Turkey" Conference realised in Bilgi University in Istanbul as a part of the Knowledge Assessment Program of the World Bank.

socio-economical, communicative and political activities performed in the physical world.

3. Internet Cafés: the World Experience

Due to urban mobility the number of individuals dependent on e-mail increased. Internet created a demand for public access to the Internet for a charge since not everyone had personal access to computers. As a consequence, some locations for public access to the Internet started to develop in the restaurants, coffee shops, copy centres, public libraries, bookstores, at airport terminals and other favourite attraction places.

Internet Users Across The World In 2002

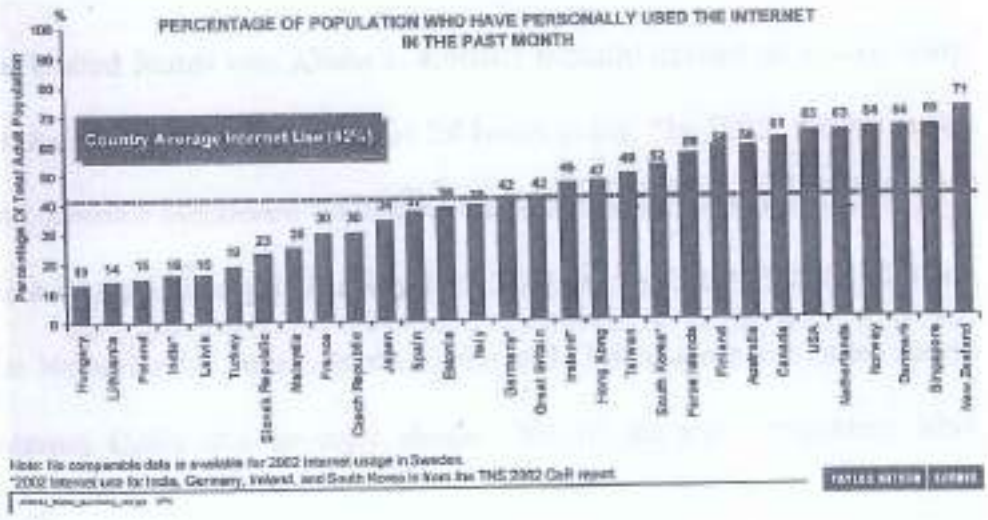

Table II.1: Internet Users Across the World in 2002 [24]

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24 Available online: [http://www.tnsofres.com/gostudy2002/download/I20244_Global_Summary_(revised.pdf] accessed October 24, 2002.

The first Internet Café in the world named *Cyberia* was established in London in 1994, to introduce Internet access to the general public, break down the gender barriers in computing and provide friendly advice through its network of cyber cafés. A year later with the introduction of Cyberia Corporate Services, there was "a new addition to the business offering a combination of Internet training, Internet consultancy and specialist business events space designed to cater for web site launches, corporate hospitality and other functions" [25]. In a very short time after the opening of the first Internet Café, these new places became very popular in other European cities, mostly in the capitals. In addition, most popular ones such as *Cyberia* in Great Britain and *Cybernet* in Australia started to become global brands by opening new branches in different countries and continents.

One of the most famous and earliest Internet Café brand to be founded in the United States was *Kinko's*. *Kinko's* initially opened as a copy shop. In 1985, *Kinko's* started to stay open for 24 hours a day. "In 1995, Kinkonet was founded and *Kinko's* electronic document transfer system was announced" [26]. Later on, *Kinko's* opened approximately 850 branches in Great Britain, China, Australia, the Netherlands, Japan, South Korea and United Arab Emirates, serving both as Internet Cafés and as copy shops. One of the most important advantages of *Kinko's* is that they are open 24 hours a day. *Kinko's* other facility is the videoconferencing service offered to large corporations.

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25 Available online: [http://www.cyberiaCafé.net/Cafés/history.asp] accessed October 24, 2002.

26 Available online: [http://www.kinkos.com/about_us/history/history_timeline.php] accessed on October 11, 2002.

In summary, there are three main types of Internet Cafés in the developed countries.

The first type offers corporate services such as specialised business events together with Internet consultancy and training.

The second type of Internet Cafés, also known as "cyber cafés" is more common. A cyber café seems to be a more convenient choice for tourists as well as local residents who don't have computers. These are not virtual places although most of them have a presence on the Web with a web site. They serve as coffee shops (cafés) where one can drink coffee, eat snacks and enjoy the flow of information and entertainment simultaneously. They are public spaces of sociability providing access to the Internet. In other words, they are not non-physical places of an alternate reality. They have been integrated into the lives of many individuals especially in big cities where an accumulation of everyday activities can be performed online.

The third type is the so-called cyber booth located in hotels, airports and in copy shops such as *Kinko's* where there is spatial inconvenience and time limitations to stay (especially at the airports). One can only check e-mail or get a printout in cyber booths. The cyber booth is similar to an ATM or a supermarket cashier where the "customer gives his identity paying by cheque, the passenger accedes to his anonymity only when he has given proof of his identity" [27]. Cyber booth, in this sense, represents a non-space where one enters his "user name and password" to quickly check e-mail and goes back to the crowd—the anonymity and where minimal social interaction occurs.

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27 Marc Augé, (1995). *Non-places; Introduction to Anthropology of Supermodernity*, trans. by John Howe, Verso Books, London. p: 102.

Thus, an Internet Café for most users in developed countries represents a non-space where they quickly access their e-mail, arrange virtual conferences or get information from online papers and other sites while having a cup of coffee. These activities above show that Internet Cafés in the developed countries are either very professional spaces and only used for corporate business or very individual spaces and they are not used for sociability.

4. Emergence and Development of Internet Cafés in Turkey

There is no specific date or place found for the foundation of the first Internet Café in Turkey. It is estimated that they started to open around 1996. The lack of information is partially due to the fact that the Internet Café industry in the world is quite new. Secondly, some of the Internet Cafés in Turkey are still unregistered. The information about the Internet Cafés provided in this chapter is a summary of an interview held with Yusuf Andiç, the founder of the Turkish Internet Houses Foundation, TIEV (Türkiye İnternet Evleri Vakfı), established in 2002 in Maltepe, Istanbul. The foundation's mission is "to facilitate the communication between the Internet Cafés in Turkey mostly via their web site,www.Cafélerbirligi.com", and "to provide solutions for the common and important problems the owners face and offer Internet training to the customers and to the Internet Cafés' personnel" [28].

Although the Internet and the Internet Café were introduced in Turkey 2

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38 Yusuf Andiç, (An interview held by Burcu Yasemin Çavuş on January 3, 2003 in TIEV).

years later than they were in developed countries, their number increased quickly. Taking the number of their memberships into account, Yusuf Andiç informs the researcher "there are around 12,000 registered and unregistered Internet Cafés in Turkey today. Yusuf Andiç states that, "(According to the numbers provided by The Ministry of Interior Relations, the number of registered Internet Cafés in Turkey amounts to 7243)", "among the total number of registered Internet users in Turkey, approximately 42% go to Internet Cafés for Internet access" [29]. This percentage seems to be quite high, but it clearly shows that Turkish Telekom, being the only operation for Internet is a major obstacle that stands in the way of the increase of the number of users in Turkey because individuals cannot afford the charges.

The Internet Cafés seem to be influenced negatively by Telekom's high charges and Telekom being the only option for connection in Turkey. Yusuf Andiç informs, "The average expenditure/month of an Internet Café for online connection (considering that it is open on average for 16 hours) is between 300 and 400 million TL for 56Kb/s dial-up connection. This price decreases to 32 million TL for 64Kb/s cable connection" [30]. Cable connection is always faster and more efficient that the dial-up connection. These numbers are quite striking because a dial-up connection has many other problems: It doesn't work properly and one cannot be online for a long period of time without having to re-connect at least three or four times. The owners have to pay ten times the cable price for a much slower and worse connection because the cable connection is not prevalent and therefore, one has to wait for months to get this connection after applying for

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29 ibid.
30 ibid.

it. Thus, on an average, considering that an Internet Café has 10 computers and 1 million TL per hour charge and if it is located in a busy part of town where the rent is high, it has a monthly expenditure between 1 and 1,5 billion TL including the rent. The alternative new tariff of Turk Telekom's service, TTnet, which costs half the price of regular 56Kb/s connection, is still very expensive: an average of 870.000 TL/hour.

"Another quite interesting fact about the Internet Cafés is that their charges have been quite stable since 1996s. When the Internet Cafés first came about, they charged 1 million TL/hour and this price is still the same in 2003" [31]. Considering the fact that both the costs of electricity and electronic devices and their maintenance as well as the rents in Istanbul, have increased quite rapidly, especially after the 2001 economic crisis in Turkey, this price might be the cause of the intermittent quality of Internet facility provided in Internet Cafés.

Since the Internet Café tariffs are kept low and stable, the Internet Cafés seem not to stay loyal to their initial goal of providing public Internet access. Though most of the Internet Café owners earn money by providing photocopy, fax and scan services, even these don't provide enough income for maintenance and other expenditures. Today, there are many Internet Cafés in Istanbul and throughout Turkey that serve more as regular cafés, *Kahvehanes* or Atari Saloons than public kiosks for Internet access. The researcher observed that in some of the Internet Cafés in Beşiktaş, Bakırköy and Ümraniye, there was no Internet connection. The computers served here as yet other play consoles. This aspect of the Internet Cafés ultimately shapes the Internet Café user profile.

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31 ibid.

Among the Internet Cafés the researcher visited during the period from November 2002 to January 2003, she observed that there was, among the Internet Café customers in Istanbul, a large group who have little or no knowledge about the potential use of the Internet because of their educational and socio-economic background. A group of Internet Café users know how to use a computer quite efficiently but they have no interest in using the Internet and related services. They go to the Internet Cafés either to be with their friends and socialise (as they were used to doing in a traditional *Kahvehane* or a café) or to play games via computers (as they are used to doing in Atari Saloons) without even connecting to the Internet. Here, the Internet Café tends to become a simple public place for sociability, or a cultural space providing entertainment for a small amount of money.

However, when there is an Internet connection in an Internet Café, there is another type of customer profile. Even though this group is small, some customers not only play games or chat, but check e-mails, look for job opportunities, make bank transactions, do research and homework or read the news, etc. They don't perceive the Internet Café as merely a café or a play saloon, but as a place that provides access to an online world. This group has already integrated computer-mediated communication into their lives. According to the world wide web acknowledged categorisations of the Internet Café types, one can summarize that there are mainly two types of Internet Café users in Istanbul: those who use it for socialisation or those for quick connection to check e-mail or get knowledge and information. On the one hand, there is a group of clients who use the Internet Cafés as a social place, not much different from any other similar social spaces.

On the other hand, there is another group of customers who use the Internet Cafés as cyberbooths. In a study that the researcher conducted in different neighbourhoods in Istanbul, she investigated whether the customers' use of the Internet Cafés changes in respect to their demographic characteristics such as age, gender, education and income.

Chapter II. Methodology

1. Purpose

The purpose of this research is to describe how and to what extent the socio-economic and demographic background of the Internet Café users in Istanbul affect their behaviour. The behaviour under surveillance consists of their relation with Internet and their interaction with the surrounding space. In addition, by focussing on their behaviour, the researcher will try to understand and analyse the new type of sociability in Internet Cafés and the place of Internet Cafés as an extension of the users' everyday lives.

In order to find out the answer to the above issues, a questionnaire consisting of 42 items was developed. The socio-economic and demographic background of the research population was divided into four major categories: a) income level; b) age groups; c) gender and d) educational level. The behaviour of the Internet Café users were grouped around the following themes:

1) Use of Internet Cafés as space, social environment, playroom and public kiosk for Internet access.
2) Use of Internet Cafés as information, game, communication and sociability source.
3) Alternatives for pre and post Internet Café visits in terms of individuals and place.
4) Average time and money spent in Internet Cafés.

In order to gather data about the mentioned categories and groups, the researcher had the choice between interviews, observations and questionnaires. On the other hand, the researcher was faced by some major restrictions such as:

1) To reach a representative amount of individuals;
2) To spend time with eager customers who were willing to answer the questionnaire;
3) To analyse the bulk of data as a coherent whole.

The most effective technique used to find answers to all the above categories and groups seemed to be a questionnaire. The very reason for using the technique of a questionnaire was the large number of respondents (a total of 300). As Wildemuth underlines, in order to find out the general occurrences and make behaviour analysis, this technique was quite helpful. "It is true that the positivist approach [the questionnaire technique in this case], with its goal of discerning the statistical regularities of behaviour, is oriented toward counting the occurrences and measuring their behaviour being studied" [32]. However, since the researcher is aware of the fact that this study requires an in-depth approach to personal behaviour and attitudes of the Internet Café customers as well, the researcher also considered personal interviews with the respondents to specify those behaviour. "By contrast, the interpretative approach, with its goal of understanding the social world from the viewpoint of the actors within it, is oriented toward detailed

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[32] Wildemuth, Barbara M. (1993). "Post-positivist Research: Two examples of Methodological Pluralism" from *Library Quarterly* 63. p: 451.

description of the actors' cognitive and symbolic actions, that is, the meanings associated with observable behaviour" [33]. However, due to the scale of the research, a personal interview with each one of the respondents would be impossible. Thus, to acquire an insider's perspective in this research, in addition to the questionnaire, in-depth interviews were carried out with some of the respondents who were willing and to whom the questionnaire had already been completed. This led the researcher to understand and helped interpret data as accurately as possible. Thus, within a short period of time, the researcher collected enough data to be able to categorise general behaviour and activities of Internet Café users.

2. Measurement Tool

The questionnaire was developed after extensive research on the Internet about similar projects with questionnaires accomplished in Turkey and in some other countries. For this purpose, *ProQuest Digital Dissertations Database* was used. At the end of this initial inquiry it was found out that the sources that would guide this project were limited. What's more, since Istanbul is cosmopolitan (perhaps more heterogeneous than many other cities in Turkey), and, therefore, it had to be treated with a methodology taking into consideration the complex ethnological structure of Istanbul.

Taking these difficulties into consideration to determine the items necessary for this questionnaire, predetermined questionnaires were used. In

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33 ibid.

order to find out about the relation between the socio-economic background of Internet Café customers and their behaviour in Internet Cafés that are assumed to be dependent on this variable, there were numerous characteristics of the users considered ranging from demographic to behavioural (psychological and sociological).

As a result, taking into account the other Internet Café questionnaires used both in Turkey and in other cities in the world, a new questionnaire was prepared. The chairman of the Internet Café Organisation, Mr. Yusuf Andiç, gave the researcher access to these studies. The first research was titled "The **Expectations** and **Purposes** of Internet Café Customers from Internet Use and Internet Cafés, Elazığ as a Case Study" by Tuncay Sevindik [34]. This research makes inquiries about the **satisfaction** and expectations of the customers in Internet Cafés of Elazığ. The second was published on the Internet, and Ayışığı B. Sevdik and Varol Akman, which explained the role of Internet in the lives of Turkish women titled "Internet in the Lives of Turkish Women" [35]. The third one was a project that merely inspected the **quality** of Internet Cafés [36].

This research considers all aspects except satisfaction of customers, and on the other hand includes their alternatives for Internet Cafés, their sociability and their spatial behaviour. Thus, after a careful analysis of all the research done by other researchers, this questionnaire was developed.

One third of the 42 items in this study were designed to extract

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34 Sevindik, Tuncay. 2003. "*The Expectations and Purposes of Internet Café Customers from Internet Use and Internet Cafés: Leas as a Case-Study*" MA thesis submitted to Elazığ Fırat University

35 Ayışığı B. Sevdik and Varol Akman, "*Internet in the Lives of Turkish Women*", Available online [http://www.firstmonday.dk/issues/issue7_3/sevdik/] accessed on March 29, 2003.

36 Savaş, Halil. 2002. "*A survey on the Function of Quality in Internet Cafés*". Research submitted to Denizli Pamukkale University.

demographic information. The other third was designed to clarify how and why Internet Café customers use Internet Cafés: briefly, their behaviour and activities. These items were not formatted as questions but instead as statements of attitude in order not to disturb the privacy of the respondent while gathering personal information. The rest of the items were designed to observe the respondents' everyday life indirectly, related to Internet Cafés. For example, an item in the questionnaire was about the place the respondent would be if not in an Internet Café. Although it may first appear as an irrelevant issue, it explains to what extent Internet Café is a part of the respondents' everyday life.

3. Target Population and Sample

The target population of this research is the Istanbul Internet Café users. The sample size consists of 300 Internet Café customers. The sample has been chosen to be a representative of all Internet Café customers in Istanbul. The questionnaires, interviews, etc. were conducted in 30 Internet Cafés in 10 different neighbourhoods (approximately 3 Internet Cafés per one neighbourhood). In each Internet Café there were 10 respondents interviewed. As a result, a cumulative of 30 Internet Café customers per neighbourhood was the initial scope and the research was conducted accordingly.

The first step was choosing the neighbourhoods. neighbourhoods that are explained in detail below were chosen to represent Istanbul in general according to the following criteria.

Table II.1 Centres and Peripheries

Center: Taksim, Beşiktaş, Kadıköy
Near to the centre: Bakırköy, Fatih, Sultanahmet, Rumelihisarüstü
Peripheries: Ümraniye, Sultanbeyli, Gaziosmanpaşa

Table II.2 Homogeneity and Heterogeneity

Homogeneous: Sultanbeyli, Gaziosmanpaşa, Bağdat Caddesi, Fatih
Heterogeneous: Rumelihisarüstü, Taksim, Beşiktaş, Bakırköy, Ümraniye, Sultanahmet

Table II.3 Socio-economic Status of neighbourhoods[37]

Bağdat Caddesi : High income

Bakırköy: Low and middle income

Beşiktaş: Low and middle income

Fatih : Low and middle income

Gaziosmanpaşa: Low income

Rumelihisarüstü : Low income

Sultanahmet: Low and middle income

Sultanbeyli: Low income

Taksim: Low, middle and high income

Ümraniye: Low and middle income

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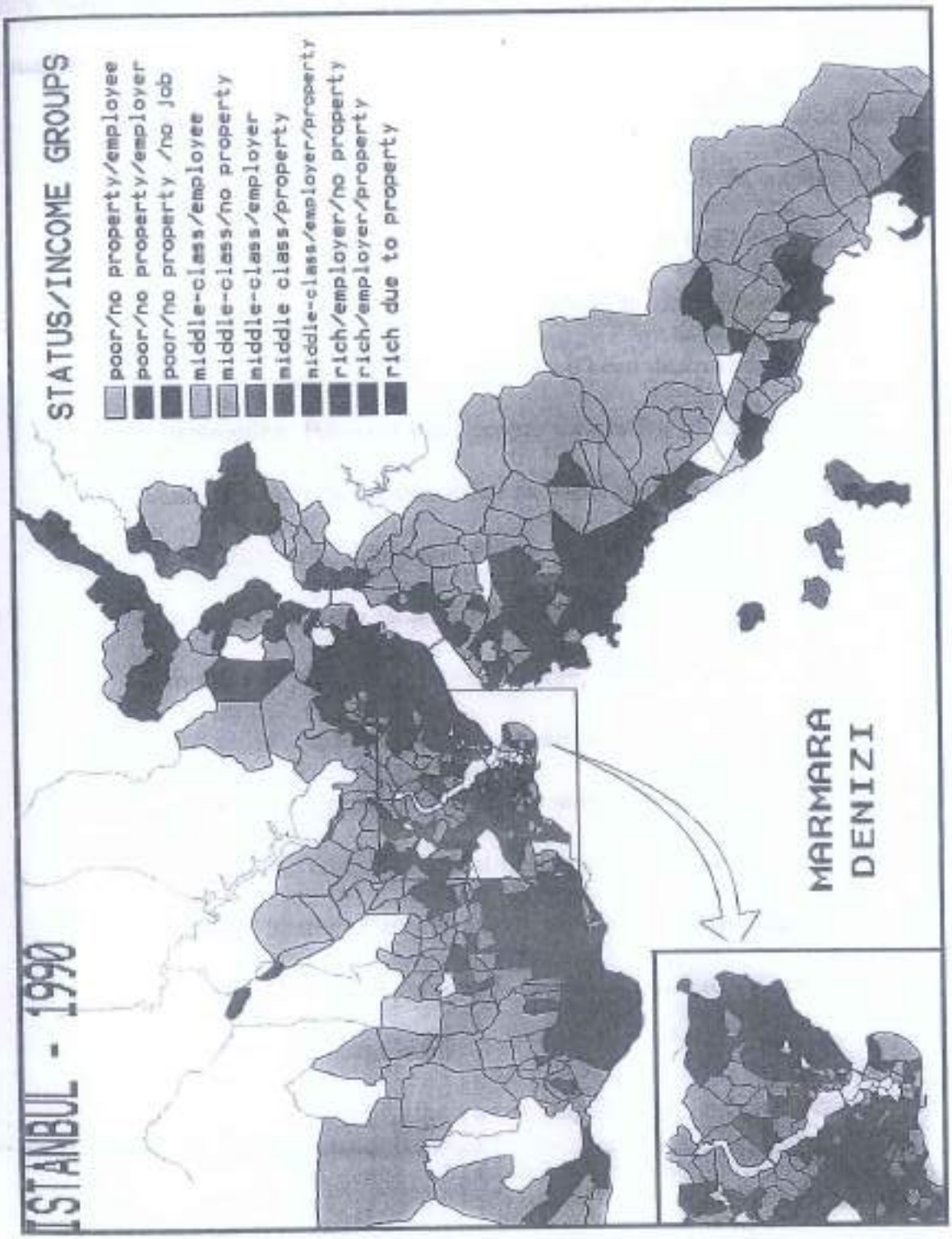
37 "İstanbul'u Hatırlamak". *İstanbul Dergisi.* Temmuz 2002.

Map of Istanbul [38]



[38] Available online: [http://www.turkish-media.com/ist_map/ist_haritasi.htm] accessed on March 30, 2003.

The following descriptions of the chosen neighbourhoods explain the reasons why they were taken as representative of Istanbul's demographic and socio-economic situation.

- ***Beşiktaş:*** Due to its geographic location, Beşiktaş has in the last 50 years gradually been a central part of Istanbul. According to the information in *Istanbul Encyclopaedia*, "in 1957 Beşiktaş Street has been broadened to open the street up to Barboros Boulevard and thus, many historical sights have been destroyed. Yet, after this destruction, Beşiktaş has become a crowded place where there are many buildings for residence as well as trade centres. Due to its proximity to Kadıköy and Üsküdar by ferries and the connection it provides between Boğaziçi and Beyoğlu, Beşiktaş is a significant transition point" [39]. What's more, Beşiktaş is famous for its numerous *"dershanes"* for students who are preparing for the university examinations and also universities such as Mimar Sinan University, Yıldız Technical University. One can then easily claim that the Internet Café clients in Beşiktaş constitute one of the most versatile bodies of customers with very different socio-economic and cultural backgrounds.
- ***Taksim:*** One of the most significant cultural, trade and entertainment centres of Istanbul is undoubtedly Beyoğlu, Taksim "because of the many facilities it provides for cultural activities. Cinemas, theatres, music halls and other venues make Taksim not

39 Tekeli, İlhan. 1993. *Dünden Bugüne İstanbul Ansiklopedisi.* Türkiye Ekonomik ve Toplumsal Tarih Vakfı. II. Cilt pp: 161-167.

just the cultural centre of Istanbul, but Turkey. İstiklal Caddesi, İnönü Caddesi, and Cumhuriyet Caddesi intensively serve trade and entertainment sectors" [40]. It offers a variety of cultural and entertainment products that appeal to individuals with different socio-economic backgrounds. Thus, the body of Internet Café clients in Beyoğlu and Taksim are as diversified as Beşiktaş because both nationally and internationally, Taksim is probably *the* key transit point in Istanbul.

- ***Bağdat Caddesi:*** Bağdat Caddesi is a long one-way street from Suadiye to Fenerbahçe Stadium. For quite a long time, it has been closed to the traffic and "the attraction point of Istanbul youth with high-income, who are residing on the Anatolian side, especially between 17:00 p.m. and 20:00 p.m." [41]. Today, it is open to traffic again. Yet, with the many expensive restaurants, cafés, shopping malls, expensive stores, branches of banks, beauty saloons and solarium centres, it preserves this aspect of being the attraction point for the young generation as well as the older generation with upper socio-economic backgrounds to socialise, shop and entertain themselves.
- ***Gaziosmanpaşa:*** It is a quite new residential precinct dating back to 1963. "Before this, it was a village with a few farms to raise animals. However, a large migration from Bulgaria has increased the population quite fast and reinforced agricultural and other

[40] ibid, VII. Cilt p: 198.
[41] ibid, II. Cilt pp: 530-531.

industries (especially the textile industry) to develop. After 1963, Gaziosmanpaşa has become a residential area for domestic and international immigrants: coming from Anatolia or the Balkans (especially Bosnia) to find better jobs" [42]. Fast migration and poor residential infrastructure made this place a *gecekondu* neighbourhood. ("*Gecekondu* is a type of housing that came out after World War II to meet the expectations of fast urbanisation and the housing needs of domestic and international immigrants. A *gecekondu* is usually built by the immigrant himself with very cheap material and in a very short period of time. Therefore, the *gecekondu* neighbourhoods don't have a residential infrastructure that provides vital supplies such as electricity, water, heat, etc.") Despite all the destitution within Gaziosmanpaşa, it was interesting to observe that Internet Cafés occupy a large portion of leisure time of the residents living here.

- ***Sultanahmet:*** It is one of the oldest and historical residences in Istanbul dating back to 1960s. "While being the most appealing part of the city both during the Byzantine, Roman and Ottoman Empires, Sultanahmet has preserved its ostentation and become tourists' main attraction site with historically very important palaces and the surrounding curiosity shops, restaurants, cafés, Internet Cafés and pensions to provide service for tourism sector" [43].

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42 ibid, III. Cilt p: 380.
43 ibid. VII. Cilt pp: 68-69.

❖ **Sultanbeyli:** Sultanbeyli, is yet another *gecekondu* area, that is among the least developed and settled in regard to the living conditions. The neighbourhood also attracts immigrants from all parts of Turkey. Since it is a new residential area, the lands have not been recorded to the Land Registrar Office. "This gives those who first came to Sultanbeyli a chance to buy and sell the land at their own will and illegally. This results in a social hierarchy: those who come first get gradually rich and those who are last wait for a long time to get rich. Even the Municipality building here is still unregistered" [44] . It can also be said that Sultanbeyli is a solitry town because it is very distant from centre of Istanbul (approximately 60 km away from Kadıköy), and most residents work as blue-collar labourers in factories of Sultanbeyli where industries, such as electronics, textile, etc. have developed due to the availability of vast areas of land. Thus, Sultanbeyli is a place that has its won legal rules (almost set by the gangsters) and its own social hierarchy. [45]Sultanbeyli residents with high income are landowners, shop owners: the first generation to come and settle in Sultanbeyli. Sultanbeyli residents with middle-income are immigrants who are considered to be the second generation who usually do not possess any land but do have jobs. Sultanbeyli residents with low-income are those who came to Sultanbeyli the

44 Pınarcıoğlu, Melih ve Işık Oğuz., (2003). " Sultanbeyli : Enformalin Kurucu/Yıkıcı Gücü" from *CogitoBahar 2003*. Yapı Kredi Yayınları. İsnabul. Pp:114-117.

45 ibid.

last. They usually pay rent and work for first generation Sultanbeyli residents.

- ***Ümraniye:*** Ümraniye is a neighbourhood that has gone through radical evolutions with the arrival of immigrants. " Though a village at the beginning of 1950s, it has then transformed into a suburb and then a neighbourhood" [46]. With the immigration from the Black Sea Region and the construction of the first "*gecekondus*", it became an attractive place for those who were willing to find job opportunities. "After the arrival of new immigrants from other countries at the beginning of 1970, the demand for residences and jobs increased. Though first immigrants came to find jobs in other neighbourhoods, with the new demand for work and residents, residents of Ümraniye, started to open work places as well as build more houses" [47]. Unlike Sultanbeyli, Ümraniye, today, is a representative of this evolution from poverty to a way of living with better standards, from a poor "gecekondu" to a self-sufficient neighbourhood where new job opportunities were gradually created. It is a place that attracts individuals in Istanbul because residence is cheap due to the fact that it is a periphery. However, the ethnological background of residents in Ümraniye is very different. First residents are from the Black Sea Region where there are many immigrants from the Balkans. Ümraniye shows how immigrants have managed to make

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46 Erder, Sema, (1996). *Istanbul'da Bir Kentkondu: Ümraniye*. İletişim Yayıncılık A.Ş. pp:33-50.

47 ibid.

a living in Istanbul while preserving the values of where they are from.

- ***Fatih:*** Fatih has throughout history been regarded as a conservative and religious neighbourhood: "As Evliya Çelebi declared, Fatih Mosque is the symbol of spirituality and this aspect of the neighbourhood has always been a reflection of everyday life in Faith. As before, in Fatih, especially on Çarşamba Street, religion has been emphasized so much and Islamic social and architectural structure has never been so evident (from clothing to other aspects of everyday life, in none of the other neighbourhoods in Istanbul)" [48]. This conservativeness will eventually help mark the difference in Fatih's Internet Café customers when compared with other neighbourhoods.
- ***Bakırköy:*** "The population of Bakırköy has a tendency to constantly increase and this is due to the construction of the residential complexes such as Ataköy and many factories and other trade complexes" [49]. Thus, Bakırköy has become an attraction point for workers coming from the Eastern parts of Turkey as well as individuals with upper socio-economic backgrounds who want to move away from the crowded central parts of Istanbul. Bakırköy, "with big bazaars and shopping areas, is a one of the shopping districts of Istanbul. Yet, within recent years, it has also become an

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48 Available online: "The History of Fatih", http://www.fatih-bld.gov.tr/Tarihce.htm]

49 Tekeli, İlhan. 1993. *Dünden Bugüne Istanbul Ansiklopedisi.* Türkiye Ekonomik ve Toplumsal Tarih Vakfı. Cilt 1 pp: 555-556.

attraction for tourists due to the marina, hotels, shopping centres and a Tourism Complex built in Ataköy" [50]. Thus, although Bakırköy is away from the centre of Istanbul, it still has the capacity to serve many Internet Café clients with different socio-economic backgrounds coming here for shopping.

- ***Etiler:*** Etiler is one of the most expensive neighbourhoods where only high-income residents live. With one of the first and most eloquent shopping malls, Akmerkez, many restaurants, bars, expensive stores, car galleries, cafés, residential areas as well as cinemas, etc., it is residentially, an entertainment and cultural centre. Etiler was chosen because of the similarities it has with Bağdat Caddesi. Bağdat and Etiler are in fact the richest neighbourhoods. Like Bağdat, Etiler also has a street where youth with high-income spend leisure time making use of all entertainment and cultural products. However, it has another similarity with Bağdat which is it is hard, in other words, impossible to find Internet Cafés. Since there were none in Etiler, it was replaced by another neighbourhood close to it.
- ***Rumelihisarüstü:*** Since there were no Internet Cafés anywhere in Etiler, Etiler has been replaced by Rumelihisarüstü because of its proximity to Etiler and a presumption that if there are no Internet Cafés in Etiler, then the residents will choose the closest district to Etiler: Rumelihisarüstü. However, it was also considered that

50 ibid.

Rumelihisarüstü has residents with not just high but also low socio-economic backgrounds. As can be estimated, the large body of Internet Café users there are Bosphorous University students. However, it was also seen that Rumelihisarüstü attracts customers from Etiler as well as the poor residents of Rumelihisarüstü, the closest neighbourhood.

The second step taken in terms of forming the sample frame was the choice of Internet Cafés. It was stated beforehand that there were 3 Internet Cafés per neighbourhood. The first one was one of the crowded ones according to the time the research was conducted. The other was one that was the most isolated in terms of the number of customers. The other one was somewhere in the middle meaning neither too crowded, nor too isolated. However, the restriction in deciding about the Internet Cafés in the sample frame was getting permission from the Internet Café owners. Thus, only those Internet Cafés whose owners welcomed and supported the researcher were in the sample frame.

The third step was selecting the respondents with whom the questionnaire and interview were to be conducted. The 10 respondents in each Internet Café were the ones who were willing to respond to the questionnaire. The ones who refused were naturally excluded from the target population of this research. Among those respondents, female customers were, because there were so few, the ones with whom the questionnaire was first given. Unfortunately, Internet Cafés are not often visited by female customers. On the other hand, none of the female respondents refused to answer the questions. Thus, in the next chapter-- the

analysis of this research, it should be kept in mind that the number of females represents all the females who were in an Internet Café at the time the research was conducted. This research, thus, has certain limitations and it doesn't seem to be fair to draw conclusions about the overall behaviour of all Internet Café customers in Istanbul.

Shortly, the sample of this research has been limited before and during the study because of following conditions: Only volunteers (owners and customers) were included in the sample, only 10 neighbourhoods were chosen to be a representative of Istanbul and Internet Cafés had to fit in these criteria: crowded, isolated or in-between. Though these criteria and obstacles helped shape the sample frame, they did so at the cost of restricting the target population.

Chapter III. Findings and Analysis

The questionnaire and short interviews conducted with 300 customers in 30 different Internet Cafés in Istanbul will be analysed in respect to such variables as income, age, and gender and education level.

The above variables are grouped as follows.

Gender: Female (11,3%), male (88,7%)

Education: No education (3,3%), elementary school (26,3%), high school (46,7%), university (20,3%) and master or PhD (3,3%) graduates.

Age: After learning the exact age of each customer, all ages were grouped in 5 main categories:

- According to Turkish law about the frequentation of Internet and other Cafés, it is forbidden for those under 15 to enter into this space. Thus, they formed the first age group (14,3%).
- Ages between 16 and 17 are critical ages due to the education system in Turkey since those ages are when high school students give their social life up to prepare for university entrance exam (14%).
- Between 18-24, most youngsters attend a university or graduate from one and start to look for a job, develop their sociability skills, learn research methods, and discover more about themselves (51,3%)

- Between 25 and 35, most Istanbul residents work in a place where they may have access to a computer.
- The frequency of Internet use may decrease for the older generation meaning those over 35. Since Internet use has newly been adapted and they have not been introduced to this technology until very late in their lives, they were grouped separately.

Income: Income levels: low, middle, high, were grouped according to the average income among 300 respondents which was found out to be approximately 1,2 billion TL per month. The low-middle-income border was announced as 800 thousand TL per month by 2003 by DIE. By taking this as the median and comparing the frequencies of low and other income groups in accordance to the neighbourhoods, the middle-high-income border was chosen to be 2,5 billion TL.

However, the reader should be aware that these classifications were done according to income levels provided by the respondents in this study. The middle-high-income provided by Government's Statistics Centre (DIE) was not used in order to prevent an unjust distribution or polarisation among the income levels. Thus, categorisation among income levels is only reliable in this study.

1. Physical and Technical Aspects of Internet Cafés

I. The Physical Aspects of Internet Cafés

It has been mentioned in the introduction that by space, it was meant that the social space and the physical environment. The physical environment of Internet Cafés directly contributes to the sociability. Thus, in this section, the physical aspects and how these aspects are effective in terms of sociability will be described.

Most Internet Cafés (65%) in Istanbul are located on the ground floor of the buildings where a passer-by can easily get in while strolling. There is large window adjacent to the street that enables strollers to have a view of the interior. The interior design is such that tables are placed in the middle of the room. There are usually two rows and tables face each other. There is a computer on every table and no separations in between the tables, which enables one or more users to share one computer (which users do during game playing or chatting). This sharing augments the sociability when game playing and using IRCs (Inter Related Chat Programs) become a collective leisure time activity (which will be further analysed in this chapter).

Moreover, most Internet Cafés have a dark atmosphere even though there is a large window adjacent to the street that allows the daylight to diffuse in. There are one or two central lightings. The only additional light is the light that reflects from the computer screens. The poor central lighting is similar to that of *Kahvehanes*. Another similarity with *Kahvehanes* is the haze of smoke floating around the light bulbs. This lighting is sufficient for *Kahvehanes* where customers

sit around a table face to face with friends. However, this kind of lighting is not enough in Internet Cafés where there has to be lighting at each table to allow an individual to use a computer efficiently.

It is important to remember that most Internet Cafés are not designed and used for individual ways of using the Internet, which will be explained in the following sections of this chapter, where spatial behaviour of the customers are analysed.

When the overall plan of the interiors of the Internet Cafés are viewed, it is observed that most Internet Cafés have tables without computers at which customers sit, have food and drinks. There are armchairs in more expensive Internet Cafés in Bağdat Caddesi where customers can relax and get involved in a friendly conversation. In some Internet Cafés in Rumelihisarüstü, there is a separate cinema hall, and in Internet Cafés of Ümraniye, Sultanbeyli and Gaziosmanpaşa, customers sit at empty tables playing card games or *Tavla*, which they can also play in *Kahvehanes*. In some, computers on the tables are no more than a *Tavla* table or a deck of cards. In Internet Cafés these games are replaced by computer games. In addition to this, spatial behaviour of *Kahvehane* customers is preserved in Internet Cafés (as explained in the following sections).

II. Technical Aspects of Internet Cafés

The technical configuration of an Internet Café in Istanbul is as following:

- 5 or more computers
- 64 kb telephone line

- Scanner and printer
- Basic configuration of each computer: PIII-500 MHZ, 15" monitor, 128 megabyte ram, floppy disc and CD driver, 10 gigabyte hard disc, multimedia keyboard and mouse, 28,8 kbps modem.
- Cabins for every user
- Software: Office programs, web browsers and filter programs against pornography and sites with anarchistic content. Additionally: Web cameras and sound cards.

In Internet Cafés in Istanbul, there are 5 to 100 computers. The basic computer configuration is existent in all Internet Cafés that have computers. There are usually no cabins for each user but tables juxtaposed to each other. In most, there are printers and scanners for Internet Café owners to have extra income (for financial reasons especially in the Internet Cafés around universities (in Sultanahmet, Beşiktaş, Rumelihisarüstü and Fatih). The connection is too slow because one line is divided among many computers. There are no accessories such as web cameras; there are sound cards to make game playing fun. There are no opportunities for visual communication, thus videoconferences. In addition, there are no large screens that will facilitate cumulative events, such as a lecture or a conference.

In summary, computers in Internet Cafés in Istanbul are sufficient for game playing, but not for access to Internet and other related activities performed via Internet such as online games, IRCs, virtual communication and collective corporate or educational activities.

Table IV.I. Spatial Outlay of Internet Cafés and Number of Computers

Name	Room #	Table #	Comp. #	Floor #
K.H. Üstü				
Lotus	1	15	10	Ground
Dilşad	2	12	10	Ground
Durakcopy	1	10	7	-1st floor
Bakırköy				
Tazmania	1	30	20	Ground
Antik	1	30	20	Ground
Chat Lack	3	55	55	3 floors
S.Ahmet				
FKM	1	19	15	1st
Istanbul	2	14	17	2 floors
Anatolia	4	19	13	2nd
G.O.Paşa				
Yasmin	1	7	10	Ground
Durmaz	1	25	21	Ground
Çizgi Ötesi	1	19	16	Ground
Beşiktaş				
Alpin	1	29	20	Ground
Adeks	1	105	100	Ground
Naz	1	15	13	Ground
Ümraniye				
Sera	1	17	11	Ground
Serem	1	16	16	Ground
Milenyum	1	8	8	Ground
Fatih				
İstanbul	2	13	10	Ground
İlke	1	15	15	1st
Bluenet	2	13	13	Ground
Taksim				
@	1	12		1st floor
Kaçakçay	1	35		Ground
Galatasaray	1	5	5	1st Floor
Sultanbeyli				
Karadeniz	1	28	20	Ground
Bosna	1	7	5	Ground
Serzenis	2	19	14	5th floor
Bağdat				
Sinek	1	10	10	1st
Poco-loco	4	18	18	Ground

2. Use of Internet Cafés as space, social environment and play rooms and public kiosks

It is often the case that not the Internet and Internet Cafés themselves, but the behaviour of individuals who use the Internet in Internet Cafés determine whether Internet Cafés represent public spaces used for sociability and entertainment, (in other words, social spaces) or non-spaces that are extensively integrated into the everyday lives of the users who perform many daily tasks such as communication, work, reservations, bank transactions, shopping, leisure time activities, projects, corporate conferences, education, social interaction, research, or even flirtation, etc. via the Internet. It has been mentioned in the preface that according to this study, in order for virtual space, the Internet, to be practised as a non-space, most offline activities are to be accomplished online by the user to the extent that an Internet user supervises all of his offline activities with only the aid of a tool: the computer, and a medium: the Internet, that allow one to make vital connections with other actors of the society. The use of Internet as non-space therefore, is a solitary act. When, however, the Internet is used merely to spend leisure time with a group of friends (for entertainment and sociability), the Internet means no more than a game console or a chess board, and Internet Cafés can be placed in the same category with other types of entertainment spaces such as *Kahvehanes* and Atari Saloons.

Thus, being able to use the Internet and Internet Cafés as non-spaces requires some sophistication or in other words Internet literacy, which depends significantly on education and income levels as well as age and gender of the

customers. This is also valid for all the activities performed in Internet Cafés in Istanbul ranging from access to information and knowledge to game playing.

For example, the more Internet literacy a customer has, the easier it will be for him to find a certain article he is looking for to do his project and the more choices he will have in respect to games (he would not be addicted to a single game named Counter Strike which can be played without using the Internet). There are numerous other computer games that can be played online which offer an individual the possibility to construct an avatar, (here avatar will be used to designate online identity), which can do anything he can do in real life or more online (SimCity, Ultima Online are computer games that belong to FRP genre 'Fantasy Role Play'). Avatar construction as mentioned earlier is thought in Visual Communication Design at İstanbul Bilgi University. In the near future, it is possible that there will be a numerous Turkish adventure and FRPs, most of which are designed by Visual Communication design students at Bilgi University. "All FRPs are organized around the metaphor of physical space. When you first enter them, you may find yourself in a medieval church from which you can step into the town square, or you may find yourself in the coat closet of a large, rambling house. This is achieved through writing, and this in a culture that had apparently fallen asleep in the audiovisual arms of television. As players participate, they become authors not only of text, but of themselves, constructing new selves through social interaction" [51]. FRPs allow one to simply be anything and do anything he wants when online through writing.

The avatars can also be used via IRCs (Internet Relay Chat Programs) by

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51 Turkle, Sherry (2001). "Who Am We?" in *Reading Digital Culture* edited by David Trend. Blackwell Publishers, Massachusetts, USA. pp:239-243.

the Internet Café customers. It is known that the more individual uses an IRC program, the more open he is to make a connection with his online identity (avatar) and offline (real) character through his interaction with other online identities. In other words, getting to know how to create an avatar—an online character that resembles one's own character, is directly related with being able to use all indicators of virtual space professionally during a virtual conversation which again depends on Internet literacy and experience of the medium. As indicated by Tim Jordan who explores virtual identities through virtual relations in his book called *Cyberpower : The Culture and Politics of Cyberspace and the Internet,* "A number of indicators appear online through which identity is constructed. Their common characteristic is that they do not immediately create clear forms of identity. Rather, they create a number of resources through which offline identity can be imported or recreated which requires recognition of the common indicators among the users such as language, style, experience, and self-identifiers" [52]. Thus, being able to accomplish elasticity between one's online and offline personas, one has to be familiar with the vocabulary and technical capacity of the online world which depends heavily on Internet literacy and which is possible in a society that is open and willing to experimentation.

Shortly, virtual space becomes a non-space – an extension of the physical world -- when most aspects of the physical are transformed into the virtual. Only when users explore the Internet and its possibilities consciously by being previously introduced to the Internet, then, it is possible to discuss the common

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52 Jordan, Tim (2000). *Cyberpower: The Culture and Politics of Cyberspace and the Internet.* Routledge, New York. pp: 63-79.

vocabulary and experience between the online and offline lives that reflect today's "reality". It requires a great amount of time, energy and experience with cyberspace (which is only possible if all members of society has access to Internet) to use "avatars" (virtual identities) as real members of society, by creating a resilient connection between the physical world which includes education, communication, politics, arts and culture, corporate entities, etc. and their virtual synonyms. In the rest of this chapter, the expansion of the virtual into the real and vice versa will be analysed. Do the Internet Café customers in Istanbul explore the relation between the virtual and real? How and why is virtual space still not acknowledged as a non-space by most of them? Which demographic characteristics of the customers truly make Internet Cafés non-spaces and why?

I. Internet Means Games

As explained in the introduction, the Internet Cafés have diffused into Turkish culture and everyday life rather late but fast. "Turkey was connected to the Internet in 1993. In its initial stages, only researchers, academics and university students used it exclusively in the universities. However, it did not take long for the government organizations, private firms and citizens to understand the importance of the Internet. Since then, Internet use, capacity, and geographic scope have expanded dramatically in Turkey. Intense competition and rapid growth characterize the provision of Internet services. According to the current

information (by August 2000), in Turkey, there are about 2.000.000 Internet users and more than 20.000 organizations" [53].

However, this rapid integration caused many problems. Since the public did not have any Internet literacy, there was confusion as to what Internet meant and how it could be used. With the opening of Internet Cafés in 1996, this uneducated public with no Internet background could at least start from somewhere to learn and develop its online communication and research skills by paying an insignificant amount of money. However, it did not turn out this way. This study argues that the Internet, rather than being utilised for education, communication, business and self-improvement by Internet Café customers in Istanbul, is being used more for sociability and entertainment.

In respect to the above explanations, the respondents in this study were asked what they understood by Internet and the meaning of Internet were analysed according to age, gender, education and income levels.

A striking relation was discovered between the ages of Internet Café customers and what the meaning of Internet is according to them. As the age of Internet Café customers increases, customers gradually stop seeing Internet merely as a space where they can play games and entertain themselves. While 58% of the respondents under 15 say that they consider Internet as a game, the percentage drops to 34% among 16-17, to 28% among 18-24, to 26% among 25-35 age groups. Game playing via the Internet, however, should not be perceived merely as entertainment. Some computer games such as FRPs (such as SimCity,

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53 Available: [http://staff.metu.edu.tr/kursat/hosts/ana-eng.htm] accessed on May 9th, 2003.

SimHealth, Ultima Online) are designed to develop individual's cognitive skills in respect to learning and help create online personas (avatars) which enable one to make decisions, plans, organisations, build cities, deal with the ecological system of the endangered places and etc. Children and older generations, thus, learn to accomplish many things while online (which they can never do offline). Helen Cunningham, who reflects on the effects of game playing on young children, claims, "the interactive and cooperative nature of computer game-playing provides the potential for computer games as a tool in children's early learning" [54]. Various effects of different computer games as well as the contents of the specific types of computer games customers play will be explained in detail in the following sections of this chapter (Appendix 2, Table 10).

The second favourite choice among most age groups is Internet as a source of knowledge. Here, the figures reveal that 34% between the ages of 16-17 and 33% among 25-35 age groups think that the Internet is knowledge. As age increases, the meaning of the Internet shifts from games to knowledge. The conclusion that might be drawn from this result is: Younger customers prefer games and perceive the Internet more as a space of entertainment whereas older customers use it more as non-spaces – or in other words, spaces where they can acquire knowledge which ultimately contributes to their offline performance (projects, work, research, travel, etc.).

When those who regarded the meaning of Internet as freedom are taken into consideration, it is observed that as the age of the customers decreases, their belief in Internet as a tool for freedom also decreases: while 28% between the

54 Cunningham, Helen (2000). "Mortal Kombat and Computer Game Girls" in *The Theories of the New Media* edited by John Caldwell. The Athlone Press, London. p:216.

ages of 25-35 and 31% between the ages of 18-24 see Internet as freedom, only 20% among 16-17 and 19% of under 15 consider the meaning of Internet as freedom (Appendix II, Table 32). Here, freedom means being aware of the possibilities one has while using the Internet and making use of those possibilities for individual emancipation. The Internet offers a vast array of experience for the informed user: "The perception of space crucially depends on understanding the relation between lengths, heights, depths and locations; but in cyberspace, the lengths, heights and depth, and locations depend on one's perception. Websites seem extensive or small to use depending exclusively on how much of them we have explored. Largely, this is because there is never anyway to view a site in its entirety, simply because there is no vantage point within cyberspace to do so. And our perception of relative location depends entirely on the available hyperlinks we are aware of " [55]. Though more infinite and convenient (in respect to user's experiences and acquisition of knowledge) than physical space, virtual space is not so different because it is constructed on the values and priorities of the user whose experience and knowledge of the medium draws the boundaries of the virtual space. Thus, the more an Internet Café customer is aware of the potentials offered to him, the more he will discover them. Unfortunately, young Internet users mostly are only aware of the hyperlinks of online games and this restricts their freedom for further exploration and discovery in respect to knowledge.

To one's surprise, although Internet started to be widely used by the public only after the foundation of Internet Cafés, the Internet as an innovation was the

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55 Preece, John. "Usability and Sociability" in *Information Impacts Magazine*. Available [http:www.cisp.org/imp/December 99/12 99contents.htm] accessed on March 12, 2000.

least popular answer among all age groups. This result will also be tested according to other variables (Appendix II, Table 32).

When the meaning of Internet is evaluated according to gender (11,3% among the total number of customers is female and 88,7% is male), there are noteworthy differences. 44% of female customers see Internet as freedom while 27% as knowledge, and 24% as games. According to males, however, the enumeration is vice versa. The meaning of Internet as a game is the first choice (34%), while knowledge is the second (29%), and freedom is the third (24%). Innovation is also the least favourite meaning of Internet according to the gender variable (Appendix II, Table 33). The results above show that most female Internet Café customers in Istanbul consider Internet to be a liberating medium. They strongly believe that it is a source of knowledge and information, yet they also believe that Internet can be used as a game console. According to male customers, on the other hand, Internet is mostly a game console. Although the results show that males respect Internet as a source of knowledge slightly more than females, yet they do not perceive Internet as the ultimate gate to freedom, which females do.

However, female customers' use of Internet Cafés is contradictory to their response to the meaning of Internet as freedom. According to participant observation, since the large body of Internet Café customers is male, and societal expectations in the Internet Café restrict many female customers from confessing that they enjoy this freedom, a few of the female customers were willing to talk to the researcher about their online interests. Many of them were hiding in distant corners of the Internet Cafés, (mostly alone); in order not to be disturbed by a

male customer who is peeping at her computer screen and windows were shut quickly with the approach of the researcher or a male customer or the owner of the café. Only one 19 years old female Internet Café customer discussed what she meant by freedom with the researcher. She explained, "I can talk about life, love, happiness, interests. I can use all of this experience in my own real life". Although chatting with a fictitious name in a chat room or sending and receiving e-mails with real and virtual friends, surfing websites that address private issues may be appealing to young female Internet Café customers, many do not talk about them in the public sphere of the Internet Café. This struck the researcher as something quite astonishing and even amusing because in contemporary reality of Istanbul, females have important places for themselves in public space, in school and in working environments and gender mixing is a wide-spread phenomenon. In a space where they should have unchallenged freedom to explore what they wish and when they wish openly, they are subdued by the male dominant nature of this public space and they are far from being an equal to the male users in freedom of expression of their deeds. Thus, although female customers in an Internet Café might be enjoying the emancipating role of the virtual space (which they admit by their answer to the questionnaire), when questioned by the researcher, they still feel restricted to openly admit it in the physical space – the Internet Café.

Education is another variable that has a strong influence on the customer's perceptions about the meaning of Internet. For elementary school graduates, Internet means firstly game (47%), secondly freedom (24%) and thirdly knowledge (23%). On the other hand, among high school graduates, 31% state that the Internet means freedom, 29% say it means games and another 29%

believe it to be knowledge. For university graduates (20,3% of the total number of customers) and graduate students (3,3% of the total), knowledge appears to be the meaning of Internet (28% and 50% respectively). Games are the second or the third choice for those who have graduated from universities. As education gets higher, the meaning of Internet shifts from games towards knowledge. This result corresponds to the results according to the age variable. With rise in age as well as education, Internet becomes a source of knowledge rather than a game console.

In addition to this, the meaning of Internet as innovation is still among the least favourite answer according to the education variable except for those with BA (Bachelor of Arts) degrees (25% among university graduates answered that Internet means innovation) (Appendix II, Table 34). This significant outcome is dependent on Internet literacy and technological infrastructure of most schools in Istanbul and in Turkey in general. In a collective work called *Türkiye Bilişim Şûrası,* which is an evaluation of Turkey's penetration to knowledge economy and government, it is argued that,

> The Ministry of Education in Turkey does not make enough financial and technical contribution to elementary and high schools in order to found computer laboratories for students. Although a project called MEBNET has been conceptualised by The Ministry of Education in order to found computer laboratories and provide Internet access in 2500 elementary and high schools nationwide, the execution of this project appears to be impossible because it requires a large budget as well as highly qualified technical assistants, Internet literate academics, and remodelling of curriculum. Until now, only universities have been connected to an International Academic Network called ULAKNET with the aid of The Ministry of Education. [In addition to this,] Internet literacy, [the knowledge of being able to use the Internet] is still very low in high schools and universities since high schools and universities offer a few courses in order to teach about the Internet and computers. Turkey remains far behind Western countries that have provided Internet access and technological infrastructure in all public universities and libraries and that periodically update this infrastructure to make the online system work better and faster [56].

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56 Halıcı, Emrehan (2002). *Türkiye Bilişim Şurası: 10-12 Mayıs 2002-Ankara.* Başbakanlık Müsteşarlığı, Türkiye Zeka Vakfı, Türkiye Bilgi İşlem Vakfı , Türkiye Bilişim Derneği ve Bilişim Vakfı Ortak Yayını. pp: 50-53.

The potential use of Internet as an innovative force, or as a source of knowledge is therefore hindered by fiscal, technological and educational obstacles to be overcome by The Ministry of Education, private sector and NGOs who have to constantly remind themselves of the abyss between Turkey and the members of the global network. Till then, the Internet remains an online game console for many Internet Café users in Istanbul whose educational background is marked by Internet illiteracy and technical limitations.

Moreover, income level is also an indicative factor in determining the meaning of Internet among Internet Café users in Istanbul. Among income groups, the enumeration in respect to the meaning of the Internet appears as following: 38% of low-income group state the meaning of Internet as games, 30% as freedom and 26% as knowledge: while 31% of middle-income group say the meaning of Internet is games, 28% knowledge and 26% freedom. 33% among high-income group state that Internet means knowledge, whereas, 23% believe it to be games, another 23% believe that it is innovation. Thus, as the income level gets higher, the meaning of Internet changes from game to knowledge and the emphasis on the Internet as innovation increases (Appendix II, Table 35). Since high-income enables one to have access to Internet wherever and whenever one wishes and to be able to buy the best apparatus and service required for a highly efficient Internet connection, financially well standing customers are digitally and thus knowledge-wise, superior to Internet Café users with low-income backgrounds.

II. Reason for Visiting Internet Cafés is not Internet Access

The respondents were asked why they come to Internet Cafés in order to compare the results with what they believe the meaning of Internet to be. It was observed that there was a strong correlation between the reason for coming to an Internet Café and the subjective meaning of Internet. Both the meaning of Internet and the reason for coming to an Internet Café are game playing.

It was found out before that the meaning changes from games to knowledge as the age of the customer increases. The following percentages show that the same is true when the reason for using an Internet Café is considered. Interest in playing games in Internet Café decreases with age. 62,8% of under 15 come to Internet Café to play games while the percentage drops to 49% for ages 16-17, to 31% for 18-24 and to 21% for 25-35 age groups (Appendix II, Table 36). Thus, as the age increases, the interest in playing games decreases.

On the other hand, the enumeration is reversed when the access to information and knowledge is considered. Interest in access to information and knowledge (whether it be surfing the net, doing homework, etc.) in Internet Café increases with age. 19% of under 15 access to information and knowledge while the percentage increases to 22% for 16-17, to 26% for 18-24 and to 39% for 25-35 age groups. However, except for 25-35 age group for whom knowledge is the first reason for using Internet Cafés, for others it is game. Checking e-mails is also only important for those between 25-35 (it is their second choice by 26%). Using online chat forums seems to be an unpopular type of activity (Appendix II, Table 36). Thus, among age groups, 25-35 seems to make use of Internet access the

most. When asking a 34 years old customer why he preferred Internet Café, he replied, "I usually come to Internet Café at the weekend either to check or send e-mails. Since my office is too far from home, I find Internet Café more convenient". As observed by the researcher, most of the older generation of Internet Café customers use Internet Cafés as extensions of their offices. They usually frequent Internet Cafés after a working day or at the weekends and stay for a few minutes to quickly send e-mail because the social atmosphere of the Cafés does not provide a convenient atmosphere for work and etc. One of the respondents who came to do research complained about the technical capacity of the computers: "The Internet connection is so slow that it takes me hours to visit websites. It is as if the owners do not want customers who come here for Internet connection. They rather prefer youngsters who only play games because they do not ask for Internet connection, but nevertheless pay money". It was verified by the researcher's observations that Internet connections are too slow and it takes hours for someone to do something if he decides to use the Internet. Internet Café owners complained to the researcher about the high rates of the Turk Telekom and admitted that they divided one Internet connection between many computers, which significantly slowed the speed of Internet connections and made any Internet-related task impossible.

According to gender variable, the results show that Internet means freedom for female customers and games for males. When asked why they come to Internet Cafés, 32,4% among females state that they come for online communication, or in other words, to check their e-mails, 29% to access to information and knowledge and only 23% to play games. The opposite is valid for

males: 38% among males play games, 27% of male customers access to information and knowledge and 19% checks their e-mail. The meaning of Internet is again directly related to the reason for coming to an Internet Café. For males, Internet and Internet Café mean games. For females, Internet means knowledge, which includes surfing the net and receiving and sending e-mail. Online chat forums (IRCs) still remain an unpopular answer (Appendix II, Table 37). Thus, females make use of Internet access and online communication more than males do. According to participant's observations since most computer games can be played without connecting to the Internet, inclination for exploring the virtual space is greater among female customers.

When the reason for coming to an Internet Café and the meaning of Internet is analysed among education groups, it is seen that playing games is the most popular answer for elementary, high school and university graduates (56%, 31% and 23% respectively) (Appendix II, Table 38). The outcome contradicts the meaning of the Internet as knowledge among university graduates. Thus, university graduates think the meaning of the Internet is knowledge but they come to Internet Cafés to play games. This discrepancy between theory and practice may indicate that Internet literacy, which is only offered in universities, does not assure the use of Internet for productivity. A post-graduate student told the researcher in a friendly conversation that " I use the Internet constantly at work and it puts me under a lot of stress. I come to Internet Cafés for playing games and relaxation and do not even want to connect to the Internet, not even to check my e-mails". However, it is also found out that among the education groups who state the reason for visiting an Internet Café as e-mail correspondence, those who

have a MA or PhD degree ranks first by 50%. Thus, even some customers declare that they are fed up with having to use the Internet and e-mail accounts constantly at work, there are still quite a number of individuals who keep their e-mail correspondence related to work via the Internet Cafés. Therefore, in conjunction with the results of the meaning of Internet, it becomes clear that education has a direct effect on the use of Internet Cafés: interest for access to information and knowledge and using Internet for communication increases in direct proportion with education level. Using IRCs still remains the least favourite answer (Appendix II, Table 38).

When income groups are considered, there are again many similarities between the results of the meaning of Internet and the reason for using Internet Cafés. As customers' income level increases, interest in playing games decreases: 43% among low-income, 33% among middle-income and 28% among high-income groups use Internet Cafés to play games.

Access to information and knowledge seems to be the second choice for low and middle-income groups (26% and 29% respectively). However, although high-income group states that Internet means knowledge, the customers with a high-income use Internet Cafés mostly (30%) to check their e-mail. Thus, e-mail correspondence means access to what they consider as knowledge. Chat is the least favourite answer according to all income groups. (Appendix II, Table 39).

Thus, it can be concluded from this comparative analysis of the reason for using an Internet Café and the meaning of Internet according to the customers: Playing games is the most popular activity whereas searching for information and knowledge is the second and using chat programs is the third.

However, according to the researcher's observations in Internet Cafés, it might be argued that respondents seemed to be reluctant to say the truth about chat because having seen many users chatting via IRCs (Inter Relay Chat programs), the researcher is suspicious that many of them use chat programs to meet new individuals and for virtual flirt and sex which were often interrupted with the arrival of the researcher. Another reason for the respondents' hesitation to acknowledge virtual relations might be due to the fact that the questionnaire was conducted during the fasting month Ramadan when Muslims are restricted to talk about issues considered to be "obscene".

III. Internet Cafés Are Considered as Social Spaces

Although Internet Café is open to all members of society, due to the service it provides which is access to Internet; the type of social (human) interaction within an Internet Café is much likely to occur between the machine and the individual. Therefore, social interaction with the other customers in the café is restricted to a certain extent. However, as proposed at the beginning of this study, Internet Cafés in Istanbul are different in respect to the nature of communication within the Café. Although a great amount of interaction takes place between the individual and the machine, it nevertheless doesn't have a negative impact on social interaction. For many users in Internet Cafés in Turkey, computers are merely used as tools to interact with other customers. It has often been observed that two or three customers like to share a computer together not because there are not enough computers but playing games together is a social

activity. Keyboards are passed around for the several hands that want to virtually fight. Each helps his "brother" to win the game against the opposite team: a symbol of perfect solidarity that can only be observed during football games in the stadiums. Thus, sharing a computer with a friend renders it a playful and novel social amusement done from time to time as a supplement to the sociability inherent in Internet Cafés. It might be argued that Internet Cafés in Istanbul are only spaces for sociability and entertainment frequented by a group of individuals who want to spend time together via communicating with each other through a social activity (playing games).

In a conversation with a 15 years old respondent in Rumelihisarüstü, he said, "before Internet Cafés, I would only play soccer after I came back from school. But now, Internet Café is the only place where I can find my friends and we play games and meanwhile talk about anything we want to, about school, girls, and our families ". Another respondent uttered, "Games help me relax but I am more interested in being with my friends". Many young respondents, then, use Internet Cafés as a meeting point where they perform a common leisure time activity (play games), but what's more important for them is to be with friends. Thus, Internet Cafés are social spaces where the ultimate goal is sociability and entertainment. Playing games is solely an act that keeps the customers within the perimeters of physical/social space.

In order to understand the role of Internet Cafés as new type of social spaces, then, the respondents were asked to what extent they preferred to come to Internet Cafés with a group of friends. Although most of them said that they

always preferred to do so, the results to this item in the questionnaire show that demographic differences among customers affect this choice.

The increase in the age of the customers, for example, decreases the willingness to visit Internet Cafés with friends. While 47% among customers 15 or younger come with friends, the percentage drops to 39% for 16-17 age group, 36% for 18-24 and 31% for 25-35 age groups (Appendix II, Table 40). Although with the increase in age, the tendency towards visiting Internet Cafés alone also increases, there are still quite a number of individuals who choose to visit Internet Café with friends. It can be inferred on the basis of this result, that Internet Café visits are a new type of sociability.

The education level of the customers also causes the customers' desire to be within a group of friends in Internet Café to decrease. 60% among those with no education always go to Internet Café with friends while 42% among elementary, 37% among high school and 30% among university school graduates always prefer to do so (Appendix II, Table 42).

In addition, income level is a key variable for the evaluation of this item because there is a sharp distinction between low and middle-income groups' and high-income groups' choices. While 44% of the customers among low-income group and 40% among middle-income state that they always come to Internet Café with friends, only 11% of the customers among high-income group do so. Thus, it becomes evident that income is quite important in determining the role of Internet Cafés as social spaces (Appendix II, Table 43). The comparatively smaller percentage of high-income users who do not come to Internet Cafés with friends reveal that though they may be playing games, they nevertheless are more

involved in virtual rather than social atmosphere of Internet Cafés. In conclusion, though Internet Cafés are for most social spaces, as age, income and education levels of the customers increase, the tendency towards isolation also increases. It can be correctly inferred that wealth and high education help one perceive the existence of a virtual world and force one to make a connection between the virtual and real and thus, perhaps become more introverted, yet open to virtual discoveries that may reshape the real.

Since it was detected before that the increase in education and income levels and age decreases interest in games and increased interest in knowledge among Internet Café customers in Istanbul, it might be stated that the use of Internet Cafés as public kiosks for Internet access rather than social spaces or spaces of entertainment is highly dependent on demographic characteristics of the customers.

2. Between The Virtual and The Physical: Computer Games, IRCs, Access to Knowledge and Information and E-communication

In this part of the analysis, the main focus will be on the specific services that are used in the Internet Cafés, the influence of these services on their behaviour. There will be a comparative analysis between social interaction and communication within the Internet Café and digital interaction and communication via the network.

Thus, particular services that Internet Café customers make use of are as follows: computer games, chat, e-mail, research, surfing the web and having

access to information and knowledge. Each will be analysed in detail to distinguish the specific characteristics of an average Internet Café customer in Istanbul (with respect to the relation between the demographic features and Internet Café behaviour of the customer).

I. Computer Games Are Played More for Sociability and Relaxation than Learning Role-playing

Since Internet and Internet Cafés mean games among many Internet Café users, one is able to compare Internet Cafés with other types of social spaces such as *Kahvehanes*, Atari Saloons and Pool Saloons where playing games is the most popular activity. (36% of all respondents state that they come to Internet Cafés to play games) (Appendix II, Table 8). The comparison between Internet Cafés and other types of social spaces have been the main focus of many intellectuals in Turkey writing on the urban spaces recently. Among them, Cem Cemgil, in his article, "Internet Cafés: Computer Games and the Public" states that "Internet Cafés are spaces of entertainment that appeal to all age groups: for 15 and younger, Internet Cafés replaced Atari Saloons, for youngsters between the ages 15 and 20 Internet Cafés have taken the place of Pool Saloons, and for those over 20, they are perceived as *Kahvehanes*" [57]. However, these spaces (Atari and Pool Saloons and *Kahvehanes*), much like Internet Cafés today, have also been "damned by the society, yet have preserved their popularity since they allowed an "evil" activity as playing games. The reasons for the evil image of computers

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57 Cemgil, Cem (2003). "Internet Kafeler: Oyun ve Cemaat" from *CogitoBahar 2003*. Yapı Kredi Yayınları. Istanbul pp: 114-117.

games are firstly, "the addictive-nature of game playing, which is thought to hinder users in social interaction, the second is the violent content of these games, and thirdly the gender stereotyping within the games" [58]. Each of these will be discussed according to the demographic variables of Internet Café customers.

Considered that Internet Cafés are widely used for playing games, the degree of enthusiasm for playing games and the content of the games vary among Internet Café customers.

Income is one of the variables that activate this enthusiasm. There is an indirect ratio between the level of income and the degree of enthusiasm in playing games. 56% among the low-income customers always like playing games while 49% of the middle-income customers always do so and this percentage comes down to 42% for the high-income customers. It might be inferred on the basis of this output that as income level increases, the enthusiasm in playing games decreases (Appendix II, Table 47). Yet, the percent of players among high-income group is still high. Since they can afford an Internet connection at home, their enthusiasm in playing games in the Internet Cafés might imply that they prefer the social atmosphere of the Internet Café (physical space) to their bedrooms or they cannot use computers because of parental restrictions. A young interviewee in Bağdat Caddesi complained, "my parents bought me a computer a few months ago, but as soon as I started to play games, they took it away. Now I can only play games in Internet Cafés and I do not tell my parents that I am here". This attitude of the parents is due to the fact that most parents think game playing steals away from the time the children might be doing their homework. What's more, as

58 Cunningham, Helen (2000). "Mortal Kombat and Computer Game Girls" in *The Theories of the New Media* edited by John Caldwell. The Athlone Press, London. p: 217.

suggested by Cunningham, no matter what the parents' financial standing is, "fears over this addiction to new technology have been voiced many times because they do not understand the appeal of games. This generation gap, and parental ignorance of games, is often part of the appeal of computer games. Fears of new technology are due to the hitherto unknown interactive nature of computer games; talk of virtual reality and cyberspace is often beyond the everyday knowledge of parents regardless of their economical background" [59].

The other variable that stimulates the enthusiasm towards playing computer games is education level. Here, 60% of the customers with no education and 67% of the customers who have graduated from elementary schools reply that they always like playing games on computer. The percentages decline to 48% for high school graduates, to 36% for university graduates, and to 30% for graduate school students. Thus, it might be derived from this data that the increase in the education level of the customers causes a decrease in their enthusiasm for playing games (Appendix II, Table 46).

The same occurs with the age meaning as the age of the Internet Café customer increases, enthusiasm in playing games subsides. While 77% of the 0-15 age group like playing games, it gradually comes down to 63% to 50% to 23% for 16-17, 18-24 and 25-35 age groups respectively (Appendix II, Table 44).

Thus, once again the increase in age, education and income levels cause a decline in a specific behaviour of Internet Café customers (playing games) in Istanbul.

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[59] ibid. p: 218.

Games significantly occupy the leisure time spent in Internet Cafés. Yet, not only the degree of interest in playing games but also the degree of its impact on socialisation is within the scope of this research. It has been said that it should be measured to what extent game playing hinders social interaction.

The results of the questionnaire show that notwithstanding age, gender, education and income levels, 50% of the customers like playing games (Appendix II, Table 12). Yet, this consequence, nevertheless, does not prove that playing games is a group activity that contributes to sociability of customers. Some customers, in respect to their demographic characteristics, choose to play games alone. When these choices to play games alone or within a team is compared with the content of the games customers prefer to play, the answer to whether customers use Internet Cafés like all other play rooms or entertainment spaces (Atari Saloons, Pool Saloons and *Kahvehanes*) will become more clear. This comparison will also allow one to analyse whether playing computer games is a creative act geared towards learning, role-playing or strategy planning, or a mere tool for spending leisure time (similar to spending endless hours playing card games in *Kahvehanes*, or car races in Atari Saloons or pool in Pool Saloons with a group of friends).

As mentioned earlier in this chapter, computer games develop the children's cognitive skills. Moreover, they have often been used and developed by researchers at universities in the United States for scientific purposes. As Ted Friedman reports in his article, "Making Sense of Software", "In 1970, British mathematician John Conway introduced a simulation of cellular growth pattern called "LIFE" that became the first software toy and addictively open-ended

model of systematic development designed to be endlessly tinkered with and enjoyed" [60]. Thus, computer games were in fact initially being used for edutainment (education and entertainment together). Yet, Cunningham suggests that "after the birth of adventure/action games such as *Mortal Kombat* in the 1970s, computer game software production has become an industry and computer games were marketed to young children as anarchic, rebellious, and anti-establishment. Since promoting computer games as tools for edutainment did not sell, marketing strategy, this time, was to attract the *street culture* in the arcades" [61]. In other words, some computer games, for example FRPs, continued to be developed with sophisticated simulation of real life while some (action games) were mostly designed to release or induce such energies as excitement, violence and aggression. Since 29% of the total number of respondents in Internet Cafés in Istanbul considers the meaning of the Internet as action games, it would not be wrong to make a case that the youngest customers are the ones that perceive Internet Cafés more as spaces of entertainment to release their energies and this ratio decreases as age increases.

Thus, in order to discern the role of games in the everyday life of the Internet Café customers, there were two items to be researched according to the characteristics of the customers: firstly, to what extent customers prefer to play games within a team in the café, which will explain whether they conceive game playing as a social activity and second, what type of computer game they prefer,

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60 Friedman, Ted (1995). "Making Sense of the Software" in *Cybersociety*, edited by Steven G. Jones. Sage Publications, Thousand Oaks, USA. pp: 75-76

61 Cunningham, Helen (2000). "Mortal Kombat and Computer Game Girls" in *The Theories of the New Media* edited by John Caldwell. The Athlone Press, London. pp: 216-17.

which will clarify whether they play games for edutainment (entertainment and education) or entertainment.

The computer games that Internet Café customers in Istanbul play were grouped under 6 headings according to the definitions provided by Sanger and Friedman:

- **FRP (Fantasy Role Play Games)**: FRPs are considered as soft and one-person games where a character is embedded in an avatar (body). As Friedman explains, they demonstrate the surprisingly compelling power of a particular kind of human-computer interaction very different from either hypertext or interactive cinema. Beginning with undeveloped patches of land and initial development funds as in SimCity, the player can construct cities by choosing where and what kind of commercial, industrial, residential areas to build, laying down roads, mass transit, and power lines, police stations and fire departments" [62]. Thus, FRPs encourage users to stretch their imagination beyond what they can accomplish in real life and collaborate their creativity in the creation of a story. In other words, "they provide the most open-ended frameworks to allow the players the opportunity to create their own worlds" [63].
- **RTS (Real Time Strategy):** The interface of these games animates war scenarios. They are usually played online and the user belongs to

62 Friedman, Ted (1995). "Making Sense of the Software" in *Cybersociety*, edited by Steven G. Jones. Sage Publi[63] cations, Thousand Oaks, USA. p: 59.

58 ibid.

either a group that defends a country or a planet, or a group that tries to conquer a planet or a country. "These games stimulate practical thinking, strategy planning, and foreshadowing" [64]. Since they are usually played online, the users also have to be able to think and make decisions rather fast.

- **FPS (First Person Shooter):** The content of these types of games is violence. There is one player and he shoots all members of the interface that try to hinder him on the way to accomplishing a dangerous task and to move onto the next level. They are often criticised for their prolonged exposure of violence and aggression on the users. As argued by Cunningham, "there is no doubt that playing computer games does involve feelings of intense frustration and anger which often expresses itself in aggressive yells at the screen" [65]. Thus, frustration and aggression while playing computer games is not simply related to the content of the play but has also to do with the feeling of 'winning and losing'. As Cunningham further suggests, " aggression felt in computer game play is vented on the screen and does not necessarily turn players into more aggressive and violent children" [66]. Intense concentration on the screen and seeing the "game over" sign after spending so much energy and time to win might even

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64 Sanger, Jack (1997). *Young Children, Videos and Computer Games: Issues for Teachers and Parents*. Falmer Press, Washington D.C. p:ix.

65 Cunningham, Helen (2000). "Mortal Kombat and Computer Game Girls" in *The Theories of the New Media* edited by John Caldwell. The Athlone Press, London. p: 219.

66 ibid.

be a more important cause for aggression and frustration than the content of the games.

- **Action:** Action games are (Counter Strike is most popular among them), played as a team. There is a good team and a bad team and at the end of the play, one team wins. Both teams have a mission such as bombing a place while the other side is trying to stop them. The only imaginative steps in this game are "the player's speed, ability to hide himself, and ability to collaborate with other members of the same team and develop his combative skills" [67]. Though, the content of this type of computer games is also claimed by Sanger to incite the users to violence (combat), their harmful effect on the Internet Café customers in Istanbul will be discussed in conjunction with what the customers say they feel while playing this type of games.
- **Sports:** The most popular among them are car races and FIFA (Football Game). Car races are usually solitary games while FIFA is played in a team. " These are skilful games in which players participate in simulated sporting situations and either fulfil the individual's need for speed or force him to collaborate with other team members " [68].

In the light of the above definitions, the ratios of games/total number of customers are as follows: 29% of respondents play action games, 17% play sports

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67 Sanger, Jack (1997). *Young Children, Videos and Computer Games: Issues for Teachers and Parents.* Falmer Press, Washington D.C. p:ix.

68 ibid.

games, % 9 play FRP, % 8 play RTS, %5 play FPS and 29% play no games at all (Appendix II, Table 10).

According to the above ratios, the correlation between the choice to play in a group and the type of game is first scrutinized among income groups. Since the customer's decision to play games alone or in a team depends on the interactivity that the computer games allow, the above results will be compared with the types of games income groups choose to play. Thus, it is found that 58 % of the low-income group always or often have a team and 40% prefer action games. % 34 of the middle-income group also say that they always have a team while playing games but the percentage of individuals who do not play any games (%35) is higher than the percentage of the individuals who play action games among middle-income group (25%). In addition, quite a number of customers in high-income group (40%) never play games in a team and % 34 prefer not to play games while FRP (Fantasy Role Play) games rank the first among those who play games (18%) (Appendix II, Table 91).

The above statistics show that if a certain income group likes to play games as a team, they prefer action games and the increase in income levels compels individuals to play games alone (Appendix II, Table 103). Thus, the above results show that game playing among low-income group is a site of shared experience and knowledge rather than individual competition. A 23 year old male customer in a low-income group told the researcher that "game-playing is more fun when it is something social". The researcher also observed that the contribution of action games to sociability is amplified with the exchange of

tactics and opinions about the different levels, settings and worlds of the computer game.

The rise in the income level forces individuals to play games in isolation. This again is related with the type of computer game many of them choose to play: FRPs. FRPs when compared with action games are more sophisticated and complex games and require user's imagination in the creation of a story. Since the player has to make decisions about simulated real-life issues such as having to decide how to improve the education system in the schools, they require a greater amount of time and thinking than the simple win or lose games such as action games. On the basis of the above findings, it is argued that while low-income groups play computer games for entertainment and sociability, high-income groups play them to open themselves to experiences that can easily be converted to real life experiences and accomplishments, but they like to do it alone.

When age groups are compared, it is observed that of the under 15 ranks, first among those who prefer action games by % 52, 16-17 ranks the second by %35 and 18-24 ranks third by 30%. Those between 25 and 35 mostly prefer to play sports games. When compared with their choice to play alone or with a team, the comparison proves that 37% of under 15 and 28% of 18-24 always prefers to have a team while 39% of the 16-17 age group often do so. 25-35 age group like to play games mostly alone (32%) (Appendix II, Table 100). Thus, customers younger than 25 play action games with a team while those between 25 and 35 prefer to play sports games alone. Again the highest percentage of individuals between 25 and 35 (53%) declare they do not play any games (Appendix II, Table 88).

The above statistics disprove "the criticism of the parents that computer games leads to social isolation" [69]. While parents are unfamiliar with computer games and regard Internet Cafés as spaces of evil as suggested at the beginning of this chapter, the addiction of young generation to computer games and Internet Cafés make the parents uneasy. Most are reluctant to send their children to Internet Cafés and ban children from using computers at home. In addition to the anti-social behaviour, "computer games are also argued to cause emotional instability and aggressive behaviour" [70]. However, most aggression is due to losing the game rather than the involvement in the aggressive content. A 15 years old male player in Sultanbeyli admitted "I get angry when I make a wrong move and the game is over. I cannot bear to hear from my partners that they lost the game just because of me". Having observed that most of the yelling in Internet Cafés is about the wrong or "fatal" moves of one of the team members make, it is hard to attribute all this apparent aggression to the violent narrative of the play. According to participant observation, the ones who make the mistakes beg for "one last go" in the hope of doing better next time and if he is not given the chance, he gets angry. Thus, although aggressive narratives of the computer games undeniably provoke aggression, it would be an exaggeration to claim that since the content of games is violent, the children start to become more violent. On the contrary, by yelling at the screen and to their friends, children relieve their aggression that they may have accumulated at school.

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69 Bukatman, Scott, (2000). "Terminal Penetration" from *The Cybercultures Reader*edited by David Bell. Routledge, New York. pp:153-154.

70 ibid.

Relief of stress, tension and pent-up aggression is also the reason behind 25-35 age group's choice of computer game, which is sports that they can play alone. By racing cars and playing tennis with the computers, they leave the day's pressures behind and give themselves a break between the work place and home. A 35 years old customer in Beşiktaş confessed, "the most comforting part of my work day is the short amount of time I spend in Adeks before I catch my bus home". Thus, in a way, game playing is used as a method of switching off from daily life and learning how to manage stress according to all age groups.

When education level of the customers is taken into consideration, it is seen that %35 of elementary school graduates always prefer to play within a team, while 60% among those with a Masters or PhD degree never do so. 47% among elementary school graduates play action games while 20% of undergraduates and 40% of those with MA or PhD degrees prefer sports games while undergraduates prefer to play sports mostly with a team (29,5%), while those with MA or PhD degrees play sports games as a solitary leisure time activity (60%) (Appendix II, Table 90 & 102). Better-educated customers play sports games rather than action games as a team or alone. A university student in Boğaziçi University told the researcher in a friendly conversation, "I usually go to an Internet Café during the breaks and relax when school becomes too overwhelming". As observed by the researcher, Internet Cafés in peripheries such as Sultanbeyli, Ümraniye as well as in more central neighbourhoods such as Rumelihisarüstü and Beşiktaş (opposite to universities) were crowded with players who were constantly racing cars or playing FIFA. Thus, both for university students or the employed customers, game playing means relaxation and self-therapy.

According to gender, there are also some significant variations. 41% of female customers' state that they never play within a team and 18% of them play FRP games and 15% sports. In opposition to this, 30% of male customers confess that they always have a team and 32% of them play action and 18% play sports games. Therefore, there is a clear distinction between females and males in their choice of games as well as their preferences about having a team. Within this discussion of computer game culture and gender, "the computer games industry, journalists, and also many academics have portrayed game-playing as a predominantly male perversity" [71]. The abyss between the female and male population of the Internet Cafés in Istanbul is taken into consideration, this hypothesis holds true (11,3% to 88,7%). This perversity is also observed in the intimidating atmosphere of the Internet Cafés where the body of female customers who complains about being a minority also expresses their frustration about the yelling and even cursing among the male customers. This yelling, however, is their way of relaxation and sociability as most male customers declared. Thus, although %33 of the female population like to play either FRPs (geared towards role-playing and real life stimulation) or sports games that help relaxation when played alone, female customers' participation with computer games could have been much more if there was an encouraging atmosphere. A 16 years old female user accused male customers of being "violent": "Boys are just boys, and they are violent". Female customers' adaptation to this new public space is severely hindered by the excessive sociability and dominance of the male customers. This

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71 Cunningham, Helen (2000). "Mortal Kombat and Computer Game Girls" in *The Theories of the New Media* edited by John Caldwell. The Athlone Press, London. p: 219.

has a severe consequence: As affirmed by Cunningham, " children's first experience of computers is through computer games, and it is vital that girls are included in these arenas where familiarity with new technology is established" [72] (Appendix II, Table 89). Thus, games, though, are crucially important in the users' integration to the Internet culture; females are at a disadvantage position from the start.

In conclusion, there is a strong interest in playing games, the willingness to play as a team or alone change according to age, gender, income and education levels: The increase in age, income and education level decreases the interest in having a team. In parallel to this, older, better-educated, and female customers with higher income tend to play FRPs or sports games which involve role-playing or relaxation. This then proves that many customers prefer not to play games requiring imagination or they do not have a liking for Strategy games, which coerces decision-making and planning. Most come to Internet Cafés to play action games such as *Counter Strike*, which though is an example of action genre, nevertheless, provokes aggression. As observed by the researcher, there is a strong interaction among customers who play this game and most switch tables in the middle of the game yelling, "you will cause the death of us. Let me kill them instead". In conclusion, playing games do not obstruct the social interaction between the customers yet, it provokes a strange and electrified interaction that is often hazardous for other customers (such as females). Therefore, in the analysis of the game culture in the Internet Cafés, females' invisibility and Internet Cafés'

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[72] ibid..

role as spaces of sociability and entertainment rather than edutainment comes forward.

II. Internet Cafés Are not Utilised as Information or Communication Kiosks

Knowledge ranks second by 27% and e-communication ranks the third by 21% among the most favourite activities that all respondents perform in Internet Cafés (Appendix II, Table 8). It was observed that in neighbourhoods such as Beşiktaş, Fatih and Rumelihisarüstü, there is a stronger inclination to use Internet Cafés to do research because there are universities around these neighbourhoods. (It was found out before in this analysis that the increase in education and income levels increase interest in knowledge. It was also mentioned that users get acquainted with e-communication and research during undergraduate studies due to lack of laboratories and courses on information technology beforehand. Students who use Internet Cafés for knowledge do research, write a paper, send e-mail to their professors or print their projects. A student from Boğaziçi University in Rumelihisarüstü told during an interview, "Some professors accept receiving our papers via e-mail. However, the computer laboratories at school are always full and I have to come all the way to an Internet Café". Non-students, on the other hand, utilise Internet Cafés mostly to look for jobs and follow-up their business correspondence.

While inquiring about the differences and similarities between the customers' inclination towards access to information and knowledge, (research)

and communication (use of e-mail) according to the demographic variables, three items were formulated.

First, the frequency of Internet access is measured according to age, gender, education and income levels.

The frequency of connection to Internet in Internet Cafés is found to be directly affected to an increase in income. 43% of high-income group visit Internet Cafés several times a day while this percentage decreases to 34% among middle-income group and to 31% among low-income group. (Appendix II, Table 79). The above data shows that the increase of Internet access is directly proportional to the increase in income level.

What's more, the education level plays an important role in determining the frequency of connection. Those customers with postgraduate or bachelor degrees both rank first among those who use Internet several times a day by 40%. The percentage declines to %35 for high school graduates, and to 30% for elementary school graduates (Appendix II, Table 78). The percentages of those with postgraduate or bachelor degrees connect more often than elementary and high schools.

Gender also alters the frequency of connection to Internet. While % 42 of female customers connect to Internet several times a day, 34% of male customers use Internet several times a day. The results show that females' use of Internet access is much higher (Appendix II, Table 77). It was mentioned that female customers come to Internet Cafés more for e-mail correspondence (32,4%) and access to information and knowledge (29,4%), and males more for game playing (37,6%) (Appendix II, Table 36). Since females come to Internet Cafés for

Internet access more than males to use a computer (but not necessarily Internet) for game playing, the slight difference in their frequencies of Internet access is valid.

Once again, the frequency of Internet access is directly reflected by the increase in age. % 50 of 36 and over, 40% of 25-35, 36% of 18-24, 32% of 16-17 and only 26% of under 15 age groups have access to Internet several times a day (Appendix II, Table 76).

Thus, increase in income, education and age is directly proportional with the increase in the frequency of Internet access.

In addition to the statistics about the frequency of access to Internet in Internet Cafés, the most alluring search engines the respondents use will be analysed to learn what they wish to access in the Internet: Top choice is "Google" by 21%. "Netbul" ranks the second by 7 while "Altavista" and "Arabul" rank the third by %5 (Appendix II, Table 9). One of the reasons why these search engines are the leading choices among Internet Café customers might be because they have both English and Turkish content. (The language used in the interface of both "Netbul and "Arabul" are Turkish). "Google", unlike "Altavista are multilingual search engines but only Google allows access to many Turkish as well as international web sites with all kinds of contents, ranging from most serious political debates to entertainment. High interest in "Google", thus, is a positive outcome because of the variety and depth of the information one can have access to. On the other hand, both "Google" and "Altavista" are also used to access online games and pornographic sites.

Since the above results show that the interest in a multilingual search engine, "Google" is much higher than in Turkish ones: "Arabul" and "Netbul", it is crucial to make an analysis of the results of another item: To what extent respondents try to search things not found in Turkey. Among age, income, education and gender groups, education level comes forward as the main variable to be analysed. 60% among those who have graduate degrees reply that they always connect to Internet to find out things that cannot be found in Turkey while only 30% with undergraduate degrees often, and 31% of high school and 38% of elementary school graduates sometimes do so. Thus, as education level increases, the degree of interest in knowledge and information that cannot be found in Turkish websites also increase (Appendix II, Table 70).

Computer or better Internet literacy, then, is a significant issue to be taken into consideration in respect to Internet Café users in Istanbul. In order to further analyse Internet literacy along with access to knowledge via search engines, the respondents are asked to what extent they use e-communication to get in touch with friends or other relations in other parts of Turkey or the world. Most respondents regardless of their age, gender, education and income level declare that they never use e-mail to communicate with distant relations (46,7%) (Appendix II, Table 18). Knowing that there are many Internet Café users who have moved to Istanbul to attend a university, this result is quite significant because it suggests that students might be unaware of this service due to the poor Internet literacy not provided to them till they attend universities.

As a conclusion, an appetite for learning new things and reaching out for further are awakened during one's education. Education, essentially, encourages

Internet use where the user can have access to quite a large amount of knowledge and information as well as keeping in touch with all obligatory and personal relations. However, it is often the case that students in Istanbul become aware of these possibilities much later in their education and most users have to learn how to use the Internet by themselves since due to the irresponsibility and lack of financial and technical inadequacy of the Turkish Ministry of Education and lack of courses on Information technology before going to university, students do not develop a curiosity to find out new things. When interviewed by the Internet Café customers who access the Internet, they admitted that they either learned how to use the Internet from their siblings or friends who come to Internet Cafés with them. After this initial introduction, they further their research and e-communication skills only if they remain interested. What is essentially lacking in Turkish Education is then, the technological infrastructure and courses on Information Technology that help provoke curiosity for searching among the students. Most Internet Café customers state "they remain ignorant of Internet and the facilities and the possibilities it offers until they find a job where they have to use one.

III. IRCs among many are not used as a quest for a new identity via online relations

Inter Relay Chat programs, or briefly IRCs engross many youngsters today with the opportunity they provide to meet new individuals and to explore one's identity through online relations. Although chat appears to be the least favourite

activity within Internet Cafés (only 16% of all respondents), it has been argued that the respondents might not be revealing the reality to the researcher because chat programs have been damned by other media such as TV and newspapers and parents due to the perversity and obscenity they provoke: virtual flirting and virtual sex. In a friendly conversation with one of 17 years old female respondent, she complained, "My mum thinks that Internet Cafés are the nests of all evil. Every time I step out of the house to go to an Internet Café, she warns me against prostitution and drug-use. She even decided to buy me a computer to prevent me from going to an Internet Café". Although parents might appear too restrictive in terms of their children's Internet Café visits, their reactions are based on true stories and therefore have a substantial basis: During winter in 2003, there were two incidents that occurred in Internet Cafés in Istanbul, one of which resulted in divorce and the other in death. Thus, in addition to the common prejudice against Internet Cafés due to the games, chat programs also contribute to this evil image. Therefore, it becomes difficult for parents to let their children visit Internet Cafés and for customers to admit that they use IRCs. In Karadeniz Internet Café in Sultanbeyli, two IRC users got involved in a virtual fight after which they challenged each other to a duel. Writing their whereabouts to solve this problem face-to-face, they discovered that they were in the same Internet Café and one stabbed the other to death [73]. In another Internet Café, a married male customer started to look for virtual female friends and ask them to send their naked pictures.

[73] Available online: [http://www.tiev.net/ozel/dernek/sorular3.htm] accessed on May 11, 2003.

One of these virtual female friends turned out to be his wife and after this event the couple decided to get divorced [74].

Further in the analysis of IRCs as a form of computer-mediated communication surpassing the boundaries of face-to-face communication (such as prejudice about one's race, gender and physical appearances) will be inspected. However, to understand the significance of IRCs among Internet Café users in Istanbul, it is important to be able to understand the framework in which these users operate when they participate in virtual communities.

When entering an IRC, one must fill a series of blanks (Name, E-mail, Nickname, and Alternative Nickname) before truly entering. The nickname and alternative nickname blanks are the only information needed to allow an Internet user to become an IRC user. Giving One's name and e-mail address allows a person to be traced by anyone wishing to know more about them. Because IRC is largely an anonymous space, users have the option not to provide identifying information unless it is absolutely necessary. However, it was witnessed among Internet Café users in Istanbul that the vast majority of them (45%) type in their names and e-mail addresses.

To find out whether the customers are inclined to use IRCs more to escape the prejudices that occur in face-to-face communication, or for discovery of and experimentation with one's identity via IRCs, or for meeting with new individuals and dispensing relations with one mouse click will be addressed in the following analysis: Firstly, age affects this decision. Though, the percentage of telling the complete truth about one's identity is % 37 for under 15, 32% for 16-17, 36% for

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[74] Available online: [http://www.zaman.com.tr/2003/01/17/ butun.htm] accessed on May 5, 2003.

18-24, it suddenly increases to 42% for 25-35 age groups. This increase shows that between the ages 25 and 35, Internet Café customers do not feel the need to hide themselves (Appendix II, Table 56). The tendency among the young generation to hide their identity more than the older generation might be due to several reasons. Firstly, by pretending to be someone else that they admire, teenagers might believe that it would be easier to find girl or boy friends. If they are uncomfortable with their physical appearance or socio-economical background, they can easily hide their identities to be more attractive to their online friends. A 16 years old male customer admitted having sent another friend's photograph in order to be able to find a girl friend. If they want to carry on an online relationship, presenting oneself as someone else is acceptable and even enjoyable. However, when the researcher asked them what they do when they really want to meet their online friendships, they answered, "I either say the complete truth and apologise for my pseudo identity or I simply stop writing to that person if she or he becomes too annoying".

Having mentioned that hiding socio-economic background is another reason not to reveal one's identity, this tendency will be analysed according to income groups. While %35 of the low-income respondents and %35 of the middle-income groups always tell the truth about their identity, this quota raises to 47% for high-income groups. Thus, increase in income directly increases the desire to represent one's true self (Appendix II, Table 59). This result shows that many Internet Café customers with low or middle-income backgrounds usually hold back this information or say they have high-income to be able to have online relationships.

Most among the education groups also tell the truth about their identity. 40% of those with no education say that they often tell the truth, while 43% of the elementary school graduates, 31% of high school, 44% of university graduates and 50% of those with an MA or PhD degree say they always reveal the truth about their identity. Thus, increase in education level does not have a significant influence on this revelation (Appendix II, Table 58).

Gender does not have a significant impact on the results to this question. Briefly, only approximately 50% of better-educated and older customers with a higher income are more willing to say the complete truth about themselves. The other half meaning young, educated, middle or low socio-economic backgrounds enjoy freedom, privacy, and anonymity not otherwise available to them in reality. The power inherent IRCs allow these young urbanites to go further with their inquiries of themselves and of other individuals and to reach people and information more quickly and directly.

In comparison with this, when the respondents are asked whether they believe that online friends tell the truth about their identity, the data showed that regardless of age, gender, income and education levels, they sometimes believed in the truthfulness of their online friends' identity. The only significant variations according to these variables are as follows: 46% among customers with high-income, 41% of those who have graduated from universities and 44% of the females say that they sometimes believe in their online friends which proves that females, undergraduate students and high-income customers hold a certain suspicion about online relations and online personas (Appendix II, Table 61, 62)

However, disinterest about the truthfulness of online personas they communicate with (50%) and persistence in sticking to their offline identities shows a lack of playfulness. A respondent explained, "I do not trust users with nicknames. They are strangers to me". Therefore, information that is usually available to one in face-to-face interactions, such as sex, approximate age, gender, and even socio-economic status, is also not out of reach in IRC. Although, IRC allows the user to create an online persona derived from an offline persona, in other words, an avatar, who by being anonymous can explore many identities and relations, Internet Café customers in Istanbul in general do not make use of this possibility. As Elizabeth Reid states, "IRC enables individuals to deconstruct aspects of their own identities, and of their cultural classification, and to challenge and obscure the boundaries between some of our own mostly deeply felt cultural significances" [75]. However, by disseminating truthful information about themselves most Internet Café users in Istanbul allow themselves to be traced by anyone wishing to know them. The vast majority of the observed users simply type their real names, whereabouts, gender, ages and e-mail addresses.

The nicknames of the 160 users among 300 respondents are classified as following. The vast majority (45%) uses their first names or variations on the first names, % 30 use famous individuals, places, drinks, movies and things, 10% use names related with love and sex, 10% use names related with self-descriptors, the rest (%5) use nicknames of unknown origins (See Table III.2).

Thus, the sheer number of first names as nicknames indicates that many users are logging in to attract or be recognised by others. During friendly

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[75] Reid, Elizabeth. "Electropolis". Available: [http://people.we.mediaone.net/elizrs/electroplois.html] accessed on March 10, 2003.

conversations with the interviewees, most confessed that they communicated with friends they already know via IRCs. Thus, being online is just a desire to be recognized by friends on the part of IRC users among Internet Café customers in Istanbul. A 19 years old respondent told the researcher that "I only write to my friends and I want them to know the instant I am online".

Table III.2. Classifications of the Nicknames

First Names and Variations on Them salih, zeynep34, kadir80, ecirak, sabah_attin, ugur_lu, muratz, erdogmus, Seydam, hur_berke, tanka, gunes, selo, semihs, fazil, bora, emir_sadik, ebrumm, ekim_, fatiha, azar, yasmineee, adil32, baykahraman, mah_mut, roni, neco, beatris, sevgin, [c] [e] [m], vaha99, kayacan, melih_tan, murat_yagci, denis, ceren1977, gultekinII, rana, ersiner, m*u*z*o, ruhi, ozer83, canerk, memo2000, galip_ulku, reyhans, gokhan_duy, cenk, osmoz, hakkim, seboy, kazim_k, efe_musti, talikoglu, ahmetkiray, IsAaK, tekincans, alper79, firat_, MuhaM, kurt_46, RaMi, YUSUF,ardams, cagri_, huSso, s_u_z_i, eylem2003, bertan, a.m.z, umut00, ertaco
Names of Famous Individuals, Places Drinks, Movies, Cartoons and Things scorpion_1245, ROOOOCK, TerMinatoR, Suede, METALICCA4EVER, m_matrix, U^2, montana, madmax1^^^, Dead-Man-Dreaming, spright, borges_j, donkisot, brandie, Mavi_Ay, Rochas, Belmando, Rolex, OxyGEN, domatiz, snoopie, sun_40, mirror81, dieselman, dellyurek, LEVIS524, IlhanMansiz, KuRtCo, karmen, sekspir, yakari bon_007, borges, @CitiZen_X, fightclub, fidello, monachus, south_park, cakmak Hasansas, Cyrano de Bergerac, redlion, cimbomcim, kaysersoze , apache
Names related to Love and Sex play_boyX, M^FOR^U, romantik, ROMIO, amourboy, love_expert, sikici, hizli, Casanova2000s, wampirictouch, lovesik, 69, sentimental, ayipyok, asikim
Self-descriptors handsome, egeli, king, egosentrik, free_boy, proletaria, writer, sairzaman, , lolita_25, sari, cimcime, gentille19, shadow, paranoia, denizci, zumaci
Unkown origin Tiktake, acemar, kokito, mmmmmm, tactac, +wzup, patipat, Wrrl

Thus, most Internet Café customers want to be easily recognised and exactly located which might imply that they are writing to their friends in near-by

locations. This shows that most Internet Café users never try to build virtual relations but instead use IRCs to locate the physical space of their friends.

Self-descriptors, on the other hand, are flirtatious and imaginative. The utilization of famous individuals, places and things, etc. as nicknames indicates to other users, one's interests and how one chooses to see oneself in IRC. According to Tim Jordan, "they offer some of the most fruitful ground for breaking the connection between the online and offline identities. These creative signifiers are one of the most attractive points of IRCs because of their attempt to stretch and break the elastic between avatar and identity" [76]. Western music and action genre films are the most popular in this category. Love and sex related words are direct invitations to others for friendship or sex, be it real or virtual. Unidentifiable nicknames suggest impersonation or perhaps a desire to be anonymous which, in fact, is the thrill of IRCs. Jordan further explains the relation between avatars and identities, "It also seems common sense that the identities we have – our age, experience, gender, race and more – cannot simply be put aside when faced with a keyboard. Of course, experimentation is possible but this will only be overlaid on an existing identity" [77]. However, in the case of Internet Café users in Istanbul, except a few who try to be more imaginative or anonymous with their nicknames and personal details, most stick to all the facts about their offline identities which kills experimentation and exploration. They write to their friends and remain in a close circuit suspicious of those strangers who use nicknames. In addition to this, when asked by the researcher, most IRC users declared that they learned how to

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76 Jordan, Tim (2000). *Cyberpower: The Culture and Politics of Cyberspace and the Internet*. Routledge, New York. p:76.

77 ibid.

use it from their siblings and friends and only the basic commands. Thus, IRCs are minimally used and only for sociability.

In regard to the findings above, it is not too astonishing to find out that new online relations are easily gotten rid of. It was questioned whether the variables: age, gender, income and education levels alter their decisions about giving up online relations. Income appears to highly influence this choice because though the percentage of those among the low-income group who confess that they always give up online relations is 23%, the percentage of those who always do so suddenly climb to %35 for middle and high-income levels. This result may indicate that low-income groups are more open to meet new individuals. Middle and high-income groups rather stay within their closed circle of friends. (Appendix II, Table 67).

Among education groups, the only group that shows a significant variation was high school graduates, 36% of whom testify that they sometimes can give their online friendships up. (Appendix II, Table 66). When age groups are compared, there are also deviations from the general trend, which is to give up relations easily. Although nearly 44% of under 15 age group, 25-35 age group and those older than 36, announce that they always give up their relations, this ratio decreases to 34% of 16-17 age group (Appendix II, Table 64). Thus, only 16-17 years old students who attend high schools are willing to meet with new individuals and carry out stable relations with them using IRC programs.

Shortly, of all the Internet Café customers, the ones who like to navigate with their avatars through virtual relations and virtual space are 16-17 year old high school students with low-income. It is only them who want to hold stable

relations with other avatars either by exploring the haze of the cyberspace and perhaps by trying to build a bridge between the virtual and real space. Thus, contrary to the researcher's expectations, it was found out that increase in income and education levels thrust users to stay within the perimeters of physical space and leave cyberspace unexplored, whereas young, less-educated and lower income customers use cyberspace as camouflaging their identities which either means that they are uncomfortable with their real identities and are afraid of their online friends' prejudices, or they are more willing to experiment with their real identities by creating avatars during virtual conversations.

This assumption is juxtaposed with the users' response to the question that evaluated how prejudiced online communication is. Although most users strongly believe that communication via the Internet is unprejudiced, there are some variations:

Gender plays a significant role in respect to this item. Only 30% among females believes that there is never any prejudice against one during online communication, the percentage rises to 40% among male customers (Appendix II, Table 53). The reason why females (slightly more than males) believe that online interaction are prejudiced is that, "with the revelation that you are a woman, you are subjected to excessive, unwanted, sexual attention. If your gender is learned by male participants in an online newsgroup, you are singled out by mail participants for exceptionally dismissive and hostile treatment" [78]. Even if, the belief in trans-gendered atmosphere of IRCs is common, a 21 year old female

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[78] Miller, Laura, (2000). "Women and Children First : Gender and the Settling of the Electronic Frontier" from *Reading Digital Culture* edited by David Trend. Blackwell Publishers, USA. P: 217.

respondent complained that "as soon as you write your gender, you are bombarded with offers ranging from most innocent such as having a cup of coffee together to the most perverse such as sleeping together in an hour. I prefer to hide my gender till I feel safe during a virtual conversation. Even then, the content of the conversation changes to love and relations as soon as my male virtual friend learns that I am a female". Thus, many female Internet Café users feel discriminated both in the virtual space of IRCs and the physical space of Internet Cafés.

Education level is another significant variable when the results to this item are taken into consideration. Elementary school graduates by 46% and university graduates by 44% are the groups that show a strong belief in the unprejudiced atmosphere of IRCs (Appendix II, Table 54).

When analysed among income groups, belief in the unbiased atmosphere of chat is slightly higher (43%) for low-income group when compared with middle and high-income group (%35 and 40% respectively) (Appendix II, Table 55).

Thus, the conclusions inferred to on the basis of all the results above show that though the Internet Café customers in Istanbul are aware that IRCs provide them an unbiased atmosphere where they can be in touch with any one whom they wish to be in touch. They persist in asserting their offline identities in the unbiased environment of IRCs. The most important conclusion, however, is that, increase in income and education levels restrict experimentation and creativity in cyberspace and weaken the belief that the Internet is an unbiased space.

4. Alternatives for Pre and Post Internet Café Visits in terms of Individuals and Place

I. Space Alternative to Internet Cafés is Home

In order to distinguish Internet Cafés as a social space among all other spaces that urbanites in Istanbul use as a part of their everyday life, customers are asked about their alternatives to Internet Cafés. This result is compared with where the respondents have been and where they would be after Internet Café to demonstrate the mobility of the respondents. All items above are then aimed to simulate the role of Internet Cafés: Are Internet Cafés used more as a social space and/or a transition point and whether the results vary according to demographic characteristics of the customers?

First, the results of the item: alternative space is to be analysed. Income level, in this respect, does not differentiate the choice of alternative spaces. Home ranks first and another café ranks second among all income groups (Appendix II, Tale 22). The only differentiation is that respondents among low and high-income groups (57% and 61% respectively) prefer to be at home if not in an Internet Café slightly more than middle-income group (47%) (Appendix II, Tale 107). Although high-income group can afford to pay the high rate for access from home, this result ascertains that the social environment in Internet Cafés appeals to high-income customers. A 15 year old girl in Bagdat Caddesi told the researcher that she would otherwise be chatting with a friend online in her bedroom if she were not in the Café and that she would rather be with her friends

in the Internet Café. Customers with low-income backgrounds, on the other hand, do not have a choice because they can neither afford a computer nor Internet access. They come to Internet Cafés both to socialise and to use the computers.

What's more, no matter what the education level of the customer is, home is the still the first, and another café is the second most preferred alternative space to Internet Cafés. Among education groups, those with a PhD or Masters degree are the ones who are most likely to stay at home by 70%. Unlike other education subgroups, their second alternative to Internet Cafés is office, which might imply that since they use computers for Internet access (since they use it mostly to check e-mail) on the way to work from home, or vice versa (Appendix II, Tale 106).

Home is the most popular alternative to Internet Cafés among age groups as well. The two significant results among them are as follows: 70% of 16-17 age group finds home the most attractive alternative to Internet Cafés. Secondly, the office is the second alternative of 25-35 age group by 15%, although it is another café for all other age groups (Appendix II, Tale 106).

In order to portray their mobility in conjunction with the alternative spaces, the respondents are asked where they are coming from and where they are going. For most of the customers, personal space such as home ranks the first, and obligatory space, such as work or school ranks second (Appendix II, Table 85, 87). It is true that access to cyberspace offers one great mobility that surpasses the boundaries of time and space. It allows one to travel the universe within seconds without moving. As argued by Paul Virilio who makes a great emphasis of this aspect of cyberspace, "since all presence is presence only at a distance, the tele-presence of the era of globalisation of exchanges would only be established across

the widest possible gap. This is a gap, which now stretches to the other side of the world, from one edge to the other of the present reality. But this is a meta-geophysical reality which strictly regulates the tele-continents of a virtual reality that monopolises the greater part of every activity of nations and individuals" [79]. Thus, having access to cyberspace annihilates any obstructions in one's way, giving an immense freedom for simultaneous and omnipresent communication and activities via the Internet, which greatly frees an individual in regard to mobility. Yet, this mobility is achieved by the use of cyberspace: An individual can go to an Internet Café to make bank transactions and find a job or gamble and come out as a rich man if he makes use of the cyberspace. His mobility in between urban spaces has drastically increased but it all happens in the electronic medium of the cyberspace or the Internet.

However, urban mobility via cyberspace within Internet Cafés seems to be strictly hindered by game playing. Since most Internet Café customers spend endless hours in Internet Cafés without going to a cinema, another café, shopping, a restaurant, or even school, it can be stated that they sit around all day killing time that they can use discovering both the physical and virtual spaces of Istanbul. However, they do not give or do not know how to give themselves the opportunity to be in the flow of urban mobility.

When asked where the customers are going after Internet Café, the choice of all groups, without any exception, is first, a personal space and then a social space.

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79 Virilio, Paul, (2000). *The Information Bomb* translated by Chris Turner. Verso, London and New York . p:17.

The above results show that since the movement is generally from home to home, Internet Cafés have become significant social spaces, perhaps the only alternative social space for many respondents. They have by far taken the place of many *Kahvehanes*, Atari and Pool saloons as well as other cafés and cinemas. Only in Internet Cafés around more central areas such as Taksim, Bağdat Caddesi and Beşiktaş, customers say that they go to another social space after they leave Internet Cafés. Thus, within those neighbourhoods where there are alternative social spaces to Internet Cafés such as bars, restaurants, and etc., the first stop is still the Internet Café and afterwards another social space. A customer in Taksim stated the reason for this choice as being able to send her friends an e-mail about her whereabouts and her plan for the evening and being able to invite her friends to the next social space she will be.

Since Internet Café provide all services and sociability the above cultural spaces provide and additionally offer an extra service such as access to Internet, they are much more popular as social spaces among other alternatives.

II. "Internet Café Friends are Friends I know"

It was observed that many young customers come to Internet Cafés with a group of friends they always hang out with. In other words, since Internet Cafés provide and support sociability, Internet Café customers are generally a group of individuals who know each other and want to be together during leisure time. Almost every activity in Internet Cafés is performed within a group of friends (game, chat, and even e-mail). Thus, Internet Cafés' role as places of sociability is

line among many computers at the cost of slowing down the connection and providing poor service. Most customers declared that even if Internet connections were rather slow in Internet Cafés, they nevertheless could at least connect. Individual accounts at home are more expensive, but faster.

Briefly, significant results about the average time spent in Internet Cafés according to age groups are as follows: Internet Café customers who are 36 and over, ranks first among Internet Café users by 45 million TL/month whereas, 16-17 age group ranks the second by 37 million TL/month. 0-15 age group ranks the last by 23 million TL/month. Those between 25 and 35, on the other hand, rank the first among those who connect from home by approximately 22 million TL. 0-15 age group ranks second to last by 23 million TL/month among those who have access from home by 4 million TL/month (Appendix II, Table 96).

The youngest customers pay least both from Internet Cafés and also from home. Since many parents are against the use of Internet due to the fact that Internet is hazardous for children because of its violent content, many of them do not allow the use of computers and Internet at home. With a little Internet literacy, children can have access to pornographic sites that such search engines as "Google", "Altavista" and "Yahoo" provide. In addition, many children use computer to play games and this behaviour is perceived by many parents as a threat to a bringing up. As suggested by Sanger, "there seems little doubt that while some parents do not see screen-based activities as a form of harmless play, others do. Attitudes towards play are enmeshed in attitudes to childhood itself. One can find a spectrum of parenting behaviour, related to bringing up children. The spectrum ranges from highly protective and controlled domestic

doubled: Internet Café customers have social interaction with both their real friends in the Café and their virtual friends in cyberspace. When asked, most interviewees said, "Internet Café friends are friends I already know".

The only noteworthy exception among age, gender, income and education groups are as follows: The only group that prefers to stay alone are graduate students by 50%. It has been stated before that this group usually comes to Internet Café either to check their e-mail or to play games. They like to stay alone in the Café. Internet Cafés for them are transition points and service providers rather than a social environment. The other exception is female customers' second choice that is to stay alone if they were not in Internet Cafés. However, this result does not have any significance because females might not feel comfortable saying they would rather be with their beloved. The third exception is elementary school students whose second preferences to their friends in Internet Café are their families. Yet, since most come to Internet Cafés because their parents do not let them play games at home, this is not a significant result either (Appendix II, Table 108, 108, 110, 111).

These findings do not show significant differences in different neighbourhoods either. In high-income neighbourhoods as well as low-income neighbourhoods, the community spirit within the Internet Cafés is preserved. It is only in Beşiktaş and Taksim where Internet Café is used more as transition points, it is seen that customers come to Internet Café for quick e-mail correspondence alone and leave the place within minutes without much social interaction with either the other customers or the café owners.

4. Average Time and Money Spent in Internet Cafés

I. Average Time

To find out the significance of Internet in the everyday life of the urbanites in Istanbul, two criteria in reference to time have been scrutinized: First, time spent in Internet Cafés and secondly, frequency of their visit. These results then are analysed in respect to the average duration and frequency of Internet Café visits according to age, gender, and income and education levels.

The average time a respondent spends in an Internet Café/day in Istanbul is approximately 2 hours and 45 minutes. When checked among education groups, it was found out that high school students, rank first by 3 hours and 40 minutes, which is much higher than the average time. High school graduates rank the second by approximately 2 hours and 35 minutes, while those who have an undergraduate degree spend an average of 2 hours and 25 minutes. Those with no education spend the least amount of time in Internet Cafés: 1 hour and 45 minutes (Appendix II, Table 94).

Gender, on the other hand, does not have a significant effect on the average time spent in Internet Cafés per day. Females spend an average of 3 hours and 12 minutes and males spend an average of 2 hours and 30 minutes which is slightly less than the overall average: approximately 2 hours and 48 minutes (Appendix II, Table 93).

Income level does not have a significant effect on the average time the respondents stay in an Internet Café per day. Low-income groups spend approximately 2 hours and 45 minutes,, while middle-income groups spend

approximately 2 hours and 50 minutes, and high-income groups spend 2 hours and 35 minutes per day (Appendix II, Table 95).

Age, on the other hand, has a significant effect on the results. Customers under 15 spend 3 hours and 40 minutes/day in an Internet Café, 16-17 3 hours, 18-24 2 hours 50 minutes, all of which are above the average. 25-35 age group however, spends 2 hours and 5 minutes and those older than 36 spend only 45 minutes. Thus, age is indirectly proportional with duration of Internet Café visits, which correlates to their reasons for visiting Internet Cafés. The younger generation visits Internet Cafés more for game playing and the older generation for e-mail correspondence and research, both of which do not involve sociability within the Internet Café and therefore consume less time.

II. Average Money

Most Internet Café customers in Istanbul connect to Internet from an Internet Café (64%). Only 17% of the respondents also connect from home. 19% of the customers have Internet access both at home and in Internet Cafés. Only 1% of the respondents connect only from home and they come to Internet Café to see their friends. Not only the percentage of Internet Café customers who merely connect from Internet Cafés is higher than the percentage of those who connect from home but also the average monthly charge paid from an Internet Café is significantly higher than the average monthly charge paid from home. While those respondents who connect from home pay approximately 13 million TL/month, those who visit Internet Cafés for Internet access pay much more: approximately 32 million TL/month. Internet Cafés, on the other hand, divide one

environments at one end of the scale through to the *laissez faire* and the helpless. Protectionist parents consider media such as TV, rented videos and computer games as useless and harmful, and they hold a certain antipathy against popular culture" [80]. Thus, not considering the benefits of computer games and the Internet, such as developing learning skills, and improving imagination and storytelling, parents try to completely annihilate this activity by not giving their children any money when they are going to an Internet Café and not having a computer at home. A 12 years old customer complained that his parents could not understand why he played games.

Education level is a factor that has a significant effect on the monthly payment connecting to Internet in Internet Cafés or at home. As education level increases, both amounts also increase. Those with higher education rank the first by approximately 54 million TL/month for Internet access at home and by approximately 50 million TL/month for Internet access in an Internet Café. They are the only group, which pays a higher fee for Internet access at home (Appendix II, Table 98).

Income level is a crucially important variable in respect to monthly charges because it allows one to see the inequalities between those who have and cannot have access to Internet most clearly. While individuals in the low-income group pay only approximately 4 million TL/month connecting to Internet from home, whereas, the high-income group pays approximately 35 million TL/month. The same discrepancy is apparent for Internet Café charges, which are 25 million TL/month for low-income group and approximately 48 million TL/month for

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80 Sanger, Jack (1997). *Young Children; Videos and Computer Games: Issues for Teachers and Parents.* Falmer Press, Washington D.C. p:12.

high-income. The monthly payments directly increase with the increase in income (Appendix II, Table 99).

The gender variable does not have a significant effect on the monthly fees paid for Internet access from home or from school (Appendix II, Table 97)

Due to the above statistics, older customers with a better education and higher income are able to pay the most in Internet. This result encourages an in-depth debate about the obstacles to be overcome while Turkey is trying to integrate into an electronic universe and understand the reasons for Digital Divide. It might be argued that if these customers somehow earned more money and were introduced to Internet culture and Information technology at a younger age during their education, there would not be such a significant outcome for the above items. Thus, education and income stand as the main obstacles, which might mean that poor Internet literacy and economy at large, remain as critical issues on the verge of integration into a world online.

Chapter IV. Conclusion

The Internet has been argued to have a potential to cross the boundaries of public communication that covers all domains of human activity from travelling to communication, from production to consumption of commodities, to entertainment by providing zillions of services that are within the scope of the personal lifestyles of most urbanites. In order to be able to use Internet technology and have access to cyberspace, an individual has to have basically a computer with an Ethernet card and/or modem, a telephone line and an Internet account (and if he wants a sound card and web camera), the price of which are beyond the affordability of many Internet users. The high price required to be paid to attain this technology, has created frustration for many users whose economical status can not afford them, due to their economical status.

The gap between the users who can and cannot afford Internet hosting increased dramatically over the years and prepared the ground for a major problem called the Digital Divide. Although the number of Internet hosting per 1000 individuals has increased gradually, the speed of this increase has been quite different in different continents. "Thus, while the penetration ratio between Africa and Northern America was 267 in 1997, it has increased to 540 in 2000 which shows that Africa now is much behind Northern America " [81]. In order to prevent this divide among different continents, the Governments have constantly tried to increase the number of hosting per 1000 individuals by founding public spaces for

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[81] Uçkan, Özgür, (2003). *E-Devlet, E-Demokrasi ve Türkiye: Kamu Yönetiminin Yeniden Yapılanması için Strateji ve Politikalar –1*. Literatür Yayınları. Istanbul. p:58.

Internet access, which are usually much cheaper than individual Internet accounts. [82]

In many countries, the foundation of Internet Cafés has been supported by the Governments to prevent Digital Divide. At the beginning of 1996, Internet Cafés emerged as public kiosks in the world for Internet access to enable everyone to be able to use this new technology and get acquainted with cyberspace.

Internet Cafés, by definition, are "spaces where an individual can have access to the Internet by paying an hourly charge in a café like atmosphere where soft and hot drinks as well as snacks are served" [83]. In addition, by using the Internet customers can surf the web, communicate via e-mail, do online shopping, have access to knowledge, do educational or personal research, and do all these while having a quick snack and a soda. Although Internet Cafes serve clients with all kinds of socio-economic backgrounds, it could be stated that most users belong to the middle class. In respect to the users, Internet Cafes are spaces of entertainment for the young people [84].

In Turkey, Internet Cafés were founded in Istanbul and other large cities. Gradually Internet Cafés have dispersed to Anatolia and started to occupy a significant part of leisure time of their users. Yet, although the number of Internet

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82 ibid.

83 Available online : [www.eng.bahceschir.edu.tr/csss/bolum2/bolum2html] accessed on May 17, 2003.

84 Laegran, A, (2002). " The Petrol Station and The Internet Café: Rural Technospaces for Youth" from *Journal of Rural Studies, Vol 18.* Norway. pp:157-168.

Cafés has increased constantly since 1996, reaching approximately 12,000 Internet Cafés, the quality of service in Internet Cafés have remained the same: The Internet Café technology has not been renovated in parallel to the developments in Information Technology. What's more, Internet Cafés, aside from their initial aim to enable everyone to have an equal opportunity for Internet access, have started to be used mostly as spaces of entertainment. National press and other media such as TV have constantly advertised Internet Cafés as "nests of evil" because of the atrocious events that have taken place within them resulting in death and divorce. In addition to this, parents have forbidden their children to visit Internet Cafés believing that they promote many perversions such as alcohol, drug and cigarette abuse.

Although Internet Cafés in Turkey have gradually acquired a bad reputation in society, their popularity has not decreased. On the contrary, their attraction has increased along with this bad reputation because they enable the young generation to play games, gain access to Internet and participate in IRCs (chat programs), which are usually prohibited by parents at home due to the parents' personal fears of this new public space and inadequacy of their knowledge about the Internet and the game culture. "This new medium does not obstruct social interaction or provoke perversity as assumed by parents but turns what seems to be an isolating experience (game playing and navigating the cyberspace) into an expression of community and participation" [85]. This feeling of community and participation is so evident in Internet Cafés in Istanbul that they so far have sustained, and from now on will preserve their role as popular public

[85] Rushkoff, Douglas, (1999). *Playing the Future*. Riverhead Books, New York. pp:211-15.

spaces. This sense of community is furthered due to Internet Café's resemblance to other public spaces such as *Kahvehanes*, Atari and Pool Saloons (where there is already a traditional sense of community). Since Internet Cafés also provide access to Internet, which allow its customers to be also included in the public sphere and communities of the cyberspace, it is not surprising to see that Internet Cafés have been found to be the most popular space for the Internet users.

Table IV. 2. Where individuals have access to Internet

Where individuals in Turkey use Internet	Profil '01 %
In Internet Café	37,7
At home	26,3
At work	24,5
At a friend's house	6,3
At school	5,5
Others	2,6
No access to Internet (	21,1
TOTAL	100%

In order to be able to understand Internet Café's role as an entertainment and sociable space as well as public kiosks for Internet access in Istanbul (the most cosmopolitan city in Turkey), this field study was performed. In this study, it was inquired as to how and to what extent socio-economic and demographic background of the Internet Café users in Istanbul affect their behaviour. The behaviour under surveillance consisted of the customers' relation with Internet and their interaction with the surrounding space. In addition, by focussing on these behaviour, the researcher tried to understand and analyse the new type of sociability in Internet Cafés and the place of Internet Cafés as an extension of the users' everyday lives.

In order to find out the answer to the above issues, a questionnaire consisting of 42 items was developed. The socio-economic and demographic background of the research population was divided into four major categories: a) income level b) age groups c) gender and d) educational level. In addition to the questionnaire, the researcher had in-depth interviews with the respondents to reach individual opinions about Internet Café use: the customers' further expectations from this public space, their individual complaints and intimate and private reasons for using Internet Cafés. As a result, the following picture of Internet Cafés in Istanbul were attained:

Although Internet Cafés are spaces designated for public access to Internet, most of the customers in Internet Cafés in Istanbul do not even consider Internet as an access to cyberspace but they rather believe that Internet means game and Internet Cafés are spaces of sociability and entertainment. An Internet Café user in Istanbul spends approximately 2 hours and 45 minutes per day. He comes from home to Internet Café and goes back home after his visit, which implies that Internet Cafés have replaced *Kahvehanes* where communities used to gather after a working day. The behaviour of customers in Internet Cafés in Istanbul also show similarities with those of *Kahvehane* or Atari Saloon customers in respect to game playing and sociability.

The above assumptions, on the other hand, are at times challenged in respect to the demographic characteristics of the customers.

A further analysis of the behaviour of Internet Café customers were needed and the results were as follows: The perception of Internet and the reason for visiting an Internet Café showed some significant variations according to

demographic characteristics of the Internet Café users. For example, as the age of the customers increases, the meaning of the Internet shifted from game to knowledge. In respect to gender; the Internet means mostly games for males (34%) and freedom for females (44%). The reason for using an Internet Café for female customers was access to information and knowledge and e-mail correspondence, which meant research and communication and for young male customers, it was game playing.

For better-educated customers with high income, the meaning of Internet as well as the reason for visiting an Internet Café was more for access to information and knowledge than game playing. In addition, when income levels of the customers increased, the meaning of Internet changed from games to knowledge.

Thus, the increase in education and income levels and age decreased interest in playing games during Internet Café visits, but nevertheless, game playing stayed the most popular Internet Café activity.

Internet Cafés as newly emerging public spaces, also represented freedom for the females and younger customers. However, female customers felt restricted by the male-dominated environment in Internet Cafés. In addition, as mentioned by many young Internet Café customers, parents who found game playing hazardous because of their violent or pornographic content, were not willing to pay for the visits. Nevertheless, going to an Internet Café in order to be able to play games, meant freedom or escape from parental pressure. A 15 years old male customer admitted that as soon as he had 2 million TL in his pocket, he went to an Internet Café.

It is therefore proven, according to results above, that Internet Cafés are spaces that are utilised mostly for entertainment, or in other words, game playing. Although they have been condemned by media and parents, due to the negative effect of game playing on the social interaction of the individuals, the behaviour of Internet Café customers in Istanbul showed the opposite: great amount of interaction took place between the individual and the machine, it, nevertheless, did not have a negative impact on social interaction. However, the degree of social interaction while playing games varied according to age and gender as well as income and education levels.

For example, the increase in age, income and education level decreased sociability while playing games. In parallel to this, only older, better-educated, and female customers with higher income tended to play FRPs or sports games which involved role-playing or relaxation. Many customers preferred not to play games requiring imagination or they did not have a liking for Strategy games, which coerce decision-making and planning. Most came to Internet Cafés to play action games such as *Counter Strike*, which provoked aggression, which was released by yelling and thus, disturbance of other customers in the café.

Female customers' adaptation to this new public space was severely hindered by the excessive sociability and dominance of the male customers. As affirmed by Cunningham, " children's first experience of computers is through computer games, and it is vital that girls are included in these arenas where familiarity with new technology is established" [86]. (Appendix II, Table 89). Thus, games, though are crucially important in the users' integration to the

[86] Cunningham, Helen (2000). "Mortal Kombat and Computer Game Girls" in *The Theories of the New Media* edited by John Caldwell. The Athlone Press, London. p: 219.

Internet culture; females could not make use of it even though they showed a strong interest.

It is inferred on the basis of the analysis of game culture in the Internet Cafés, females' invisibility and Internet Cafés' role as spaces of sociability and entertainment rather than edutainment come forward. In addition to the sociability within the physical environment, as mentioned before, Internet Cafés also enable sociability in the communities of cyberspace via e-mail correspondence and use of IRCs. However, due to the lack of awareness of the ease of communication provided by e-mail and the experimentation and anonymity that is possible via online relations in IRCs, many Internet Café users in Istanbul are mostly interested in sociability with real friends in the café, but not so much with their virtual friends in cyberspace.

E-mail is the most popular and accessible form of computer-mediated-communication available today. Electronic mail allows users to send messages to another and to lists that reach several users at one time. Since this form of communication is asynchronous, it does not require its users to be using their computers to receive messages but instead allow them to access when they want.

E-mail practices among respondents in Internet Cafés in Istanbul were mostly concentrated on correspondence with friends in Istanbul. To a lesser extent, they were written to virtual friends or business correspondences. "I usually write my friends to say that I am in the Internet Café", said one of the respondents. Most of them, especially the younger population in Internet Cafés, used virtual correspondence via e-mail, to supplement their real-life interactions with another, but not vice versa. Thus, e-mail correspondence in Internet Cafés

mostly consists of virtual greetings and reports about how and where one is. Thus, maintaining connections between friends in the Internet Cafés of Istanbul are popular in reaching real friends in Istanbul, but not so much used for business or communication with relations outside of Istanbul.

If these users have had a chance to understand the functionality of e-mail correspondence in educational institutions or at home, they would have used this facility in an efficient way. Moreover, since many educational institutions do not provide access for students and public sectors are too slow in that respect, those wishing to have e-mail accounts usually use web-based domains. Among all respondents, the most popular ones were "hotmail.com" and "yahoo.com". The Internet Café users complained about the inadequacy of space provided to them in these domains which were usually filled quickly by the junk mail coming from the domain, or various pornographic and newsgroups. Even if, the users were willing to use e-mail correspondence to exchange files with their business partners or to send their friends MP3s, pictures and etc., they often could not because of the limited amount of space provided to them in web-based domains.

The least popular activity in Internet Cafés in Istanbul was found out to be IRCs (Inter Relay Chat programs) according to the results of the questionnaire. However, participant observation and the answer of the participants during in-depth interviews have mostly proven the opposite.

The results of the questionnaire showed: Of all the Internet Café customers in Istanbul, the ones who like to explore virtual relations were 16-17 year old high school students with low-income. It was only them who wanted to hold stable

relations in cyberspace by trying to build a bridge between the virtual and the real space.

It was found that increases in income and education levels kept users within the perimeters of physical space and leave cyberspace unexplored whereas young, less-educated and lower income customers used cyberspace as camouflaging their identities which either meant that they were uncomfortable with their real identities, or they were more willing to experiment with their real identities by creating avatars during virtual conversations.

In addition, even if the belief in the trans-gendered atmosphere of IRCs was common (because most of the respondents believed that computer-mediated communication is unbiased), a 21 year old female respondent complained that "as soon as you write your gender, you are bombarded with offers ranging from most innocent such as having a cup of coffee together to the most perverse such as sleeping together in an hour. I prefer to hide my gender till I feel safe during a virtual conversation. Even then, the content of the conversation changes to love and relations as soon as my male friend learns that I am a female". Thus, many female Internet Café users felt discriminated both in the virtual space of IRCs and the physical space of Internet Cafés.

Lastly, but most important, Internet Cafés are rarely utilised as public kiosks for Internet access. Although Internet Café customers spend endless hours in Internet Cafés, many do not even connect to the computer. It is mostly older university students with high income who connect to the Internet several times a day. In addition, most customers use such search engines as "Google", "Arabul" and "Netbul", all of which have Turkish content. These results show that

customers with lower income and less education have to face two major obstacles: Firstly, since the globally acknowledged language of Internet is English, that Internet Café customers in Istanbul cannot access many International web sites if they do not know English. Secondly, low income and less-educated customers do not have Internet and computer literacy and get acquainted with e-mail and research much later in their education or they do not since only universities with good financial standing (mostly private ones) provide computer laboratories and offer courses on Information Technology, and only university students who can afford these universities are fortunate enough to learn how to use the Internet.

Internet Café customers consider Internet as an innovation and this adds to the overall predicament that the Internet and information technology have not been properly introduced to Turkish culture (via education, social campaigns, programs designed by NGOs and the Government and etc.).

In conclusion, in order for Internet to integrate into all domains of human activity, it is necessary that all the individuals should have an equal opportunity to have access to cyberspace, which has been reinforced and encouraged by many countries with the opening of Internet Cafés. In Turkey many Internet Cafés have been founded synchronously with the other countries in the world. However, Turkish customers could not make use of these new public spaces due to lack of Internet and computer literacy. Many customers have misconceived Internet Cafés as other public spaces such as *Kahvehanes* and other Game Saloons and have started to utilise them for game playing and sociability. Since these spaces are accepted as male-dominated spaces, females' adaptation to them as well as their integration to cyberspace, were severely hindered. In addition, since regulating

mechanism of Internet Cafés does not work properly, Internet Cafés were at times shut down by the police because they allowed young children have access to pornographic and anarchic sites. As a result, Internet Cafés in Istanbul have failed when the initial reason for their foundation is taken into consideration: to enable everyone to communicate with each other and have access to knowledge and information.

When the number of Internet Cafés is considered, the above picture of Internet Cafés and their use is found ineffective. If Internet and Internet Café literacy were widespread in Turkey, the following could happen:

In India where Internet Cafés are widespread, an agricultural project was developed through public kiosks called *Soochanalayas*, which raised the economical standing of a specific region – Dhar dramatically within a few years.. A wireless Local Network Loop (WiLL) was developed that enabled citizens of Dhar to use public kiosks for health, education, taxation, food and agricultural engineering, and legal operations within the region [87].

In the developed countries, Internet Cafés have penetrated widely into both corporate organisations and education. Internet Cafés have the technical and special capacity to invite two or more companies for a virtual conference at the end of which a virtual contract is signed for further procedures. In addition, there are Internet Cafés within many universities in Europe that are utilised for virtual lectures. The lecturer invites his students to an Internet Café and gives his lecture through a virtual tour that students are able to watch on their plasma screens. At

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87 Uçkan, Özgür, (2003). *E-Devlet, E-Demokrasi ve Türkiye: Kamu Yönetiminin Yeniden Yapılanması için Strateji ve Politikalar –1.* Literatür Yayınları. Istanbul. pp: 100-101.

the end of the lecture, a project is assigned to each student virtually and he has to present his project virtually at the end [88].

Yet, this type of Internet Café use is highly dependent on the technical capacity of the Internet Cafés and cannot be supplied with a basic modem, PC,

and a web camera and a sound card. There needs to be a demand for the use of this technology from Internet and computer literate customers as well as a group of individuals among the Internet Café workers (computer engineers, designers) who have a professional knowledge of Informational technology.

Thus, it is evident that the technical capacity of the Internet Cafés in Istanbul does not meet the expectations of the customers as well as those innovative forms of Internet Café use in other parts of the world. However, what is even more crucial is even if the technical capacity of Internet Cafés were adequate, the customers would not be able to make use of these facilities. Thus, Internet and computer illiteracy put both users and producers of this technology and the establishments founded in respect to this technology (Internet Café) in a vicious cycle.

This study has aimed to demonstrate that most Internet Café users lack the educational background in respect to computer and Internet literacy, which is a severe obstacle in terms of applying new technology in their everyday practices. Computer and Internet literacy as well as the customer's awareness of this new technology and its use were found out to depend mostly on the education and income levels of the customers. The high ratio of customers with low income and

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88 Sevindik, Tuncay, (2003). "The Expectations and Purposes of Internet Café Customers from Internet Use and Internet Cafés: Leas as a Case-Study" MA thesis submitted to Elazığ Fırat University. pp:25-27.

less education remains as a handicap in the integration of Internet Café customers to cyberspace. The customers' inability to be able to use cyberspace came forward when it was found that they were more game-oriented than knowledge-driven. In addition, most only respected the entertainment value of such facilities as a game playing, disregarded e-mail correspondence and IRCs as a new mode of social interaction and communication.

Therefore, these predicaments are signs of a slow-down of transformation into an electronic world among Internet Café users in Istanbul. Most Internet Café users have more opportunity than their parents' in their ability to have access and practise Information Technology on the Internet. However, this assumption is only valid if the above challenges are overcome. In the future, with the increasing availability of connectivity, the urbanites can improve their use of Internet Cafés and use it for a variety of everyday practices. Meanwhile the Government and Internet Café owners themselves may take precautions to prevent misuse of Internet Cafés, and give a sense of security to parents who now believe that Internet Café use is a taboo, evil and dangerous. Meanwhile Internet and computer literacy might become one of the major issues in educational institutions. If these conditions are not met, however, Internet Cafés will continue to be perceived as similar public spaces –*Kahvehanes* and Atari Saloons and be utilised merely as spaces for sociability and entertainment. This has dire consequences for a country like Turkey because Turkish society is still trying to take the initial steps in its integration to cyberculture and a world online.

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Appendix I

İNTERNET KAFE MÜŞTERİLERİ İÇİN ANKET

1. İnternet tek kelime ile size ne ifade ediyor?
   Özgürlük(1)Bilgi(2)Oyun(3)Yenilik(4) Diğer (5)

2. Daha çok nereden bağlanıyorsunuz?
   Evden(1) Kafeden(2) Her ikisi (3)Bağlanmıyorum(4)

3. Bağlanma sıklığınız:
   Günde birkaç (1)Günde bir(2)Haftada bir/birkaç(3)Ayda bir/birkaç(4)

4. Bağlanma nedeniniz :
   E-mail (1) Chat(2) Oyun (3) Bilgi(4)

5. Kaç tane nickname'iniz varsa. *Eğer istersenizne olduklarını belirtiniz.*

6. Girdiğiniz arama motorları :

AŞAĞIDAKİ YARGILARA NE KADAR KATILIYORSUNUZ?

7. İnternette insanlarla ilişkilerimde daha rahatım:
   Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

8. İnternet üzerinden kurduğum dostluklardan hemen vazgeçebilirim:
   Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

9. Fiziksel görüntümün internette hiç önemi yok:
   Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

10. Porno sitelere girerim:
    Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

11. İnternette başka birisi gibi kendimi tanıtabilirim:
    Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

12. İnternete Türkiye'de bulamadıklarımı bulmak için bağlanıyorum:
    Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

13. Adım/yaşım/cinsiyetim hakkında doğruları söylerim:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

14. İnternette karşımdakilerin gerçekleri söylediklerine inanıyorum:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

15. İnternet sayesinde sosyal ortamlarda ilişkilerim rahatladı:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

16. İnternette cinsiyet/maddi ayrım/ırk ayrımı olmadığını düşünüyorum:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

17. Bilgisayar oynamayı seviyorum:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

18. Istanbul dışındaki ailemle rahat haberleşiyorum:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

19. En çok hangi bilgisayar oyununu oynarsınız? Neden:

20. En çok hangi chat programlarını kullanıyorsunuz? Neden? :

21. Yaşınız:

22. Cinsiyetiniz: Kadın (1) Erkek(2)

23. Eğitim durumunuz:
İlkokul terk(1) İlkokul mezunu(2) Lise Mezunu(3) Ünivesite Mezunu(4) Yüksek Lisans Mezunu (5)

24. Aylık ortalama harçlığınız:

25. Ailenizin ortalama geliri:

26. Sizin ortalama geliriniz:

27. Anne ve babanız: Beraber (1) Ayrı(2) Boşandılar(3)Annem öldü(4) Babam öldü(5)

28. Kaç kardeşiniz var: Yok (1) 1 (2) 2 (3) 3(4) 4(5) 4 ve üstü(6)

29. İnternete bağlanmak için ortalama ne harcıyorsunuz?
Evden:_____ İnternet kafeden:_____

30. Şu anda internet kafede olmasaydınız nerede olurdunuz?

Başka bir kafede (1) Evde(2) Sinemada(3) İşyerinde(4) Okulda(5)

31. Şu anda internet kafede olmasaydınız kiminle olurdunuz?

Arkadaşlarımla(1) Sevgilimle(2) Yanlız(3) Ailemle(4)

AŞAĞIDAKİ YARGILARA NE KADAR KATILIYORSUNUZ?

32. Oyun arkadaşlarımla internet kafede buluşuyorum:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

33. Oyun oynarken arkadaşlarımla konuşmak yerine chat yapıyorum:
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

34. İnternet kafeye hep arkadaş grubumla birlikte giderim.
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

35. İnternet kafenin sosyal ortamında yanlız kalabiliyorum
Her zaman (1) Çoğunlukla (2) Bazen(3) Çok Seyrek(4) Hiçbir zaman (5)

36. İnternet kafeye gelmeden hemen önce neredeydiniz?

37. İnternet kafeden çıkıp nereye gideceksiniz?

38. Ne kadar kaldınız?

39. Mesleğiniz:

40. Oturduğunuz semt:

41. En çok izlediğiniz TV kanalı:

42. En çok okuduğunuz kitap/dergi/gazete:

QUESTIONNAIRE FOR INTERNET CAFÉ CUSTOMERS IN ISTANBUL

1. What does the Internet mean to you in one word?
   Freedom (1) Knowledge (2) Game(3) Innovation (4) Other (5)

2. Where do you access to the Internet more often?
   At home (1) In an Internet Café (2) Both (3) Neither (4)

5) Your frequency of connection:
   Several times/day (1) Once/day(2) Several times/week(3)
   Several times/month(4)

4. Your main reason for using an Internet Café
   E-mail (1) Chat(2) Game(3) Knowledge(4)

5. How many nicknames do you have? (Please indicate the number)

6. What are the names of search engines do you use?

TO WHAT EXTENT DO YOU AGREE ON THE FOLLOWING STATEMENTS?

7. I feel more comfortable with online relations.
   Always(1) Often(2) Sometimes(3) Rarely(4)
   Never(5)

8. I can easily give up my online friendships.
   Always(1) Often(2) Sometimes(3) Rarely(4)
   Never(5)

9. Physical appearance has no significance on the Internet.
   Always(1) Often(2) Sometimes(3) Rarely(4)
   Never(5)

10. I visit pornographic sites.
    Always(1) Often(2) Sometimes(3) Rarely(4)
    Never(5)

11. I can introduce myself as someone else on the Internet.
    Always(1) Often(2) Sometimes(3) Rarely(4)
    Never(5)

12. I use the Internet to find out things that I cannot find in Turkey.
    Always(1) Often(2) Sometimes(3) Rarely(4)
    Never(5)

13. I always tell the truth about my age, gender, etc.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

14. I believe that my online relation tell the truth about their age, gender, etc.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

15. With the aid of Internet, I feel more comfortable in public.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

16. I believe that there is no prejudice against age, gender, race, etc. on the Internet.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

17. I like playing computer games.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

18. I communicate with my relations outside Istanbul more easily.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

19. Which computer game do you play most? Why?
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

20. Which chat program do you use most?

21. Age:

22. Gender: Female (1) Male (2)

23. A graduate of : No school (1) Elementary School(2) High (3)
University (4) Graduate or Post Graduate School(5)

24. Average pocket money /month

25. Average family income/month

26. Average salary/month

27. Marital Status of Mother and Father:
Living together(1) Living separately(2) Divorced (3)

Mom or father deceased (4)

28. Number of siblings None(1) 1(2) 2(3) 3(4) 4 and over (5)

29. How much money do you spend to have access to Internet?
At home:_____At an Internet Café:_____

30. Where would you be if you were not in an Internet Café at the moment?
In another café(1) At home(2) In the movie theatre(3)
At work(4) At school (5)

31. With whom would you be if you were not in an Internet Café?
With friends (1) With beloved (2) Alone(3)
With my family(4)

TO WHAT EXTENT DO YOU AGREE ON THE FOLLOWING STATEMENTS?

32. I meet with my teammates in an Internet Café.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

33. I prefer to chat with online friends instead of my friends in the café while I am playing a computer game.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

34. I always go to Internet Café with a group of friends.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

35. I can stay alone in the social environment of the Internet Café.
Always(1) Often(2) Sometimes(3) Rarely(4)
Never(5)

36. Where were you before your visit to Internet Café?

37. Where will you go after your visit to Internet Café?

38. How long have you been in Internet Café?

39. What is your profession?

40. What is the name of your neighbourhood?

41. Favourite TV Channel:

42. Favourite magazine, book, newspaper:

Appendix II

Table 1: Age

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-15	43	14,3	14,3	14,3
	16-17	42	14,0	14,0	28,3
	18-24	154	51,3	51,3	79,7
	25-35	59	19,7	19,7	99,3
	36 and over	2	,7	,7	100,0
	Total	300	100,0	100,0	

Table 2: Gender

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	34	11,3	11,3	11,3
	2	266	88,7	88,7	100,0
	Total	300	100,0	100,0	

Table 3: Education Level

graduated from

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	10	3,3	3,3	3,3
	elemantary	79	26,3	26,3	29,7
	high	140	46,7	46,7	76,3
	undergraduate	61	20,3	20,3	96,7
	graduate	10	3,3	3,3	100,0
	Total	300	100,0	100,0	

Table 4: Occupation

occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	accounting	10	3,3	3,3	3,3
	achitect	1	,3	,3	3,7
	adv	11	3,7	3,7	7,3
	banker	3	1,0	1,0	8,3
	barber	2	,7	,7	9,0
	barmen	2	,7	,7	9,7
	cafe owner	1	,3	,3	10,0
	carrepair	4	1,3	1,3	11,3
	cashier	1	,3	,3	11,7
	designer	2	,7	,7	12,3
	doctor	2	,7	,7	13,0
	doorman	2	,7	,7	13,7
	engineer	6	2,0	2,0	15,7
	food	2	,7	,7	16,3
	guide	2	,7	,7	17,0
	hostess	1	,3	,3	17,3
	insurance	1	,3	,3	17,7
	intern	4	1,3	1,3	19,0
	jewelery	1	,3	,3	19,3
	lawyer	3	1,0	1,0	20,3
	manager	4	1,3	1,3	21,7
	marketting	6	2,0	2,0	23,7
	none	19	6,3	6,3	30,0
	PR	2	,7	,7	30,7
	programmer	10	3,3	3,3	34,0
	security	1	,3	,3	34,3
	shoemaker	1	,3	,3	34,7
	shopowner	12	4,0	4,0	38,7
	shopwner	1	,3	,3	39,0
	soldier	5	1,7	1,7	40,7
	stu	157	52,3	52,3	93,0
	teacher	1	,3	,3	93,3
	technician	12	4,0	4,0	97,3
	textile	7	2,3	2,3	99,7
	waiter	1	,3	,3	100,0
	Total	300	100,0	100,0	

Table 5: Place of Connection

The place of connection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	at home	50	16,7	16,7	16,7
	at an internet cafe	191	63,7	63,7	80,3
	Both	56	18,7	18,7	99,0
	Neither	3	1,0	1,0	100,0
	Total	300	100,0	100,0	

Table 6: Frequency of Connection

The frequency of connection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	several times a day	104	34,7	34,7	34,7
	once a day	76	25,3	25,3	60,0
	several times a week	94	31,3	31,3	91,3
	several times a month	26	8,7	8,7	100,0
	Total	300	100,0	100,0	

Table 7: Meaning of Internet

The meaning of Internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	freedom	80	26,7	26,7	26,7
	knowledge	85	28,3	28,3	55,0
	game	98	32,7	32,7	87,7
	innovation	36	12,0	12,0	99,7
	others	1	,3	,3	100,0
	Total	300	100,0	100,0	

Table 8: Reason for Visiting Internet Café

Why come to Internet Café

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	e-mail	63	21,0	21,0	21,0
	chat	48	16,0	16,0	37,0
	games	108	36,0	36,0	73,0
	knowledge	81	27,0	27,0	100,0
	Total	300	100,0	100,0	

Table 9: Search Engines

The name of the search engine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	,3	,3	,3
	3	1	,3	,3	,7
	all	1	,3	,3	1,0
	altavis	15	5,0	5,0	6,0
	arabul	14	4,7	4,7	10,7
	arama	5	1,7	1,7	12,3
	e-kolay	1	,3	,3	12,7
	empass	1	,3	,3	13,0
	google	64	21,3	21,3	34,3
	hotmail	2	,7	,7	35,0
	kahkaha	1	,3	,3	35,3
	lycos	2	,7	,7	36,0
	mynet	14	4,7	4,7	40,7
	netbul	20	6,7	6,7	47,3
	none	78	26,0	26,0	73,3
	superonlin	4	1,3	1,3	74,7
	turkcell	5	1,7	1,7	76,3
	TVnet	3	1,0	1,0	77,3
	yahoo	68	22,7	22,7	100,0
	Total	300	100,0	100,0	

Table 10 : Types of Computer Games Played in Internet Cafés

the favourite computer game

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Action	87	29,0	29,0	29,0
	FPS	16	5,3	5,3	34,3
	FRP	27	9,0	9,0	43,3
	none	87	29,0	29,0	72,3
	RTS	24	8,0	8,0	80,3
	Sports	51	17,0	17,0	97,3
	Tavla	8	2,7	2,7	100,0
	Total	300	100,0	100,0	

Table 11: Names of Chat Programs Used

the favourite chat program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	,3	,3	,3
	arabul	1	,3	,3	,7
	canavar	2	,7	,7	1,3
	counter	1	,3	,3	1,7
	delikan.de	1	,3	,3	2,0
	dostmail	1	,3	,3	2,3
	e-kolay	1	,3	,3	2,7
	extreme	1	,3	,3	3,0
	icq	31	10,3	10,3	13,3
	klavye	7	2,3	2,3	15,7
	mirc	70	23,3	23,3	39,0
	Mirc	1	,3	,3	39,3
	MSN	6	2,0	2,0	41,3
	mynet	14	4,7	4,7	46,0
	myney	1	,3	,3	46,3
	none	128	42,7	42,7	89,0
	odigo	1	,3	,3	89,3
	rober	1	,3	,3	89,7
	showtv.net	2	,7	,7	90,3
	superon	1	,3	,3	90,7
	superonlin	1	,3	,3	91,0
	teklan	3	1,0	1,0	92,0
	ttnet	1	,3	,3	92,3
	undernet	6	2,0	2,0	94,3
	yahoo	4	1,3	1,3	95,7
	zurna	13	4,3	4,3	100,0
	Total	300	100,0	100,0	

Table 12: Enthusiasm for Playing Games

like playing games on computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	151	50,3	50,3	50,3
	often	51	17,0	17,0	67,3
	sometimes	44	14,7	14,7	82,0
	rarely	25	8,3	8,3	90,3
	never	29	9,7	9,7	100,0
	Total	300	100,0	100,0	

Table 13: Have a Game Team in Internet Café

have a game team in the cafe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	87	29,0	29,0	29,0
	often	60	20,0	20,0	49,0
	sometimes	50	16,7	16,7	65,7
	rarely	40	13,3	13,3	79,0
	never	63	21,0	21,0	100,0
	Total	300	100,0	100,0	

Table 14: Say Truth about Age, Gender, etc.

Say truth about age/gender/etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	111	37,0	37,0	37,0
	often	68	22,7	22,7	59,7
	sometimes	53	17,7	17,7	77,3
	rarely	44	14,7	14,7	92,0
	never	24	8,0	8,0	100,0
	Total	300	100,0	100,0	

Table 15: Others Say the Truth about Age, Gender, etc.

others say truth about age/gender/etc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	29	9,7	9,7	9,7
	often	46	15,3	15,3	25,0
	sometimes	101	33,7	33,7	58,7
	rarely	66	22,0	22,0	80,7
	never	58	19,3	19,3	100,0
	Total	300	100,0	100,0	

Table 16 : No Prejudice against One

no prejudice against one

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	115	38,3	38,3	38,3
	often	69	23,0	23,0	61,3
	sometimes	49	16,3	16,3	77,7
	rarely	26	8,7	8,7	86,3
	never	41	13,7	13,7	100,0
	Total	300	100,0	100,0	

Table 17: Always Go to Internet Café with Friends

always go to internet cafe with friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	111	37,0	37,0	37,0
	often	54	18,0	18,0	55,0
	sometimes	52	17,3	17,3	72,3
	rarely	30	10,0	10,0	82,3
	never	53	17,7	17,7	100,0
	Total	300	100,0	100,0	

Table 18: Use Internet for Communication with Distant Relations

communication with kins further

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	44	14,7	14,7	14,7
	often	38	12,7	12,7	27,3
	sometimes	41	13,7	13,7	41,0
	rarely	37	12,3	12,3	53,3
	never	140	46,7	46,7	100,0
	Total	300	100,0	100,0	

Table 19 : Search for Things not Found in Turkey

Connect to find things not in Turkey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	39	13,0	13,0	13,0
	often	65	21,7	21,7	34,8
	sometimes	95	31,7	31,8	66,6
	rarely	51	17,0	17,1	83,6
	never	49	16,3	16,4	100,0
	Total	299	99,7	100,0	
Missing	System	1	,3		
Total		300	100,0		

Table 20: Where would be if not in Internet Café

Where would be if not cafe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in another cafe	57	19,0	19,0	19,0
	at home	157	52,3	52,3	71,3
	in cinema	33	11,0	11,0	82,3
	at work	25	8,3	8,3	90,7
	at school	28	9,3	9,3	100,0
	Total	300	100,0	100,0	

Table 21: With whom would be if not in Internet Café

with whom would be if not cafe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	,3	,3	,3
	with friends	139	46,3	46,6	47,0
	with beloved	59	19,7	19,8	66,8
	alone	54	18,0	18,1	84,9
	with family	42	14,0	14,1	99,0
	5	3	1,0	1,0	100,0
	Total	298	99,3	100,0	
Missing	System	2	,7		
Total		300	100,0		

Table 22: Where were you before Internet Café

where are you coming to cafe from

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	beloved	3	1,0	1,0	1,0
	cafe	6	2,0	2,0	3,0
	cinema	6	2,0	2,0	5,0
	concert	2	,7	,7	5,7
	çaybahçesi	3	1,0	1,0	6,7
	dershane	10	3,3	3,3	10,0
	estaur	1	,3	,3	10,3
	friend	1	,3	,3	10,7
	friends	10	3,3	3,3	14,0
	home	171	57,0	57,0	71,0
	kahvehane	1	,3	,3	71,3
	restaurant	5	1,7	1,7	73,0
	school	25	8,3	8,3	81,3
	shool	1	,3	,3	81,7
	shopping	4	1,3	1,3	83,0
	silivri	1	,3	,3	83,3
	stroll	18	6,0	6,0	89,3
	work	32	10,7	10,7	100,0
	Total	300	100,0	100,0	

Table 23: Where are you going after Internet Café

where are you going after cafe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bar	1	,3	,3	,3
	beloved	1	,3	,3	,7
	cafe	14	4,7	4,7	5,3
	cinema	20	6,7	6,7	12,0
	çaybahçesi	1	,3	,3	12,3
	dershane	2	,7	,7	13,0
	estaur	1	,3	,3	13,3
	exhibtion	1	,3	,3	13,7
	friends	11	3,7	3,7	17,3
	futbol	1	,3	,3	17,7
	home	187	62,3	62,3	80,0
	kahvehane	5	1,7	1,7	81,7
	military	1	,3	,3	82,0
	party	1	,3	,3	82,3
	restaurant	4	1,3	1,3	83,7
	school	10	3,3	3,3	87,0
	shopping	2	,7	,7	87,7
	stroll	20	6,7	6,7	94,3
	taksim	2	,7	,7	95,0
	theater	1	,3	,3	95,3
	work	14	4,7	4,7	100,0
	Total	300	100,0	100,0	

Table 24: The Number of Nick Names

The number of nicknames

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	104	34,7	34,8	34,8
	1	103	34,3	34,4	69,2
	2	50	16,7	16,7	86,0
	3	32	10,7	10,7	96,7
	4	4	1,3	1,3	98,0
	5	4	1,3	1,3	99,3
	6	1	,3	,3	99,7
	10	1	,3	,3	100,0
	Total	299	99,7	100,0	
Missing	System	1	,3		
Total		300	100,0		

Table 25: Want to Feel Alone in Internet Café

feel alone in the cafe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	48	16,0	16,0	16,0
	often	50	16,7	16,7	32,7
	sometimes	92	30,7	30,7	63,3
	rarely	59	19,7	19,7	83,0
	never	51	17,0	17,0	100,0
	Total	300	100,0	100,0	

Table 26: Marital Status of Parents

Family's marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	together	242	80,7	80,7	80,7
	live seperately	17	5,7	5,7	86,3
	divorced	20	6,7	6,7	93,0
	Mother or father dead	21	7,0	7,0	100,0
	Total	300	100,0	100,0	

Table 27 : Number of Siblings

number of siblings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	41	13,7	13,7	13,7
	1	107	35,7	35,7	49,3
	2	57	19,0	19,0	68,3
	3	51	17,0	17,0	85,3
	4	31	10,3	10,3	95,7
	5	6	2,0	2,0	97,7
	6	6	2,0	2,0	99,7
	7	1	,3	,3	100,0
	Total	300	100,0	100,0	

Table 28 : Average Monthly Income of Internet Café Customers

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
monthly salary in TL	45,185	299	,000	1,83	1,75	1,91

Table 29: Average Duration Spent in Internet Cafés/day

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
how long did you stay in hr	18,146	299	,000	2,78	2,48	3,08

Table 30: Average Monthly Payment/customer Access to Internet in Café

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Monthly payment for internet from cafe in TL	15,662	275	,000	32,12	28,08	36,15

Table 31: Average Monthly Payment/customer for Internet Access at Home

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Monthy payment for internet from home in TL	6,971	279	,000	12,80	9,19	16,41

Table 32 : Meaning of Internet versus Age

The meaning of Internet * age Crosstabulation

			age					Total
			15	16	18	25	36	
The meaning of Internet	freedom	Count	8	8	47	17		80
		% within The meaning of Inter	10,0%	10,0%	58,8%	21,3%		100,0%
		% within age	18,6%	19,5%	30,7%	27,9%		26,7%
		% of Total	2,7%	2,7%	15,7%	5,7%		26,7%
	knowledge	Count	8	14	42	20	1	85
		% within The meaning of Inter	9,4%	16,5%	49,4%	23,5%	1,2%	100,0%
		% within age	18,6%	34,1%	27,5%	32,8%	50,0%	28,3%
		% of Total	2,7%	4,7%	14,0%	6,7%	,3%	28,3%
	game	Count	25	14	42	16	1	98
		% within The meaning of Inter	25,5%	14,3%	42,9%	16,3%	1,0%	100,0%
		% within age	58,1%	34,1%	27,5%	26,2%	50,0%	32,7%
		% of Total	8,3%	4,7%	14,0%	5,3%	,3%	32,7%
	innovatio	Count	2	4	22	8		36
		% within The meaning of Inter	5,6%	11,1%	61,1%	22,2%		100,0%
		% within age	4,7%	9,8%	14,4%	13,1%		12,0%
		% of Total	,7%	1,3%	7,3%	2,7%		12,0%
	others	Count		1				1
		% within The meaning of Inter		100,0%				100,0%
		% within age		2,4%				,3%
		% of Total		,3%				,3%
Total		Count	43	41	153	61	2	300
		% within The meaning of Inter	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 33 : Meaning of Internet versus Gender

The meaning of Internet * gender Crosstabulation

			gender		Total
			1	2	
The meaning of Internet	freedom	Count	15	65	80
		% within The meaning of Internet	18,8%	81,3%	100,0%
		% within gender	44,1%	24,4%	26,7%
		% of Total	5,0%	21,7%	26,7%
	knowledge	Count	9	76	85
		% within The meaning of Internet	10,6%	89,4%	100,0%
		% within gender	26,5%	28,6%	28,3%
		% of Total	3,0%	25,3%	28,3%
	game	Count	8	90	98
		% within The meaning of Internet	8,2%	91,8%	100,0%
		% within gender	23,5%	33,8%	32,7%
		% of Total	2,7%	30,0%	32,7%
	innovation	Count	2	34	36
		% within The meaning of Internet	5,6%	94,4%	100,0%
		% within gender	5,9%	12,8%	12,0%
		% of Total	,7%	11,3%	12,0%
	others	Count		1	1
		% within The meaning of Internet		100,0%	100,0%
		% within gender		,4%	,3%
		% of Total		,3%	,3%
Total		Count	34	266	300
		% within The meaning of Internet	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 34 : Meaning of Internet versus Education Level

The meaning of Internet * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
The meaning of Internet	freedom	Count	1	19	43	16	1	80
		% within The meaning of Intern	1,3%	23,8%	53,8%	20,0%	1,3%	100,0%
		% within graduate from	10,0%	24,1%	30,7%	26,2%	10,0%	26,7%
		% of Total	,3%	6,3%	14,3%	5,3%	,3%	26,7%
	knowledge	Count	4	18	41	17	5	85
		% within The meaning of Intern	4,7%	21,2%	48,2%	20,0%	5,9%	100,0%
		% within graduate from	40,0%	22,8%	29,3%	27,9%	50,0%	28,3%
		% of Total	1,3%	6,0%	13,7%	5,7%	1,7%	28,3%
	game	Count	4	37	41	13	3	98
		% within The meaning of Intern	4,1%	37,8%	41,8%	13,3%	3,1%	100,0%
		% within graduate from	40,0%	46,8%	29,3%	21,3%	30,0%	32,7%
		% of Total	1,3%	12,3%	13,7%	4,3%	1,0%	32,7%
	innovatior	Count	1	4	15	15	1	36
		% within The meaning of Intern	2,8%	11,1%	41,7%	41,7%	2,8%	100,0%
		% within graduate from	10,0%	5,1%	10,7%	24,6%	10,0%	12,0%
		% of Total	,3%	1,3%	5,0%	5,0%	,3%	12,0%
	others	Count		1				1
		% within The meaning of Intern		100,0%				100,0%
		% within graduate from		1,3%				,3%
		% of Total		,3%				,3%
Total		Count	10	79	140	61	10	300
		% within The meaning of Intern	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduate from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 35 : Meaning of Internet versus Income Level

The meaning of Internet * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
The meaning of Internet	freedom	Count	32	39	9	80
		% within The meaning of Intern	40,0%	48,8%	11,3%	100,0%
		% within monthly salary in TL	30,2%	26,4%	20,9%	26,9%
		% of Total	10,8%	13,1%	3,0%	26,9%
	knowledge	Count	28	42	14	84
		% within The meaning of Intern	33,3%	50,0%	16,7%	100,0%
		% within monthly salary in TL	26,4%	28,4%	32,6%	28,3%
		% of Total	9,4%	14,1%	4,7%	28,3%
	game	Count	40	46	10	96
		% within The meaning of Intern	41,7%	47,9%	10,4%	100,0%
		% within monthly salary in TL	37,7%	31,1%	23,3%	32,3%
		% of Total	13,5%	15,5%	3,4%	32,3%
	innovatior	Count	5	21	10	36
		% within The meaning of Intern	13,9%	58,3%	27,8%	100,0%
		% within monthly salary in TL	4,7%	14,2%	23,3%	12,1%
		% of Total	1,7%	7,1%	3,4%	12,1%
	others	Count	1			1
		% within The meaning of Intern	100,0%			100,0%
		% within monthly salary in TL	,9%			,3%
		% of Total	,3%			,3%
Total		Count	106	148	43	297
		% within The meaning of Intern	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 36 : Reason for Coming to Internet Café versus Age

Why come to Internet Café * age Crosstabulation

			age					Total
			15	16	18	25	30	
Why come to Internet Café	e-mail	Count	7	4	34	16	2	63
		% within Why come to Internet Café	11,1%	6,3%	54,0%	25,4%	3,2%	100,0%
		% within age	16,3%	9,8%	22,2%	26,2%	100,0%	21,0%
		% of Total	2,3%	1,3%	11,3%	5,3%	,7%	21,0%
	chat	Count	1	8	31	8		48
		% within Why come to Internet Café	2,1%	16,7%	64,6%	16,7%		100,0%
		% within age	2,3%	19,5%	20,3%	13,1%		16,0%
		% of Total	,3%	2,7%	10,3%	2,7%		16,0%
	games	Count	27	20	48	13		108
		% within Why come to Internet Café	25,0%	18,5%	44,4%	12,0%		100,0%
		% within age	62,8%	48,8%	31,4%	21,3%		36,0%
		% of Total	9,0%	6,7%	16,0%	4,3%		36,0%
	knowledge	Count	8	9	40	24		81
		% within Why come to Internet Café	9,9%	11,1%	49,4%	29,6%		100,0%
		% within age	18,6%	22,0%	26,1%	39,3%		27,0%
		% of Total	2,7%	3,0%	13,3%	8,0%		27,0%
Total		Count	43	41	153	61	2	300
		% within Why come to Internet Café	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 37 : Reason for Coming to Internet Café versus Gender

Why come to Internet Café * gender Crosstabulation

			gender		Total
			1	2	
Why come to Internet Café	e-mail	Count	11	52	63
		% within Why come to Internet Café	17,5%	82,5%	100,0%
		% within gender	32,4%	19,5%	21,0%
		% of Total	3,7%	17,3%	21,0%
	chat	Count	5	43	48
		% within Why come to Internet Café	10,4%	89,6%	100,0%
		% within gender	14,7%	16,2%	16,0%
		% of Total	1,7%	14,3%	16,0%
	games	Count	8	100	108
		% within Why come to Internet Café	7,4%	92,6%	100,0%
		% within gender	23,5%	37,6%	36,0%
		% of Total	2,7%	33,3%	36,0%
	knowledge	Count	10	71	81
		% within Why come to Internet Café	12,3%	87,7%	100,0%
		% within gender	29,4%	26,7%	27,0%
		% of Total	3,3%	23,7%	27,0%
Total		Count	34	266	300
		% within Why come to Internet Café	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 38 : Reason for Coming to Internet Café versus Education Level

Why come to Internet Café * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
Why come to Internet Café	e-mail	Count	2	8	32	16	5	63
		% within Why co to Internet Cat	3,2%	12,7%	50,8%	25,4%	7,9%	100,0%
		% within graduated from	20,0%	10,1%	22,9%	26,2%	50,0%	21,0%
		% of Total	,7%	2,7%	10,7%	5,3%	1,7%	21,0%
	chat	Count		11	26	11		48
		% within Why co to Internet Cat		22,9%	54,2%	22,9%		100,0%
		% within graduated from		13,9%	18,6%	18,0%		16,0%
		% of Total		3,7%	8,7%	3,7%		16,0%
	games	Count	5	44	43	14	2	108
		% within Why co to Internet Cat	4,6%	40,7%	39,8%	13,0%	1,9%	100,0%
		% within graduated from	50,0%	55,7%	30,7%	23,0%	20,0%	36,0%
		% of Total	1,7%	14,7%	14,3%	4,7%	,7%	36,0%
	knowledg	Count	3	16	39	20	3	81
		% within Why co to Internet Cat	3,7%	19,8%	48,1%	24,7%	3,7%	100,0%
		% within graduated from	30,0%	20,3%	27,9%	32,8%	30,0%	27,0%
		% of Total	1,0%	5,3%	13,0%	6,7%	1,0%	27,0%
Total		Count	10	79	140	61	10	300
		% within Why co to Internet Cat	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 39 : Reason for Coming to Internet Café versus Income Level

Why come to Internet Café * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
Why come to Internet Café	e-mail	Count	18	30	13	61
		% within Why come to Internet Café	29,5%	49,2%	21,3%	100,0%
		% within monthly salary in TL	17,0%	20,3%	30,2%	20,5%
		% of Total	6,1%	10,1%	4,4%	20,5%
	chat	Count	14	27	7	48
		% within Why come to Internet Café	29,2%	56,3%	14,6%	100,0%
		% within monthly salary in TL	13,2%	18,2%	16,3%	16,2%
		% of Total	4,7%	9,1%	2,4%	16,2%
	games	Count	46	49	12	107
		% within Why come to Internet Café	43,0%	45,8%	11,2%	100,0%
		% within monthly salary in TL	43,4%	33,1%	27,9%	36,0%
		% of Total	15,5%	16,5%	4,0%	36,0%
	knowledge	Count	28	42	11	81
		% within Why come to Internet Café	34,6%	51,9%	13,6%	100,0%
		% within monthly salary in TL	26,4%	28,4%	25,6%	27,3%
		% of Total	9,4%	14,1%	3,7%	27,3%
Total		Count	106	148	43	297
		% within Why come to Internet Café	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 40 : Go to Café with Friends versus Age

always go to cafe with friends * age Crosstabulation

			age					Total
			15	16	18	25	36	
always go t cafe with friends	always	Count	20	16	55	19	1	111
		% within always go to cafe with frien	18,0%	14,4%	49,5%	17,1%	,9%	100,0%
		% within age	46,5%	39,0%	35,9%	31,1%	50,0%	37,0%
		% of Total	6,7%	5,3%	18,3%	6,3%	,3%	37,0%
	often	Count	8	9	31	6		54
		% within always go to cafe with frien	14,8%	16,7%	57,4%	11,1%		100,0%
		% within age	18,6%	22,0%	20,3%	9,8%		18,0%
		% of Total	2,7%	3,0%	10,3%	2,0%		18,0%
	sometimes	Count	9	9	25	9		52
		% within always go to cafe with frien	17,3%	17,3%	48,1%	17,3%		100,0%
		% within age	20,9%	22,0%	16,3%	14,8%		17,3%
		% of Total	3,0%	3,0%	8,3%	3,0%		17,3%
	rarely	Count	1	2	19	8		30
		% within always go to cafe with frien	3,3%	6,7%	63,3%	26,7%		100,0%
		% within age	2,3%	4,9%	12,4%	13,1%		10,0%
		% of Total	,3%	,7%	6,3%	2,7%		10,0%
	never	Count	5	5	23	19	1	53
		% within always go to cafe with frien	9,4%	9,4%	43,4%	35,8%	1,9%	100,0%
		% within age	11,6%	12,2%	15,0%	31,1%	50,0%	17,7%
		% of Total	1,7%	1,7%	7,7%	6,3%	,3%	17,7%
Total		Count	43	41	153	61	2	300
		% within always go to cafe with frien	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 41 : Go to Café with Friends versus Gender

always go to cafe with friends * gender Crosstabulation

			gender		Total
			1	2	
always go to cafe with friends	always	Count	11	100	111
		% within always go to cafe with friends	9,9%	90,1%	100,0%
		% within gender	32,4%	37,6%	37,0%
		% of Total	3,7%	33,3%	37,0%
	often	Count	4	50	54
		% within always go to cafe with friends	7,4%	92,6%	100,0%
		% within gender	11,8%	18,8%	18,0%
		% of Total	1,3%	16,7%	18,0%
	sometimes	Count	6	46	52
		% within always go to cafe with friends	11,5%	88,5%	100,0%
		% within gender	17,6%	17,3%	17,3%
		% of Total	2,0%	15,3%	17,3%
	rarely	Count	4	26	30
		% within always go to cafe with friends	13,3%	86,7%	100,0%
		% within gender	11,8%	9,8%	10,0%
		% of Total	1,3%	8,7%	10,0%
	never	Count	9	44	53
		% within always go to cafe with friends	17,0%	83,0%	100,0%
		% within gender	26,5%	16,5%	17,7%
		% of Total	3,0%	14,7%	17,7%
Total		Count	34	266	300
		% within always go to cafe with friends	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 42 : Go to Café with Friends versus Education Level

always go to cafe with friends * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
always go to cafe with friends	always	Count	6	33	52	18	2	111
		% within always go to cafe with frien	5,4%	29,7%	46,8%	16,2%	1,8%	100,0%
		% within graduated from	60,0%	41,8%	37,1%	29,5%	20,0%	37,0%
		% of Total	2,0%	11,0%	17,3%	6,0%	,7%	37,0%
	often	Count	2	14	28	8	2	54
		% within always go to cafe with frien	3,7%	25,9%	51,9%	14,8%	3,7%	100,0%
		% within graduated from	20,0%	17,7%	20,0%	13,1%	20,0%	18,0%
		% of Total	,7%	4,7%	9,3%	2,7%	,7%	18,0%
	sometimes	Count	1	17	20	13	1	52
		% within always go to cafe with frien	1,9%	32,7%	38,5%	25,0%	1,9%	100,0%
		% within graduated from	10,0%	21,5%	14,3%	21,3%	10,0%	17,3%
		% of Total	,3%	5,7%	6,7%	4,3%	,3%	17,3%
	rarely	Count		3	20	5	2	30
		% within always go to cafe with frien		10,0%	66,7%	16,7%	6,7%	100,0%
		% within graduated from		3,8%	14,3%	8,2%	20,0%	10,0%
		% of Total		1,0%	6,7%	1,7%	,7%	10,0%
	never	Count	1	12	20	17	3	53
		% within always go to cafe with frien	1,9%	22,6%	37,7%	32,1%	5,7%	100,0%
		% within graduated from	10,0%	15,2%	14,3%	27,9%	30,0%	17,7%
		% of Total	,3%	4,0%	6,7%	5,7%	1,0%	17,7%
Total		Count	10	79	140	61	10	300
		% within always go to cafe with frien	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 43: Go to Café with Friends versus Income Level

always go to cafe with friends * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 milion TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
always go to cafe with friends	always	Count	47	59	5	111
		% within always go to cafe with friends	42,3%	53,2%	4,5%	100,0%
		% within monthly salary in TL	44,3%	39,9%	11,6%	37,4%
		% of Total	15,8%	19,9%	1,7%	37,4%
	often	Count	29	19	6	54
		% within always go to cafe with friends	53,7%	35,2%	11,1%	100,0%
		% within monthly salary in TL	27,4%	12,8%	14,0%	18,2%
		% of Total	9,8%	6,4%	2,0%	18,2%
	sometimes	Count	20	27	5	52
		% within always go to cafe with friends	38,5%	51,9%	9,6%	100,0%
		% within monthly salary in TL	18,9%	18,2%	11,6%	17,5%
		% of Total	6,7%	9,1%	1,7%	17,5%
	rarely	Count	3	13	12	28
		% within always go to cafe with friends	10,7%	46,4%	42,9%	100,0%
		% within monthly salary in TL	2,8%	8,8%	27,9%	9,4%
		% of Total	1,0%	4,4%	4,0%	9,4%
	never	Count	7	30	15	52
		% within always go to cafe with friends	13,5%	57,7%	28,8%	100,0%
		% within monthly salary in TL	6,6%	20,3%	34,9%	17,5%
		% of Total	2,4%	10,1%	5,1%	17,5%
Total		Count	106	148	43	297
		% within always go to cafe with friends	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 44: Like Playing Games versus Age

like playing games on computer * age Crosstabulation

			age					Total
			15	16	18	25	36	
like playing games on computer	always	Count	33	26	77	14	1	151
		% within like playing games on computer	21,9%	17,2%	51,0%	9,3%	,7%	100,0%
		% within age	76,7%	63,4%	50,3%	23,0%	50,0%	50,3%
		% of Total	11,0%	8,7%	25,7%	4,7%	,3%	50,3%
	often	Count	7	7	29	8		51
		% within like playing games on computer	13,7%	13,7%	56,9%	15,7%		100,0%
		% within age	16,3%	17,1%	19,0%	13,1%		17,0%
		% of Total	2,3%	2,3%	9,7%	2,7%		17,0%
	sometimes	Count		4	25	15		44
		% within like playing games on computer		9,1%	56,8%	34,1%		100,0%
		% within age		9,8%	16,3%	24,6%		14,7%
		% of Total		1,3%	8,3%	5,0%		14,7%
	rarely	Count	1	2	11	11		25
		% within like playing games on computer	4,0%	8,0%	44,0%	44,0%		100,0%
		% within age	2,3%	4,9%	7,2%	18,0%		8,3%
		% of Total	,3%	,7%	3,7%	3,7%		8,3%
	never	Count	2	2	11	13	1	29
		% within like playing games on computer	6,9%	6,9%	37,9%	44,8%	3,4%	100,0%
		% within age	4,7%	4,9%	7,2%	21,3%	50,0%	9,7%
		% of Total	,7%	,7%	3,7%	4,3%	,3%	9,7%
Total		Count	43	41	153	61	2	300
		% within like playing games on computer	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 45: Like Playing Games versus Gender

like playing games on computer * gender Crosstabulation

			gender		Total
			1	2	
like playing games on computer	always	Count	11	140	151
		% within like playing games on computer	7,3%	92,7%	100,0%
		% within gender	32,4%	52,6%	50,3%
		% of Total	3,7%	46,7%	50,3%
	often	Count	3	48	51
		% within like playing games on computer	5,9%	94,1%	100,0%
		% within gender	8,8%	18,0%	17,0%
		% of Total	1,0%	16,0%	17,0%
	sometimes	Count	5	39	44
		% within like playing games on computer	11,4%	88,6%	100,0%
		% within gender	14,7%	14,7%	14,7%
		% of Total	1,7%	13,0%	14,7%
	rarely	Count	6	19	25
		% within like playing games on computer	24,0%	76,0%	100,0%
		% within gender	17,6%	7,1%	8,3%
		% of Total	2,0%	6,3%	8,3%
	never	Count	9	20	29
		% within like playing games on computer	31,0%	69,0%	100,0%
		% within gender	26,5%	7,5%	9,7%
		% of Total	3,0%	6,7%	9,7%
Total		Count	34	266	300
		% within like playing games on computer	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 46: Like playing Games versus Education Level

like playing games on computer * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
like playing games on computer	always	Count	6	53	67	22	3	151
		% within like playing games on computer	4,0%	35,1%	44,4%	14,6%	2,0%	100,0%
		% within graduated from	60,0%	67,1%	47,9%	36,1%	30,0%	50,3%
		% of Total	2,0%	17,7%	22,3%	7,3%	1,0%	50,3%
	often	Count	1	14	28	8		51
		% within like playing games on computer	2,0%	27,5%	54,9%	15,7%		100,0%
		% within graduated from	10,0%	17,7%	20,0%	13,1%		17,0%
		% of Total	,3%	4,7%	9,3%	2,7%		17,0%
	sometimes	Count	2	5	23	12	2	44
		% within like playing games on computer	4,5%	11,4%	52,3%	27,3%	4,5%	100,0%
		% within graduated from	20,0%	6,3%	16,4%	19,7%	20,0%	14,7%
		% of Total	,7%	1,7%	7,7%	4,0%	,7%	14,7%
	rarely	Count		3	13	6	3	25
		% within like playing games on computer		12,0%	52,0%	24,0%	12,0%	100,0%
		% within graduated from		3,8%	9,3%	9,8%	30,0%	8,3%
		% of Total		1,0%	4,3%	2,0%	1,0%	8,3%
	never	Count	1	4	9	13	2	29
		% within like playing games on computer	3,4%	13,8%	31,0%	44,8%	6,9%	100,0%
		% within graduated from	10,0%	5,1%	6,4%	21,3%	20,0%	9,7%
		% of Total	,3%	1,3%	3,0%	4,3%	,7%	9,7%
Total		Count	10	79	140	61	10	300
		% within like playing games on computer	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 47: Like playing Games versus Income Level

like playing games on computer * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
like playing games on computer	always	Count	59	73	18	150
		% within like playing games on computer	39,3%	48,7%	12,0%	100,0%
		% within monthly salary in TL	55,7%	49,3%	41,9%	50,5%
		% of Total	19,9%	24,6%	6,1%	50,5%
	often	Count	24	18	9	51
		% within like playing games on computer	47,1%	35,3%	17,6%	100,0%
		% within monthly salary in TL	22,6%	12,2%	20,9%	17,2%
		% of Total	8,1%	6,1%	3,0%	17,2%
	sometimes	Count	11	25	7	43
		% within like playing games on computer	25,6%	58,1%	16,3%	100,0%
		% within monthly salary in TL	10,4%	16,9%	16,3%	14,5%
		% of Total	3,7%	8,4%	2,4%	14,5%
	rarely	Count	9	12	4	25
		% within like playing games on computer	36,0%	48,0%	16,0%	100,0%
		% within monthly salary in TL	8,5%	8,1%	9,3%	8,4%
		% of Total	3,0%	4,0%	1,3%	8,4%
	never	Count	3	20	5	28
		% within like playing games on computer	10,7%	71,4%	17,9%	100,0%
		% within monthly salary in TL	2,8%	13,5%	11,6%	9,4%
		% of Total	1,0%	6,7%	1,7%	9,4%
Total		Count	106	148	43	297
		% within like playing games on computer	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 48: Like playing Games versus Age

have a game team in the cafe * age Crosstabulation

			age					Total
			15	16	18	25	36	
have a game team in the cafe	always	Count	16	9	42	19	1	87
		% within have a game team in the cafe	18,4%	10,3%	48,3%	21,8%	1,1%	100,0%
		% within age	37,2%	22,0%	27,5%	31,1%	50,0%	29,0%
		% of Total	5,3%	3,0%	14,0%	6,3%	,3%	29,0%
	often	Count	8	16	29	7		60
		% within have a game team in the cafe	13,3%	26,7%	48,3%	11,7%		100,0%
		% within age	18,6%	39,0%	19,0%	11,5%		20,0%
		% of Total	2,7%	5,3%	9,7%	2,3%		20,0%
	sometimes	Count	10	8	25	7		50
		% within have a game team in the cafe	20,0%	16,0%	50,0%	14,0%		100,0%
		% within age	23,3%	19,5%	16,3%	11,5%		16,7%
		% of Total	3,3%	2,7%	8,3%	2,3%		16,7%
	rarely	Count	3	4	25	8		40
		% within have a game team in the cafe	7,5%	10,0%	62,5%	20,0%		100,0%
		% within age	7,0%	9,8%	16,3%	13,1%		13,3%
		% of Total	1,0%	1,3%	8,3%	2,7%		13,3%
	never	Count	6	4	32	20	1	63
		% within have a game team in the cafe	9,5%	6,3%	50,8%	31,7%	1,6%	100,0%
		% within age	14,0%	9,8%	20,9%	32,8%	50,0%	21,0%
		% of Total	2,0%	1,3%	10,7%	6,7%	,3%	21,0%
Total		Count	43	41	153	61	2	300
		% within have a game team in the cafe	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 49: Like playing Games versus Gender

have a game team in the cafe * gender Crosstabulation

			gender		Total
			1	2	
have a game team in the cafe	always	Count	8	79	87
		% within have a game team in the cafe	9,2%	90,8%	100,0%
		% within gender	23,5%	29,7%	29,0%
		% of Total	2,7%	26,3%	29,0%
	often	Count	2	58	60
		% within have a game team in the cafe	3,3%	96,7%	100,0%
		% within gender	5,9%	21,8%	20,0%
		% of Total	,7%	19,3%	20,0%
	sometimes	Count	7	43	50
		% within have a game team in the cafe	14,0%	86,0%	100,0%
		% within gender	20,6%	16,2%	16,7%
		% of Total	2,3%	14,3%	16,7%
	rarely	Count	3	37	40
		% within have a game team in the cafe	7,5%	92,5%	100,0%
		% within gender	8,8%	13,9%	13,3%
		% of Total	1,0%	12,3%	13,3%
	never	Count	14	49	63
		% within have a game team in the cafe	22,2%	77,8%	100,0%
		% within gender	41,2%	18,4%	21,0%
		% of Total	4,7%	16,3%	21,0%
Total		Count	34	266	300
		% within have a game team in the cafe	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 50: Like playing Games versus Education Level

have a game team in the cafe * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
have a game team in the cafe	always	Count	2	28	37	18	2	87
		% within have a game team in the cafe	2,3%	32,2%	42,5%	20,7%	2,3%	100,0%
		% within graduated from	20,0%	35,4%	26,4%	29,5%	20,0%	29,0%
		% of Total	,7%	9,3%	12,3%	6,0%	,7%	29,0%
	often	Count	2	23	25	10		60
		% within have a game team in the cafe	3,3%	38,3%	41,7%	16,7%		100,0%
		% within graduated from	20,0%	29,1%	17,9%	16,4%		20,0%
		% of Total	,7%	7,7%	8,3%	3,3%		20,0%
	sometimes	Count	2	12	27	9		50
		% within have a game team in the cafe	4,0%	24,0%	54,0%	18,0%		100,0%
		% within graduated from	20,0%	15,2%	19,3%	14,8%		16,7%
		% of Total	,7%	4,0%	9,0%	3,0%		16,7%
	rarely	Count	1	6	23	8	2	40
		% within have a game team in the cafe	2,5%	15,0%	57,5%	20,0%	5,0%	100,0%
		% within graduated from	10,0%	7,6%	16,4%	13,1%	20,0%	13,3%
		% of Total	,3%	2,0%	7,7%	2,7%	,7%	13,3%
	never	Count	3	10	28	16	6	63
		% within have a game team in the cafe	4,8%	15,9%	44,4%	25,4%	9,5%	100,0%
		% within graduated from	30,0%	12,7%	20,0%	26,2%	60,0%	21,0%
		% of Total	1,0%	3,3%	9,3%	5,3%	2,0%	21,0%
Total		Count	10	79	140	61	10	300
		% within have a game team in the cafe	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 51: Like playing Games versus Income Level

have a game team in the cafe * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
have a game team in the cafe	always	Count	30	50	6	86
		% within have a game team in the cafe	34,9%	58,1%	7,0%	100,0%
		% within monthly salary in TL	28,3%	33,8%	14,0%	29,0%
		% of Total	10,1%	16,8%	2,0%	29,0%
	often	Count	32	22	6	60
		% within have a game team in the cafe	53,3%	36,7%	10,0%	100,0%
		% within monthly salary in TL	30,2%	14,9%	14,0%	20,2%
		% of Total	10,8%	7,4%	2,0%	20,2%
	sometimes	Count	18	29	3	50
		% within have a game team in the cafe	36,0%	58,0%	6,0%	100,0%
		% within monthly salary in TL	17,0%	19,6%	7,0%	16,8%
		% of Total	6,1%	9,8%	1,0%	16,8%
	rarely	Count	13	16	11	40
		% within have a game team in the cafe	32,5%	40,0%	27,5%	100,0%
		% within monthly salary in TL	12,3%	10,8%	25,6%	13,5%
		% of Total	4,4%	5,4%	3,7%	13,5%
	never	Count	13	31	17	61
		% within have a game team in the cafe	21,3%	50,8%	27,9%	100,0%
		% within monthly salary in TL	12,3%	20,9%	39,5%	20,5%
		% of Total	4,4%	10,4%	5,7%	20,5%
Total		Count	106	148	43	297
		% within have a game team in the cafe	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 52 : No prejudice versus Age

no prejudice against one * age Crosstabulation

			age					Total
			15	16	18	25	36	
no prejudice against one	always	Count	17	16	55	26	1	115
		% within no prejudice against one	14,8%	13,9%	47,8%	22,6%	,9%	100,0%
		% within age	39,5%	39,0%	35,9%	42,6%	50,0%	38,3%
		% of Total	5,7%	5,3%	18,3%	8,7%	,3%	38,3%
	often	Count	11	11	35	12		69
		% within no prejudice against one	15,9%	15,9%	50,7%	17,4%		100,0%
		% within age	25,6%	26,8%	22,9%	19,7%		23,0%
		% of Total	3,7%	3,7%	11,7%	4,0%		23,0%
	sometimes	Count	8	6	28	7		49
		% within no prejudice against one	16,3%	12,2%	57,1%	14,3%		100,0%
		% within age	18,6%	14,6%	18,3%	11,5%		16,3%
		% of Total	2,7%	2,0%	9,3%	2,3%		16,3%
	rarely	Count	5	4	12	5		26
		% within no prejudice against one	19,2%	15,4%	46,2%	19,2%		100,0%
		% within age	11,6%	9,8%	7,8%	8,2%		8,7%
		% of Total	1,7%	1,3%	4,0%	1,7%		8,7%
	never	Count	2	4	23	11	1	41
		% within no prejudice against one	4,9%	9,8%	56,1%	26,8%	2,4%	100,0%
		% within age	4,7%	9,8%	15,0%	18,0%	50,0%	13,7%
		% of Total	,7%	1,3%	7,7%	3,7%	,3%	13,7%
Total		Count	43	41	153	61	2	300
		% within no prejudice against one	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 53: No prejudice versus Gender

no prejudice against one * gender Crosstabulation

			gender		Total
			1	2	
no prejudice against one	always	Count	10	105	115
		% within no prejudice against one	8,7%	91,3%	100,0%
		% within gender	29,4%	39,5%	38,3%
		% of Total	3,3%	35,0%	38,3%
	often	Count	7	62	69
		% within no prejudice against one	10,1%	89,9%	100,0%
		% within gender	20,6%	23,3%	23,0%
		% of Total	2,3%	20,7%	23,0%
	sometimes	Count	5	44	49
		% within no prejudice against one	10,2%	89,8%	100,0%
		% within gender	14,7%	16,5%	16,3%
		% of Total	1,7%	14,7%	16,3%
	rarely	Count	3	23	26
		% within no prejudice against one	11,5%	88,5%	100,0%
		% within gender	8,8%	8,6%	8,7%
		% of Total	1,0%	7,7%	8,7%
	never	Count	9	32	41
		% within no prejudice against one	22,0%	78,0%	100,0%
		% within gender	26,5%	12,0%	13,7%
		% of Total	3,0%	10,7%	13,7%
Total		Count	34	266	300
		% within no prejudice against one	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 54: No prejudice versus Education Level

no prejudice against one * graduated from crosstabulation

			graduated from					Total
			none	elemantary	high	undergr aduate	graduate	
no prejudice against one	always	Count	3	36	46	27	3	115
		% within no prejudice against one	2,6%	31,3%	40,0%	23,5%	2,6%	100,0%
		% within graduated from	30,0%	45,6%	32,9%	44,3%	30,0%	38,3%
		% of Total	1,0%	12,0%	15,3%	9,0%	1,0%	38,3%
	often	Count	1	19	34	15		69
		% within no prejudice against one	1,4%	27,5%	49,3%	21,7%		100,0%
		% within graduated from	10,0%	24,1%	24,3%	24,6%		23,0%
		% of Total	,3%	6,3%	11,3%	5,0%		23,0%
	sometimes	Count	4	14	25	5	1	49
		% within no prejudice against one	8,2%	28,6%	51,0%	10,2%	2,0%	100,0%
		% within graduated from	40,0%	17,7%	17,9%	8,2%	10,0%	16,3%
		% of Total	1,3%	4,7%	8,3%	1,7%	,3%	16,3%
	rarely	Count	1	6	14	5		26
		% within no prejudice against one	3,8%	23,1%	53,8%	19,2%		100,0%
		% within graduated from	10,0%	7,6%	10,0%	8,2%		8,7%
		% of Total	,3%	2,0%	4,7%	1,7%		8,7%
	never	Count	1	4	21	9	6	41
		% within no prejudice against one	2,4%	9,8%	51,2%	22,0%	14,6%	100,0%
		% within graduated from	10,0%	5,1%	15,0%	14,8%	60,0%	13,7%
		% of Total	,3%	1,3%	7,0%	3,0%	2,0%	13,7%
Total		Count	10	79	140	61	10	300
		% within no prejudice against one	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 55: No prejudice versus Income Level

no prejudice against one * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 milion TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
no prejudice against one	always	Count	45	52	17	114
		% within no prejudice against one	39,5%	45,6%	14,9%	100,0%
		% within monthly salary in TL	42,5%	35,1%	39,5%	38,4%
		% of Total	15,2%	17,5%	5,7%	38,4%
	often	Count	27	33	9	69
		% within no prejudice against one	39,1%	47,8%	13,0%	100,0%
		% within monthly salary in TL	25,5%	22,3%	20,9%	23,2%
		% of Total	9,1%	11,1%	3,0%	23,2%
	sometimes	Count	15	27	6	48
		% within no prejudice against one	31,3%	56,3%	12,5%	100,0%
		% within monthly salary in TL	14,2%	18,2%	14,0%	16,2%
		% of Total	5,1%	9,1%	2,0%	16,2%
	rarely	Count	7	14	5	26
		% within no prejudice against one	26,9%	53,8%	19,2%	100,0%
		% within monthly salary in TL	6,6%	9,5%	11,6%	8,8%
		% of Total	2,4%	4,7%	1,7%	8,8%
	never	Count	12	22	6	40
		% within no prejudice against one	30,0%	55,0%	15,0%	100,0%
		% within monthly salary in TL	11,3%	14,9%	14,0%	13,5%
		% of Total	4,0%	7,4%	2,0%	13,5%
Total		Count	106	148	43	297
		% within no prejudice against one	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 56: Say Truth about Age, Gender, etc. versus Age

Say truth about age/gender... * age Crosstabulation

			age					Total
			15	16	18	25	36	
Say truth about age/gender..	always	Count	16	13	55	26	1	111
		% within Say truth about age/gender.	14,4%	11,7%	49,5%	23,4%	,9%	100,0%
		% within age	37,2%	31,7%	35,9%	42,6%	50,0%	37,0%
		% of Total	5,3%	4,3%	18,3%	8,7%	,3%	37,0%
	often	Count	8	9	38	13		68
		% within Say truth about age/gender.	11,8%	13,2%	55,9%	19,1%		100,0%
		% within age	18,6%	22,0%	24,8%	21,3%		22,7%
		% of Total	2,7%	3,0%	12,7%	4,3%		22,7%
	sometimes	Count	3	11	31	8		53
		% within Say truth about age/gender.	5,7%	20,8%	58,5%	15,1%		100,0%
		% within age	7,0%	26,8%	20,3%	13,1%		17,7%
		% of Total	1,0%	3,7%	10,3%	2,7%		17,7%
	rarely	Count	10	6	21	7		44
		% within Say truth about age/gender.	22,7%	13,6%	47,7%	15,9%		100,0%
		% within age	23,3%	14,6%	13,7%	11,5%		14,7%
		% of Total	3,3%	2,0%	7,0%	2,3%		14,7%
	never	Count	6	2	8	7	1	24
		% within Say truth about age/gender.	25,0%	8,3%	33,3%	29,2%	4,2%	100,0%
		% within age	14,0%	4,9%	5,2%	11,5%	50,0%	8,0%
		% of Total	2,0%	,7%	2,7%	2,3%	,3%	8,0%
Total		Count	43	41	153	61	2	300
		% within Say truth about age/gender.	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 57: Say Truth about Age, Gender, etc. versus Gender

Say truth about age/gender... * gender Crosstabulation

			gender		Total
			1	2	
Say truth about age/gender...	always	Count	12	99	111
		% within Say truth about age/gender...	10,8%	89,2%	100,0%
		% within gender	35,3%	37,2%	37,0%
		% of Total	4,0%	33,0%	37,0%
	often	Count	6	62	68
		% within Say truth about age/gender...	8,8%	91,2%	100,0%
		% within gender	17,6%	23,3%	22,7%
		% of Total	2,0%	20,7%	22,7%
	sometimes	Count	10	43	53
		% within Say truth about age/gender...	18,9%	81,1%	100,0%
		% within gender	29,4%	16,2%	17,7%
		% of Total	3,3%	14,3%	17,7%
	rarely	Count	4	40	44
		% within Say truth about age/gender...	9,1%	90,9%	100,0%
		% within gender	11,8%	15,0%	14,7%
		% of Total	1,3%	13,3%	14,7%
	never	Count	2	22	24
		% within Say truth about age/gender...	8,3%	91,7%	100,0%
		% within gender	5,9%	8,3%	8,0%
		% of Total	,7%	7,3%	8,0%
Total		Count	34	266	300
		% within Say truth about age/gender...	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 58: Say Truth about Age, Gender, etc. versus Education Level

Say truth about age/gender... * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
Say truth about age/gender..	always	Count	1	34	44	27	5	111
		% within Say trut about age/gender.	,9%	30,6%	39,6%	24,3%	4,5%	100,0%
		% within graduate from	10,0%	43,0%	31,4%	44,3%	50,0%	37,0%
		% of Total	,3%	11,3%	14,7%	9,0%	1,7%	37,0%
	often	Count	4	10	41	10	3	68
		% within Say trut about age/gender.	5,9%	14,7%	60,3%	14,7%	4,4%	100,0%
		% within graduate from	40,0%	12,7%	29,3%	16,4%	30,0%	22,7%
		% of Total	1,3%	3,3%	13,7%	3,3%	1,0%	22,7%
	sometimes	Count	2	10	29	12		53
		% within Say trut about age/gender.	3,8%	18,9%	54,7%	22,6%		100,0%
		% within graduate from	20,0%	12,7%	20,7%	19,7%		17,7%
		% of Total	,7%	3,3%	9,7%	4,0%		17,7%
	rarely	Count	2	16	20	6		44
		% within Say trut about age/gender.	4,5%	36,4%	45,5%	13,6%		100,0%
		% within graduate from	20,0%	20,3%	14,3%	9,8%		14,7%
		% of Total	,7%	5,3%	6,7%	2,0%		14,7%
	never	Count	1	9	6	6	2	24
		% within Say trut about age/gender.	4,2%	37,5%	25,0%	25,0%	8,3%	100,0%
		% within graduate from	10,0%	11,4%	4,3%	9,8%	20,0%	8,0%
		% of Total	,3%	3,0%	2,0%	2,0%	,7%	8,0%
Total		Count	10	79	140	61	10	300
		% within Say trut about age/gender.	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduate from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 59: Say Truth about Age, Gender, etc. versus Income Level

Say truth about age/gender... * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
Say truth about age/gender...	always	Count	37	52	20	109
		% within Say truth about age/gender...	33,9%	47,7%	18,3%	100,0%
		% within monthly salary in TL	34,9%	35,1%	46,5%	36,7%
		% of Total	12,5%	17,5%	6,7%	36,7%
	often	Count	23	29	15	67
		% within Say truth about age/gender...	34,3%	43,3%	22,4%	100,0%
		% within monthly salary in TL	21,7%	19,6%	34,9%	22,6%
		% of Total	7,7%	9,8%	5,1%	22,6%
	sometimes	Count	17	32	4	53
		% within Say truth about age/gender...	32,1%	60,4%	7,5%	100,0%
		% within monthly salary in TL	16,0%	21,6%	9,3%	17,8%
		% of Total	5,7%	10,8%	1,3%	17,8%
	rarely	Count	17	25	2	44
		% within Say truth about age/gender...	38,6%	56,8%	4,5%	100,0%
		% within monthly salary in TL	16,0%	16,9%	4,7%	14,8%
		% of Total	5,7%	8,4%	,7%	14,8%
	never	Count	12	10	2	24
		% within Say truth about age/gender...	50,0%	41,7%	8,3%	100,0%
		% within monthly salary in TL	11,3%	6,8%	4,7%	8,1%
		% of Total	4,0%	3,4%	,7%	8,1%
Total		Count	106	148	43	297
		% within Say truth about age/gender...	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 60: Others Say Truth about Age, Gender, etc. versus Age

others say truth about age,.. * age Crosstabulation

			age					Total
			15	16	18	25	36	
others say truth about age,..	always	Count	6	7	11	4	1	29
		% within others say truth about age,..	20,7%	24,1%	37,9%	13,8%	3,4%	100,0%
		% within age	14,0%	17,1%	7,2%	6,6%	50,0%	9,7%
		% of Total	2,0%	2,3%	3,7%	1,3%	,3%	9,7%
	often	Count	10	6	20	10		46
		% within others say truth about age,..	21,7%	13,0%	43,5%	21,7%		100,0%
		% within age	23,3%	14,6%	13,1%	16,4%		15,3%
		% of Total	3,3%	2,0%	6,7%	3,3%		15,3%
	sometimes	Count	12	13	57	19		101
		% within others say truth about age,..	11,9%	12,9%	56,4%	18,8%		100,0%
		% within age	27,9%	31,7%	37,3%	31,1%		33,7%
		% of Total	4,0%	4,3%	19,0%	6,3%		33,7%
	rarely	Count	6	7	41	12		66
		% within others say truth about age,..	9,1%	10,6%	62,1%	18,2%		100,0%
		% within age	14,0%	17,1%	26,8%	19,7%		22,0%
		% of Total	2,0%	2,3%	13,7%	4,0%		22,0%
	never	Count	9	8	24	16	1	58
		% within others say truth about age,..	15,5%	13,8%	41,4%	27,6%	1,7%	100,0%
		% within age	20,9%	19,5%	15,7%	26,2%	50,0%	19,3%
		% of Total	3,0%	2,7%	8,0%	5,3%	,3%	19,3%
Total		Count	43	41	153	61	2	300
		% within others say truth about age,..	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 61: Others Say Truth about Age, Gender, etc. versus Gender

others say truth about age,.. * gender Crosstabulation

			gender		Total
			1	2	
others say truth about age,..	always	Count	2	27	29
		% within others say truth about age,..	6,9%	93,1%	100,0%
		% within gender	5,9%	10,2%	9,7%
		% of Total	,7%	9,0%	9,7%
	often	Count	3	43	46
		% within others say truth about age,..	6,5%	93,5%	100,0%
		% within gender	8,8%	16,2%	15,3%
		% of Total	1,0%	14,3%	15,3%
	sometimes	Count	15	86	101
		% within others say truth about age,..	14,9%	85,1%	100,0%
		% within gender	44,1%	32,3%	33,7%
		% of Total	5,0%	28,7%	33,7%
	rarely	Count	9	57	66
		% within others say truth about age,..	13,6%	86,4%	100,0%
		% within gender	26,5%	21,4%	22,0%
		% of Total	3,0%	19,0%	22,0%
	never	Count	5	53	58
		% within others say truth about age,..	8,6%	91,4%	100,0%
		% within gender	14,7%	19,9%	19,3%
		% of Total	1,7%	17,7%	19,3%
Total		Count	34	266	300
		% within others say truth about age,..	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 62: Others Say Truth about Age, Gender, etc. versus Education Level

others say truth about age,.. * graduated from Crosstabulation

			graduated from					Total
			none	elemantary	high	undergr aduate	graduate	
others say truth about age,..	always	Count	2	11	13	2	1	29
		% within others say truth about age,..	6,9%	37,9%	44,8%	6,9%	3,4%	100,0%
		% within graduated from	20,0%	13,9%	9,3%	3,3%	10,0%	9,7%
		% of Total	,7%	3,7%	4,3%	,7%	,3%	9,7%
	often	Count	1	15	20	9	1	46
		% within others say truth about age,..	2,2%	32,6%	43,5%	19,6%	2,2%	100,0%
		% within graduated from	10,0%	19,0%	14,3%	14,8%	10,0%	15,3%
		% of Total	,3%	5,0%	6,7%	3,0%	,3%	15,3%
	sometimes	Count	3	26	44	25	3	101
		% within others say truth about age,..	3,0%	25,7%	43,6%	24,8%	3,0%	100,0%
		% within graduated from	30,0%	32,9%	31,4%	41,0%	30,0%	33,7%
		% of Total	1,0%	8,7%	14,7%	8,3%	1,0%	33,7%
	rarely	Count	2	9	44	11		66
		% within others say truth about age,..	3,0%	13,6%	66,7%	16,7%		100,0%
		% within graduated from	20,0%	11,4%	31,4%	18,0%		22,0%
		% of Total	,7%	3,0%	14,7%	3,7%		22,0%
	never	Count	2	18	19	14	5	58
		% within others say truth about age,..	3,4%	31,0%	32,8%	24,1%	8,6%	100,0%
		% within graduated from	20,0%	22,8%	13,6%	23,0%	50,0%	19,3%
		% of Total	,7%	6,0%	6,3%	4,7%	1,7%	19,3%
Total		Count	10	79	140	61	10	300
		% within others say truth about age,..	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 63: Others Say Truth about Age, Gender, etc. versus Income Level

others say truth about age,.. * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
others say truth about age,..	always	Count	7	20	2	29
		% within others say truth about age,..	24,1%	69,0%	6,9%	100,0%
		% within monthly salary in TL	6,6%	13,5%	4,7%	9,8%
		% of Total	2,4%	6,7%	,7%	9,8%
	often	Count	15	23	8	46
		% within others say truth about age,..	32,6%	50,0%	17,4%	100,0%
		% within monthly salary in TL	14,2%	15,5%	18,6%	15,5%
		% of Total	5,1%	7,7%	2,7%	15,5%
	sometimes	Count	34	47	20	101
		% within others say truth about age,..	33,7%	46,5%	19,8%	100,0%
		% within monthly salary in TL	32,1%	31,8%	46,5%	34,0%
		% of Total	11,4%	15,8%	6,7%	34,0%
	rarely	Count	29	30	6	65
		% within others say truth about age,..	44,6%	46,2%	9,2%	100,0%
		% within monthly salary in TL	27,4%	20,3%	14,0%	21,9%
		% of Total	9,8%	10,1%	2,0%	21,9%
	never	Count	21	28	7	56
		% within others say truth about age,..	37,5%	50,0%	12,5%	100,0%
		% within monthly salary in TL	19,8%	18,9%	16,3%	18,9%
		% of Total	7,1%	9,4%	2,4%	18,9%
Total		Count	106	148	43	297
		% within others say truth about age,..	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 64: Giving up Personal Connection versus Age

Giving up personal connections * age Crosstabulation

			age					Total
			15	16	18	25	36	
Giving up personal connections	always	Count	19	7	39	25	1	91
		% within Giving up personal connectio	20,9%	7,7%	42,9%	27,5%	1,1%	100,0%
		% within age	44,2%	17,1%	25,5%	41,0%	50,0%	30,3%
		% of Total	6,3%	2,3%	13,0%	8,3%	,3%	30,3%
	often	Count	4	5	32	12		53
		% within Giving up personal connectio	7,5%	9,4%	60,4%	22,6%		100,0%
		% within age	9,3%	12,2%	20,9%	19,7%		17,7%
		% of Total	1,3%	1,7%	10,7%	4,0%		17,7%
	sometimes	Count	13	14	48	9		84
		% within Giving up personal connectio	15,5%	16,7%	57,1%	10,7%		100,0%
		% within age	30,2%	34,1%	31,4%	14,8%		28,0%
		% of Total	4,3%	4,7%	16,0%	3,0%		28,0%
	rarely	Count	4	12	17	6		39
		% within Giving up personal connectio	10,3%	30,8%	43,6%	15,4%		100,0%
		% within age	9,3%	29,3%	11,1%	9,8%		13,0%
		% of Total	1,3%	4,0%	5,7%	2,0%		13,0%
	never	Count	3	3	17	9	1	33
		% within Giving up personal connectio	9,1%	9,1%	51,5%	27,3%	3,0%	100,0%
		% within age	7,0%	7,3%	11,1%	14,8%	50,0%	11,0%
		% of Total	1,0%	1,0%	5,7%	3,0%	,3%	11,0%
Total		Count	43	41	153	61	2	300
		% within Giving up personal connectio	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 65: Giving up Personal Connection versus Gender

Giving up personal connections * gender Crosstabulation

			gender		Total
			1	2	
Giving up personal connections	always	Count	11	80	91
		% within Giving up personal connections	12,1%	87,9%	100,0%
		% within gender	32,4%	30,1%	30,3%
		% of Total	3,7%	26,7%	30,3%
	often	Count	6	47	53
		% within Giving up personal connections	11,3%	88,7%	100,0%
		% within gender	17,6%	17,7%	17,7%
		% of Total	2,0%	15,7%	17,7%
	sometimes	Count	7	77	84
		% within Giving up personal connections	8,3%	91,7%	100,0%
		% within gender	20,6%	28,9%	28,0%
		% of Total	2,3%	25,7%	28,0%
	rarely	Count	5	34	39
		% within Giving up personal connections	12,8%	87,2%	100,0%
		% within gender	14,7%	12,8%	13,0%
		% of Total	1,7%	11,3%	13,0%
	never	Count	5	28	33
		% within Giving up personal connections	15,2%	84,8%	100,0%
		% within gender	14,7%	10,5%	11,0%
		% of Total	1,7%	9,3%	11,0%
Total		Count	34	266	300
		% within Giving up personal connections	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 66: Giving up Personal Connection versus Education Level

Giving up personal connections * graduated from Crosstabulation

			graduated from					Total
			none	elemantary	high	undergr aduate	graduate	
Giving up personal connections	always	Count	4	28	29	25	5	91
		% within Giving up personal connection	4,4%	30,8%	31,9%	27,5%	5,5%	100,0%
		% within graduated from	40,0%	35,4%	20,7%	41,0%	50,0%	30,3%
		% of Total	1,3%	9,3%	9,7%	8,3%	1,7%	30,3%
	often	Count	2	10	28	12	1	53
		% within Giving up personal connection	3,8%	18,9%	52,8%	22,6%	1,9%	100,0%
		% within graduated from	20,0%	12,7%	20,0%	19,7%	10,0%	17,7%
		% of Total	,7%	3,3%	9,3%	4,0%	,3%	17,7%
	sometimes	Count	3	20	50	9	2	84
		% within Giving up personal connection	3,6%	23,8%	59,5%	10,7%	2,4%	100,0%
		% within graduated from	30,0%	25,3%	35,7%	14,8%	20,0%	28,0%
		% of Total	1,0%	6,7%	16,7%	3,0%	,7%	28,0%
	rarely	Count	1	15	16	7		39
		% within Giving up personal connection	2,6%	38,5%	41,0%	17,9%		100,0%
		% within graduated from	10,0%	19,0%	11,4%	11,5%		13,0%
		% of Total	,3%	5,0%	5,3%	2,3%		13,0%
	never	Count		6	17	8	2	33
		% within Giving up personal connection		18,2%	51,5%	24,2%	6,1%	100,0%
		% within graduated from		7,6%	12,1%	13,1%	20,0%	11,0%
		% of Total		2,0%	5,7%	2,7%	,7%	11,0%
Total		Count	10	79	140	61	10	300
		% within Giving up personal connection	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 67: Giving up Personal Connection versus Income Level

Giving up personal connections * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
Giving up personal connections	always	Count	25	51	15	91
		% within Giving up personal connection	27,5%	56,0%	16,5%	100,0%
		% within monthly salary in TL	23,6%	34,5%	34,9%	30,6%
		% of Total	8,4%	17,2%	5,1%	30,6%
	often	Count	16	26	10	52
		% within Giving up personal connection	30,8%	50,0%	19,2%	100,0%
		% within monthly salary in TL	15,1%	17,6%	23,3%	17,5%
		% of Total	5,4%	8,8%	3,4%	17,5%
	sometimes	Count	34	39	10	83
		% within Giving up personal connection	41,0%	47,0%	12,0%	100,0%
		% within monthly salary in TL	32,1%	26,4%	23,3%	27,9%
		% of Total	11,4%	13,1%	3,4%	27,9%
	rarely	Count	20	16	3	39
		% within Giving up personal connection	51,3%	41,0%	7,7%	100,0%
		% within monthly salary in TL	18,9%	10,8%	7,0%	13,1%
		% of Total	6,7%	5,4%	1,0%	13,1%
	never	Count	11	16	5	32
		% within Giving up personal connection	34,4%	50,0%	15,6%	100,0%
		% within monthly salary in TL	10,4%	10,8%	11,6%	10,8%
		% of Total	3,7%	5,4%	1,7%	10,8%
Total		Count	106	148	43	297
		% within Giving up personal connection	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 68: Search for Things not in Turkey versus Age

Find out things not in Turkey * age Crosstabulation

			age					Total
			15	16	18	25	36	
Find out things not in Turkey	always	Count	5	2	17	13	2	39
		% within Find out things not in Turk	12,8%	5,1%	43,6%	33,3%	5,1%	100,0%
		% within age	11,6%	4,9%	11,2%	21,3%	100,0%	13,0%
		% of Total	1,7%	,7%	5,7%	4,3%	,7%	13,0%
	often	Count	10	5	33	17		65
		% within Find out things not in Turk	15,4%	7,7%	50,8%	26,2%		100,0%
		% within age	23,3%	12,2%	21,7%	27,9%		21,7%
		% of Total	3,3%	1,7%	11,0%	5,7%		21,7%
	sometimes	Count	14	20	43	18		95
		% within Find out things not in Turk	14,7%	21,1%	45,3%	18,9%		100,0%
		% within age	32,6%	48,8%	28,3%	29,5%		31,8%
		% of Total	4,7%	6,7%	14,4%	6,0%		31,8%
	rarely	Count	6	11	27	7		51
		% within Find out things not in Turk	11,8%	21,6%	52,9%	13,7%		100,0%
		% within age	14,0%	26,8%	17,8%	11,5%		17,1%
		% of Total	2,0%	3,7%	9,0%	2,3%		17,1%
	never	Count	8	3	32	6		49
		% within Find out things not in Turk	16,3%	6,1%	65,3%	12,2%		100,0%
		% within age	18,6%	7,3%	21,1%	9,8%		16,4%
		% of Total	2,7%	1,0%	10,7%	2,0%		16,4%
Total		Count	43	41	152	61	2	299
		% within Find out things not in Turk	14,4%	13,7%	50,8%	20,4%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,4%	13,7%	50,8%	20,4%	,7%	100,0%

Table 69: Search for Things not in Turkey versus Gender

Find out things not in Turkey * gender Crosstabulation

			gender		Total
			1	2	
Find out things not in Turkey	always	Count	3	36	39
		% within Find out things not in Turkey	7,7%	92,3%	100,0%
		% within gender	8,8%	13,6%	13,0%
		% of Total	1,0%	12,0%	13,0%
	often	Count	12	53	65
		% within Find out things not in Turkey	18,5%	81,5%	100,0%
		% within gender	35,3%	20,0%	21,7%
		% of Total	4,0%	17,7%	21,7%
	sometimes	Count	7	88	95
		% within Find out things not in Turkey	7,4%	92,6%	100,0%
		% within gender	20,6%	33,2%	31,8%
		% of Total	2,3%	29,4%	31,8%
	rarely	Count	10	41	51
		% within Find out things not in Turkey	19,6%	80,4%	100,0%
		% within gender	29,4%	15,5%	17,1%
		% of Total	3,3%	13,7%	17,1%
	never	Count	2	47	49
		% within Find out things not in Turkey	4,1%	95,9%	100,0%
		% within gender	5,9%	17,7%	16,4%
		% of Total	,7%	15,7%	16,4%
Total		Count	34	265	299
		% within Find out things not in Turkey	11,4%	88,6%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,4%	88,6%	100,0%

Table 70: Search for Things not in Turkey versus Education Level

Find out things not in Turkey * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
Find out things not in Turkey	always	Count	2	8	13	10	6	39
		% within Find out things not in Turke	5,1%	20,5%	33,3%	25,6%	15,4%	100,0%
		% within graduated from	20,0%	10,1%	9,4%	16,4%	60,0%	13,0%
		% of Total	,7%	2,7%	4,3%	3,3%	2,0%	13,0%
	often	Count	2	14	31	18		65
		% within Find out things not in Turke	3,1%	21,5%	47,7%	27,7%		100,0%
		% within graduated from	20,0%	17,7%	22,3%	29,5%		21,7%
		% of Total	,7%	4,7%	10,4%	6,0%		21,7%
	sometimes	Count	2	30	43	17	3	95
		% within Find out things not in Turke	2,1%	31,6%	45,3%	17,9%	3,2%	100,0%
		% within graduated from	20,0%	38,0%	30,9%	27,9%	30,0%	31,8%
		% of Total	,7%	10,0%	14,4%	5,7%	1,0%	31,8%
	rarely	Count	3	14	23	11		51
		% within Find out things not in Turke	5,9%	27,5%	45,1%	21,6%		100,0%
		% within graduated from	30,0%	17,7%	16,5%	18,0%		17,1%
		% of Total	1,0%	4,7%	7,7%	3,7%		17,1%
	never	Count	1	13	29	5	1	49
		% within Find out things not in Turke	2,0%	26,5%	59,2%	10,2%	2,0%	100,0%
		% within graduated from	10,0%	16,5%	20,9%	8,2%	10,0%	16,4%
		% of Total	,3%	4,3%	9,7%	1,7%	,3%	16,4%
Total		Count	10	79	139	61	10	299
		% within Find out things not in Turke	3,3%	26,4%	46,5%	20,4%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,4%	46,5%	20,4%	3,3%	100,0%

Table 71: Search for Things not in Turkey versus Income Level

Find out things not in Turkey * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
Find out things not in Turkey	always	Count	7	22	9	38
		% within Find out things not in Turkey	18,4%	57,9%	23,7%	100,0%
		% within monthly salary in TL	6,6%	14,9%	21,4%	12,8%
		% of Total	2,4%	7,4%	3,0%	12,8%
	often	Count	19	37	9	65
		% within Find out things not in Turkey	29,2%	56,9%	13,8%	100,0%
		% within monthly salary in TL	17,9%	25,0%	21,4%	22,0%
		% of Total	6,4%	12,5%	3,0%	22,0%
	sometimes	Count	38	44	12	94
		% within Find out things not in Turkey	40,4%	46,8%	12,8%	100,0%
		% within monthly salary in TL	35,8%	29,7%	28,6%	31,8%
		% of Total	12,8%	14,9%	4,1%	31,8%
	rarely	Count	22	22	6	50
		% within Find out things not in Turkey	44,0%	44,0%	12,0%	100,0%
		% within monthly salary in TL	20,8%	14,9%	14,3%	16,9%
		% of Total	7,4%	7,4%	2,0%	16,9%
	never	Count	20	23	6	49
		% within Find out things not in Turkey	40,8%	46,9%	12,2%	100,0%
		% within monthly salary in TL	18,9%	15,5%	14,3%	16,6%
		% of Total	6,8%	7,8%	2,0%	16,6%
Total		Count	106	148	42	296
		% within Find out things not in Turkey	35,8%	50,0%	14,2%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,8%	50,0%	14,2%	100,0%

Table 72: Place of Connection versus Age

The place of connection * age Crosstabulation

			age					Total
			15	16	18	25	36	
The place of connection	at home	Count	12	9	20	8	1	50
		% within The plac of connection	24,0%	18,0%	40,0%	16,0%	2,0%	100,0%
		% within age	27,9%	22,0%	13,1%	13,1%	50,0%	16,7%
		% of Total	4,0%	3,0%	6,7%	2,7%	,3%	16,7%
	at an internet ca	Count	23	26	99	42	1	191
		% within The plac of connection	12,0%	13,6%	51,8%	22,0%	,5%	100,0%
		% within age	53,5%	63,4%	64,7%	68,9%	50,0%	63,7%
		% of Total	7,7%	8,7%	33,0%	14,0%	,3%	63,7%
	Both	Count	8	6	32	10		56
		% within The plac of connection	14,3%	10,7%	57,1%	17,9%		100,0%
		% within age	18,6%	14,6%	20,9%	16,4%		18,7%
		% of Total	2,7%	2,0%	10,7%	3,3%		18,7%
	Neither	Count			2	1		3
		% within The plac of connection			66,7%	33,3%		100,0%
		% within age			1,3%	1,6%		1,0%
		% of Total			,7%	,3%		1,0%
Total		Count	43	41	153	61	2	300
		% within The plac of connection	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 73: Place of Connection versus Gender

The place of connection * gender Crosstabulation

			gender		Total
			1	2	
The place of connection	at home	Count	7	43	50
		% within The place of connection	14,0%	86,0%	100,0%
		% within gender	20,6%	16,2%	16,7%
		% of Total	2,3%	14,3%	16,7%
	at an internet cafe	Count	17	174	191
		% within The place of connection	8,9%	91,1%	100,0%
		% within gender	50,0%	65,4%	63,7%
		% of Total	5,7%	58,0%	63,7%
	Both	Count	9	47	56
		% within The place of connection	16,1%	83,9%	100,0%
		% within gender	26,5%	17,7%	18,7%
		% of Total	3,0%	15,7%	18,7%
	Neither	Count	1	2	3
		% within The place of connection	33,3%	66,7%	100,0%
		% within gender	2,9%	,8%	1,0%
		% of Total	,3%	,7%	1,0%
Total		Count	34	266	300
		% within The place of connection	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 74: Place of Connection versus Education Level

The place of connection * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
The place of connection	at home	Count	5	11	22	9	3	50
		% within The place of connection	10,0%	22,0%	44,0%	18,0%	6,0%	100,0%
		% within graduated from	50,0%	13,9%	15,7%	14,8%	30,0%	16,7%
		% of Total	1,7%	3,7%	7,3%	3,0%	1,0%	16,7%
	at an internet cafe	Count	3	60	82	39	7	191
		% within The place of connection	1,6%	31,4%	42,9%	20,4%	3,7%	100,0%
		% within graduated from	30,0%	75,9%	58,6%	63,9%	70,0%	63,7%
		% of Total	1,0%	20,0%	27,3%	13,0%	2,3%	63,7%
	Both	Count	1	8	34	13		56
		% within The place of connection	1,8%	14,3%	60,7%	23,2%		100,0%
		% within graduated from	10,0%	10,1%	24,3%	21,3%		18,7%
		% of Total	,3%	2,7%	11,3%	4,3%		18,7%
	Neither	Count	1		2			3
		% within The place of connection	33,3%		66,7%			100,0%
		% within graduated from	10,0%		1,4%			1,0%
		% of Total	,3%		,7%			1,0%
Total		Count	10	79	140	61	10	300
		% within The place of connection	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 75: Place of Connection versus Income Level

The place of connection * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
The place of connection	at home	Count	18	21	10	49
		% within The place of connection	36,7%	42,9%	20,4%	100,0%
		% within monthly salary in TL	17,0%	14,2%	23,3%	16,5%
		% of Total	6,1%	7,1%	3,4%	16,5%
	at an internet cafe	Count	77	89	23	189
		% within The place of connection	40,7%	47,1%	12,2%	100,0%
		% within monthly salary in TL	72,6%	60,1%	53,5%	63,6%
		% of Total	25,9%	30,0%	7,7%	63,6%
	Both	Count	10	36	10	56
		% within The place of connection	17,9%	64,3%	17,9%	100,0%
		% within monthly salary in TL	9,4%	24,3%	23,3%	18,9%
		% of Total	3,4%	12,1%	3,4%	18,9%
	Neither	Count	1	2		3
		% within The place of connection	33,3%	66,7%		100,0%
		% within monthly salary in TL	,9%	1,4%		1,0%
		% of Total	,3%	,7%		1,0%
Total		Count	106	148	43	297
		% within The place of connection	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 76: Frequency of Connection versus Age

The frequency of connection * age Crosstabulation

			age					Total
			15	16	18	25	36	
The frequency of connection	several times/day	Count	11	13	55	24	1	104
		% within The frequency of connection	10,6%	12,5%	52,9%	23,1%	1,0%	100,0%
		% within age	25,6%	31,7%	35,9%	39,3%	50,0%	34,7%
		% of Total	3,7%	4,3%	18,3%	8,0%	,3%	34,7%
	once a day	Count	12	9	47	8		76
		% within The frequency of connection	15,8%	11,8%	61,8%	10,5%		100,0%
		% within age	27,9%	22,0%	30,7%	13,1%		25,3%
		% of Total	4,0%	3,0%	15,7%	2,7%		25,3%
	several times/week	Count	12	17	39	25	1	94
		% within The frequency of connection	12,8%	18,1%	41,5%	26,6%	1,1%	100,0%
		% within age	27,9%	41,5%	25,5%	41,0%	50,0%	31,3%
		% of Total	4,0%	5,7%	13,0%	8,3%	,3%	31,3%
	several times/mont	Count	8	2	12	4		26
		% within The frequency of connection	30,8%	7,7%	46,2%	15,4%		100,0%
		% within age	18,6%	4,9%	7,8%	6,6%		8,7%
		% of Total	2,7%	,7%	4,0%	1,3%		8,7%
Total		Count	43	41	153	61	2	300
		% within The frequency of connection	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 77: Frequency of Connection versus Gender

The frequency of connection * gender Crosstabulation

			gender		Total
			1	2	
The frequency of connection	several times/day	Count	14	90	104
		% within The frequency of connection	13,5%	86,5%	100,0%
		% within gender	41,2%	33,8%	34,7%
		% of Total	4,7%	30,0%	34,7%
	once a day	Count	8	68	76
		% within The frequency of connection	10,5%	89,5%	100,0%
		% within gender	23,5%	25,6%	25,3%
		% of Total	2,7%	22,7%	25,3%
	several times/week	Count	6	88	94
		% within The frequency of connection	6,4%	93,6%	100,0%
		% within gender	17,6%	33,1%	31,3%
		% of Total	2,0%	29,3%	31,3%
	several times/month	Count	6	20	26
		% within The frequency of connection	23,1%	76,9%	100,0%
		% within gender	17,6%	7,5%	8,7%
		% of Total	2,0%	6,7%	8,7%
Total		Count	34	266	300
		% within The frequency of connection	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 78: Frequency of Connection versus Education Level

The frequency of connection * graduated from Crosstabulation

			graduated from					Total
			none	elemantary	high	undergraduate	graduate	
The frequenc of connectic	several times/d	Count	3	24	49	24	4	104
		% within The frequency of connection	2,9%	23,1%	47,1%	23,1%	3,8%	100,0%
		% within graduated fr	30,0%	30,4%	35,0%	39,3%	40,0%	34,7%
		% of Total	1,0%	8,0%	16,3%	8,0%	1,3%	34,7%
	once a day	Count	3	20	39	10	4	76
		% within The frequency of connection	3,9%	26,3%	51,3%	13,2%	5,3%	100,0%
		% within graduated fr	30,0%	25,3%	27,9%	16,4%	40,0%	25,3%
		% of Total	1,0%	6,7%	13,0%	3,3%	1,3%	25,3%
	several times/w	Count	3	26	39	24	2	94
		% within The frequency of connection	3,2%	27,7%	41,5%	25,5%	2,1%	100,0%
		% within graduated fr	30,0%	32,9%	27,9%	39,3%	20,0%	31,3%
		% of Total	1,0%	8,7%	13,0%	8,0%	,7%	31,3%
	several times/m	Count	1	9	13	3		26
		% within The frequency of connection	3,8%	34,6%	50,0%	11,5%		100,0%
		% within graduated fr	10,0%	11,4%	9,3%	4,9%		8,7%
		% of Total	,3%	3,0%	4,3%	1,0%		8,7%
Total		Count	10	79	140	61	10	300
		% within The frequency of connection	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated fr	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 79: Frequency of Connection versus Income Level

The frequency of connection * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
The frequency of connection	several times/day	Count	33	51	18	102
		% within The frequency of connection	32,4%	50,0%	17,6%	100,0%
		% within monthly salary in TL	31,1%	34,5%	41,9%	34,3%
		% of Total	11,1%	17,2%	6,1%	34,3%
	once a day	Count	24	35	17	76
		% within The frequency of connection	31,6%	46,1%	22,4%	100,0%
		% within monthly salary in TL	22,6%	23,6%	39,5%	25,6%
		% of Total	8,1%	11,8%	5,7%	25,6%
	several times/week	Count	39	48	6	93
		% within The frequency of connection	41,9%	51,6%	6,5%	100,0%
		% within monthly salary in TL	36,8%	32,4%	14,0%	31,3%
		% of Total	13,1%	16,2%	2,0%	31,3%
	several times/month	Count	10	14	2	26
		% within The frequency of connection	38,5%	53,8%	7,7%	100,0%
		% within monthly salary in TL	9,4%	9,5%	4,7%	8,8%
		% of Total	3,4%	4,7%	,7%	8,8%
Total		Count	106	148	43	297
		% within The frequency of connection	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 80: Where are You Coming from versus Age

where are you coming from * age Crosstabulation

			age					Total
			15	16	18	25	36	
where are you coming from	Obligatory	Count	11	8	36	13	1	69
		% within where are you coming from	15,9%	11,6%	52,2%	18,8%	1,4%	100,0%
		% within age	25,6%	19,5%	23,5%	21,3%	50,0%	23,0%
		% of Total	3,7%	2,7%	12,0%	4,3%	,3%	23,0%
	Personal	Count	25	24	86	41	1	177
		% within where are you coming from	14,1%	13,6%	48,6%	23,2%	,6%	100,0%
		% within age	58,1%	58,5%	56,2%	67,2%	50,0%	59,0%
		% of Total	8,3%	8,0%	28,7%	13,7%	,3%	59,0%
	Social	Count	7	9	31	7		54
		% within where are you coming from	13,0%	16,7%	57,4%	13,0%		100,0%
		% within age	16,3%	22,0%	20,3%	11,5%		18,0%
		% of Total	2,3%	3,0%	10,3%	2,3%		18,0%
Total		Count	43	41	153	61	2	300
		% within where are you coming from	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 81: Where are You Coming from versus Gender

where are you coming from * gender Crosstabulation

			gender		Total
			1	2	
where are you coming from	Obligatory	Count	8	61	69
		% within where are you coming from	11,6%	88,4%	100,0%
		% within gender	23,5%	22,9%	23,0%
		% of Total	2,7%	20,3%	23,0%
	Personal	Count	22	155	177
		% within where are you coming from	12,4%	87,6%	100,0%
		% within gender	64,7%	58,3%	59,0%
		% of Total	7,3%	51,7%	59,0%
	Social	Count	4	50	54
		% within where are you coming from	7,4%	92,6%	100,0%
		% within gender	11,8%	18,8%	18,0%
		% of Total	1,3%	16,7%	18,0%
Total		Count	34	266	300
		% within where are you coming from	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 82: Where are You Coming from versus Education Level

where are you coming from * graduated from Crosstabulation

			graduated from					Total
			none	elemantary	high	undergr aduate	graduate	
where are you coming from	obligatory	Count		16	35	14	4	69
		% within where are you coming from		23,2%	50,7%	20,3%	5,8%	100,0%
		% within graduated from		20,3%	25,0%	23,0%	40,0%	23,0%
		% of Total		5,3%	11,7%	4,7%	1,3%	23,0%
	Personal	Count	8	50	77	37	5	177
		% within where are you coming from	4,5%	28,2%	43,5%	20,9%	2,8%	100,0%
		% within graduated from	80,0%	63,3%	55,0%	60,7%	50,0%	59,0%
		% of Total	2,7%	16,7%	25,7%	12,3%	1,7%	59,0%
	Social	Count	2	13	28	10	1	54
		% within where are you coming from	3,7%	24,1%	51,9%	18,5%	1,9%	100,0%
		% within graduated from	20,0%	16,5%	20,0%	16,4%	10,0%	18,0%
		% of Total	,7%	4,3%	9,3%	3,3%	,3%	18,0%
Total		Count	10	79	140	61	10	300
		% within where are you coming from	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 83: Where are You Coming from versus Income Level

where are you coming from * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 milion TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
where are you coming from	Obligatory	Count	18	37	13	68
		% within where are you coming from	26,5%	54,4%	19,1%	100,0%
		% within monthly salary in TL	17,0%	25,0%	30,2%	22,9%
		% of Total	6,1%	12,5%	4,4%	22,9%
	Personal	Count	73	80	22	175
		% within where are you coming from	41,7%	45,7%	12,6%	100,0%
		% within monthly salary in TL	68,9%	54,1%	51,2%	58,9%
		% of Total	24,6%	26,9%	7,4%	58,9%
	Social	Count	15	31	8	54
		% within where are you coming from	27,8%	57,4%	14,8%	100,0%
		% within monthly salary in TL	14,2%	20,9%	18,6%	18,2%
		% of Total	5,1%	10,4%	2,7%	18,2%
Total		Count	106	148	43	297
		% within where are you coming from	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 84: Where are You Going versus Age

where are you going * age Crosstabulation

			age					Total
			15	16	18	25	36	
where are you going	Obligatory	Count	2	2	16	5		25
		% within where are you going	8,0%	8,0%	64,0%	20,0%		100,0%
		% within age	4,7%	4,9%	10,5%	8,2%		8,3%
		% of Total	,7%	,7%	5,3%	1,7%		8,3%
	Personal	Count	33	26	83	45	2	189
		% within where are you going	17,5%	13,8%	43,9%	23,8%	1,1%	100,0%
		% within age	76,7%	63,4%	54,2%	73,8%	100,0%	63,0%
		% of Total	11,0%	8,7%	27,7%	15,0%	,7%	63,0%
	Social	Count	8	13	54	11		86
		% within where are you going	9,3%	15,1%	62,8%	12,8%		100,0%
		% within age	18,6%	31,7%	35,3%	18,0%		28,7%
		% of Total	2,7%	4,3%	18,0%	3,7%		28,7%
Total		Count	43	41	153	61	2	300
		% within where are you going	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 85: Where are You Going versus Gender

where are you going * gender Crosstabulation

			gender		Total
			1	2	
where are you going	Obligatory	Count		25	25
		% within where are you going		100,0%	100,0%
		% within gender		9,4%	8,3%
		% of Total		8,3%	8,3%
	Personal	Count	24	165	189
		% within where are you going	12,7%	87,3%	100,0%
		% within gender	70,6%	62,0%	63,0%
		% of Total	8,0%	55,0%	63,0%
	Social	Count	10	76	86
		% within where are you going	11,6%	88,4%	100,0%
		% within gender	29,4%	28,6%	28,7%
		% of Total	3,3%	25,3%	28,7%
Total		Count	34	266	300
		% within where are you going	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 86: Where are You Going versus Education Level

where are you going * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
where are you going	Obligatory	Count	1	5	15	4		25
		% within where are you going	4,0%	20,0%	60,0%	16,0%		100,0%
		% within graduated from	10,0%	6,3%	10,7%	6,6%		8,3%
		% of Total	,3%	1,7%	5,0%	1,3%		8,3%
	Personal	Count	5	53	83	39	9	189
		% within where are you going	2,6%	28,0%	43,9%	20,6%	4,8%	100,0%
		% within graduated from	50,0%	67,1%	59,3%	63,9%	90,0%	63,0%
		% of Total	1,7%	17,7%	27,7%	13,0%	3,0%	63,0%
	Social	Count	4	21	42	18	1	86
		% within where are you going	4,7%	24,4%	48,8%	20,9%	1,2%	100,0%
		% within graduated from	40,0%	26,6%	30,0%	29,5%	10,0%	28,7%
		% of Total	1,3%	7,0%	14,0%	6,0%	,3%	28,7%
Total		Count	10	79	140	61	10	300
		% within where are you going	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 87: Where are You Going versus Income Level

where are you going * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
where are you going	Obligatory	Count	9	12	3	24
		% within where are you going	37,5%	50,0%	12,5%	100,0%
		% within monthly salary in TL	8,5%	8,1%	7,0%	8,1%
		% of Total	3,0%	4,0%	1,0%	8,1%
	Personal	Count	70	93	24	187
		% within where are you going	37,4%	49,7%	12,8%	100,0%
		% within monthly salary in TL	66,0%	62,8%	55,8%	63,0%
		% of Total	23,6%	31,3%	8,1%	63,0%
	Social	Count	27	43	16	86
		% within where are you going	31,4%	50,0%	18,6%	100,0%
		% within monthly salary in TL	25,5%	29,1%	37,2%	29,0%
		% of Total	9,1%	14,5%	5,4%	29,0%
Total		Count	106	148	43	297
		% within where are you going	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 88: Favourite Computer Game versus Age

the favourite computer game * age crosstabulation

			age					Total
			15,00	16,17	18,24	25,35	36,00	
the favourite computer game	Action	Count	22	15	47	3		87
		% within the favourite computer game	25,3%	17,2%	54,0%	3,4%		100,0%
		% within age	51,2%	36,6%	30,7%	4,9%		29,0%
		% of Total	7,3%	5,0%	15,7%	1,0%		29,0%
	FPS	Count	3	3	8	2		16
		% within the favourite computer game	18,8%	18,8%	50,0%	12,5%		100,0%
		% within age	7,0%	7,3%	5,2%	3,3%		5,3%
		% of Total	1,0%	1,0%	2,7%	,7%		5,3%
	FRP	Count	4	3	17	3		27
		% within the favourite computer game	14,8%	11,1%	63,0%	11,1%		100,0%
		% within age	9,3%	7,3%	11,1%	4,9%		9,0%
		% of Total	1,3%	1,0%	5,7%	1,0%		9,0%
	RTS	Count	2	2	15	5		24
		% within the favourite computer game	8,3%	8,3%	62,5%	20,8%		100,0%
		% within age	4,7%	4,9%	9,8%	8,2%		8,0%
		% of Total	,7%	,7%	5,0%	1,7%		8,0%
	Sports	Count	2	10	27	12		51
		% within the favourite computer game	3,9%	19,6%	52,9%	23,5%		100,0%
		% within age	4,7%	24,4%	17,6%	19,7%		17,0%
		% of Total	,7%	3,3%	9,0%	4,0%		17,0%
	Tavla	Count			4	4		8
		% within the favourite computer game			50,0%	50,0%		100,0%
		% within age			2,6%	6,6%		2,7%
		% of Total			1,3%	1,3%		2,7%
	none	Count	10	8	35	32	2	87
		% within the favourite computer game	11,5%	9,2%	40,2%	36,8%	2,3%	100,0%
		% within age	23,3%	19,5%	22,9%	52,5%	100,0%	29,0%
		% of Total	3,3%	2,7%	11,7%	10,7%	,7%	29,0%
Total		Count	43	41	153	61	2	300
		% within the favourite computer game	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 89: Favourite Computer Game versus Gender

the favourite computer game * gender Crosstabulation

			gender		Total
			1	2	
the favourite computer game	Action	Count	2	85	87
		% within the favourite computer game	2,3%	97,7%	100,0%
		% within gender	5,9%	32,0%	29,0%
		% of Total	,7%	28,3%	29,0%
	FPS	Count	1	15	16
		% within the favourite computer game	6,3%	93,8%	100,0%
		% within gender	2,9%	5,6%	5,3%
		% of Total	,3%	5,0%	5,3%
	FRP	Count	6	21	27
		% within the favourite computer game	22,2%	77,8%	100,0%
		% within gender	17,6%	7,9%	9,0%
		% of Total	2,0%	7,0%	9,0%
	RTS	Count	3	21	24
		% within the favourite computer game	12,5%	87,5%	100,0%
		% within gender	8,8%	7,9%	8,0%
		% of Total	1,0%	7,0%	8,0%
	Sports	Count	5	46	51
		% within the favourite computer game	9,8%	90,2%	100,0%
		% within gender	14,7%	17,3%	17,0%
		% of Total	1,7%	15,3%	17,0%
	Tavla	Count		8	8
		% within the favourite computer game		100,0%	100,0%
		% within gender		3,0%	2,7%
		% of Total		2,7%	2,7%
	none	Count	17	70	87
		% within the favourite computer game	19,5%	80,5%	100,0%
		% within gender	50,0%	26,3%	29,0%
		% of Total	5,7%	23,3%	29,0%
Total		Count	34	266	300
		% within the favourite computer game	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 90: Favourite Computer Game versus Education Level

the favourite computer game * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	total
the favourite computer game	Action	Count	4	37	38	8		87
		% within the favourite computer game	4,6%	42,5%	43,7%	9,2%		100,0%
		% within graduated from	40,0%	46,8%	27,1%	13,1%		29,0%
		% of Total	1,3%	12,3%	12,7%	2,7%		29,0%
	FPS	Count		5	8	3		16
		% within the favourite computer game		31,3%	50,0%	18,8%		100,0%
		% within graduated from		6,3%	5,7%	4,9%		5,3%
		% of Total		1,7%	2,7%	1,0%		5,3%
	FRP	Count		7	16	4		27
		% within the favourite computer game		25,9%	59,3%	14,8%		100,0%
		% within graduated from		8,9%	11,4%	6,6%		9,0%
		% of Total		2,3%	5,3%	1,3%		9,0%
	RTS	Count		4	12	8		24
		% within the favourite computer game		16,7%	50,0%	33,3%		100,0%
		% within graduated from		5,1%	8,6%	13,1%		8,0%
		% of Total		1,3%	4,0%	2,7%		8,0%
	Sports	Count	1	9	25	12	4	51
		% within the favourite computer game	2,0%	17,6%	49,0%	23,5%	7,8%	100,0%
		% within graduated from	10,0%	11,4%	17,9%	19,7%	40,0%	17,0%
		% of Total	,3%	3,0%	8,3%	4,0%	1,3%	17,0%
	Tavla	Count		1	4	3		8
		% within the favourite computer game		12,5%	50,0%	37,5%		100,0%
		% within graduated from		1,3%	2,9%	4,9%		2,7%
		% of Total		,3%	1,3%	1,0%		2,7%
	none	Count	5	16	37	23	6	87
		% within the favourite computer game	5,7%	18,4%	42,5%	26,4%	6,9%	100,0%
		% within graduated from	50,0%	20,3%	26,4%	37,7%	60,0%	29,0%
		% of Total	1,7%	5,3%	12,3%	7,7%	2,0%	29,0%
Total		Count	10	79	140	61	10	300
		% within the favourite computer game	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 91: Favourite Computer Game versus Income Level

the favourite computer game * monthly salary in TL Crosstabulation

			monthly salary in TL			
			low: 0-800 million TL	middle:810 -2500 million TL	high: 2510-20000 million TL	Total
the favourite computer game	Action	Count	46	31	10	87
		% within the favourite computer game	52,9%	35,6%	11,5%	100,0%
		% within monthly salary in TL	43,4%	20,9%	23,3%	29,3%
		% of Total	15,5%	10,4%	3,4%	29,3%
	FPS	Count	3	12	1	16
		% within the favourite computer game	18,8%	75,0%	6,3%	100,0%
		% within monthly salary in TL	2,8%	8,1%	2,3%	5,4%
		% of Total	1,0%	4,0%	,3%	5,4%
	FRP	Count	2	17	8	27
		% within the favourite computer game	7,4%	63,0%	29,6%	100,0%
		% within monthly salary in TL	1,9%	11,5%	18,6%	9,1%
		% of Total	,7%	5,7%	2,7%	9,1%
	RTS	Count	8	11	5	24
		% within the favourite computer game	33,3%	45,8%	20,8%	100,0%
		% within monthly salary in TL	7,5%	7,4%	11,6%	8,1%
		% of Total	2,7%	3,7%	1,7%	8,1%
	Sports	Count	23	23	4	50
		% within the favourite computer game	46,0%	46,0%	8,0%	100,0%
		% within monthly salary in TL	21,7%	15,5%	9,3%	16,8%
		% of Total	7,7%	7,7%	1,3%	16,8%
	Tavla	Count	2	6		8
		% within the favourite computer game	25,0%	75,0%		100,0%
		% within monthly salary in TL	1,9%	4,1%		2,7%
		% of Total	,7%	2,0%		2,7%
	none	Count	22	48	15	85
		% within the favourite computer game	25,9%	56,5%	17,6%	100,0%
		% within monthly salary in TL	20,8%	32,4%	34,9%	28,6%
		% of Total	7,4%	16,2%	5,1%	28,6%
Total		Count	106	148	43	297
		% within the favourite computer game	35,7%	49,8%	14,5%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	35,7%	49,8%	14,5%	100,0%

Table 92: Average Duration Spent in Internet Café/day versus Age

how long did you stay in hr * age

how long did you stay in hr

age	Mean	N	Std. Deviation
0-15	3,49	43	3,690
16-17	2,98	42	2,402
18-24	2,81	154	2,686
25-35	2,11	59	1,543
36 and over	,75	2	,354
Total	2,78	300	2,655

Table 93: Average Duration Spent in Internet Café/day versus Gender

how long did you stay in hr * gender

how long did you stay in hr

gender	Mean	N	Std. Deviation
female	2,50	34	2,118
male	2,82	266	2,717
Total	2,78	300	2,655

Table 94: Average Duration Spent in Internet Café/day versus Education Level

how long did you stay in hr * graduated from

how long did you stay in hr

graduated from	Mean	N	Std. Deviation
none	1,75	10	1,161
elemantary	3,68	79	3,984
high	2,56	140	1,916
undergraduate	2,44	61	1,983
graduate	1,85	10	1,248
Total	2,78	300	2,655

Table 95: Average Duration Spent in Internet Café/day versus Income Level

how long did you stay in hr * monthly salary in TL

how long did you stay in hr

monthly salary in TL	Mean	N	Std. Deviation
low	2,78	103	1,863
middle	2,84	144	3,153
high	2,63	53	2,523
Total	2,78	300	2,655

Table 96: Average Monthly Expenditure from access to Internet at home and in an Internet Café versus Age

Monthy payment for internet from home in TL
Monthly payment for internet from cafe in TL * age

age		Monthy payment for internet from home in TL	Monthly payment for internet from cafe in TL
0-15	Mean	4,94	23,61
	N	40	41
	Std. Deviation	12,665	25,358
16-17	Mean	11,32	37,22
	N	38	37
	Std. Deviation	25,300	30,204
18-24	Mean	12,07	34,18
	N	146	144
	Std. Deviation	26,069	35,629
25-35	Mean	21,73	29,28
	N	55	53
	Std. Deviation	48,631	37,700
36 and over	Mean	,00	45,00
	N	1	1
	Std. Deviation	.	.
Total	Mean	12,80	32,12
	N	280	276
	Std. Deviation	30,725	34,066

Table 97: Average Monthly Expenditure from access to Internet at home and in an Internet Café versus Gender

Monthy payment for internet from home in TL
Monthly payment for internet from cafe in TL * gender

gender		Monthy payment for internet from home in TL	Monthly payment for internet from cafe in TL
female	Mean	15,48	30,97
	N	31	31
	Std. Deviation	25,408	38,305
male	Mean	12,47	32,26
	N	249	245
	Std. Deviation	31,351	33,576
Total	Mean	12,80	32,12
	N	280	276
	Std. Deviation	30,725	34,066

Table 98: Average Monthly Expenditure from access to Internet at home and in an Internet Café versus Education Level

Monthy payment for internet from home in TL
Monthly payment for internet from cafe in TL * graduated from

graduated from		Monthy payment for internet from home in TL	Monthly payment for internet from cafe in TL
none	Mean	6,25	28,33
	N	8	9
	Std. Deviation	17,678	14,577
elemantary	Mean	6,02	32,81
	N	76	75
	Std. Deviation	16,115	35,115
high	Mean	13,22	30,77
	N	131	129
	Std. Deviation	28,791	26,240
undergraduate	Mean	15,96	32,35
	N	57	55
	Std. Deviation	27,588	40,436
graduate	Mean	54,38	50,00
	N	8	8
	Std. Deviation	102,171	81,766
Total	Mean	12,80	32,12
	N	280	276
	Std. Deviation	30,725	34,066

Table 99: Average Monthly Expenditure from access to Internet at home and in an Internet Café versus Income Level

Monthy payment for internet from home in TL Monthly payment for internet from cafe in TL * monthly salary in TL

monthly salary in TL		Monthy payment for internet from home in TL	Monthly payment for internet from cafe in TL
low	Mean	3,71	25,26
	N	93	92
	Std. Deviation	12,460	21,633
middle	Mean	11,05	31,10
	N	137	135
	Std. Deviation	23,292	29,463
high	Mean	34,50	47,80
	N	50	49
	Std. Deviation	54,147	54,718
Total	Mean	12,80	32,12
	N	280	276
	Std. Deviation	30,725	34,066

Table 101: Have a Game Team versus Gender

have a game team in the cafe * gender Crosstabulation

			gender		Total
			female	male	
have a game team in the cafe	always	Count	8	79	87
		% within have a game team in the cafe	9,2%	90,8%	100,0%
		% within gender	23,5%	29,7%	29,0%
		% of Total	2,7%	26,3%	29,0%
	often	Count	2	58	60
		% within have a game team in the cafe	3,3%	96,7%	100,0%
		% within gender	5,9%	21,8%	20,0%
		% of Total	,7%	19,3%	20,0%
	sometimes	Count	7	43	50
		% within have a game team in the cafe	14,0%	86,0%	100,0%
		% within gender	20,6%	16,2%	16,7%
		% of Total	2,3%	14,3%	16,7%
	rarely	Count	3	37	40
		% within have a game team in the cafe	7,5%	92,5%	100,0%
		% within gender	8,8%	13,9%	13,3%
		% of Total	1,0%	12,3%	13,3%
	never	Count	14	49	63
		% within have a game team in the cafe	22,2%	77,8%	100,0%
		% within gender	41,2%	18,4%	21,0%
		% of Total	4,7%	16,3%	21,0%
Total		Count	34	266	300
		% within have a game team in the cafe	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 102: Have a Game Team versus Education Level

have a game team in the cafe * graduated from Crosstabulation

			graduated from					Total
			none	elemantary	high	undergr aduate	graduate	
have a game team in the cafe	always	Count	2	28	37	18	2	87
		% within have a game team in the cafe	2,3%	32,2%	42,5%	20,7%	2,3%	100,0%
		% within graduated from	20,0%	35,4%	26,4%	29,5%	20,0%	29,0%
		% of Total	,7%	9,3%	12,3%	6,0%	,7%	29,0%
	often	Count	2	23	25	10		60
		% within have a game team in the cafe	3,3%	38,3%	41,7%	16,7%		100,0%
		% within graduated from	20,0%	29,1%	17,9%	16,4%		20,0%
		% of Total	,7%	7,7%	8,3%	3,3%		20,0%
	sometimes	Count	2	12	27	9		50
		% within have a game team in the cafe	4,0%	24,0%	54,0%	18,0%		100,0%
		% within graduated from	20,0%	15,2%	19,3%	14,8%		16,7%
		% of Total	,7%	4,0%	9,0%	3,0%		16,7%
	rarely	Count	1	6	23	8	2	40
		% within have a game team in the cafe	2,5%	15,0%	57,5%	20,0%	5,0%	100,0%
		% within graduated from	10,0%	7,6%	16,4%	13,1%	20,0%	13,3%
		% of Total	,3%	2,0%	7,7%	2,7%	,7%	13,3%
	never	Count	3	10	28	16	6	63
		% within have a game team in the cafe	4,8%	15,9%	44,4%	25,4%	9,5%	100,0%
		% within graduated from	30,0%	12,7%	20,0%	26,2%	60,0%	21,0%
		% of Total	1,0%	3,3%	9,3%	5,3%	2,0%	21,0%
Total		Count	10	79	140	61	10	300
		% within have a game team in the cafe	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 103: Have a Game Team versus Income Level

have a game team in the cafe * monthly salary in TL Crosstabulation

			monthly salary in TL				Total
			1	2	3	150	
have a game team in the cafe	always	Count	32	47	8		87
		% within have a game team in the cafe	36,8%	54,0%	9,2%		100,0%
		% within monthly salary in TL	27,8%	36,7%	14,3%		29,0%
		% of Total	10,7%	15,7%	2,7%		29,0%
	often	Count	34	16	9	1	60
		% within have a game team in the cafe	56,7%	26,7%	15,0%	1,7%	100,0%
		% within monthly salary in TL	29,6%	12,5%	16,1%	100,0%	20,0%
		% of Total	11,3%	5,3%	3,0%	,3%	20,0%
	sometimes	Count	19	24	7		50
		% within have a game team in the cafe	38,0%	48,0%	14,0%		100,0%
		% within monthly salary in TL	16,5%	18,8%	12,5%		16,7%
		% of Total	6,3%	8,0%	2,3%		16,7%
	rarely	Count	14	12	14		40
		% within have a game team in the cafe	35,0%	30,0%	35,0%		100,0%
		% within monthly salary in TL	12,2%	9,4%	25,0%		13,3%
		% of Total	4,7%	4,0%	4,7%		13,3%
	never	Count	16	29	18		63
		% within have a game team in the cafe	25,4%	46,0%	28,6%		100,0%
		% within monthly salary in TL	13,9%	22,7%	32,1%		21,0%
		% of Total	5,3%	9,7%	6,0%		21,0%
Total		Count	115	128	56	1	300
		% within have a game team in the cafe	38,3%	42,7%	18,7%	,3%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	38,3%	42,7%	18,7%	,3%	100,0%

Table 104: Where Would be if notin Internet Café versus Age

where would be if not cafe * age Crosstabulation

			age					Total
			15,00	16,17	18,24	25,35	36,00	
Where would be if not cafe	in another cafe	Count	10	7	32	8		57
		% within Where would be if not cafe	17,5%	12,3%	56,1%	14,0%		100,0%
		% within age	23,3%	17,1%	20,9%	13,1%		19,0%
		% of Total	3,3%	2,3%	10,7%	2,7%		19,0%
	at home	Count	22	27	73	34	1	157
		% within Where would be if not cafe	14,0%	17,2%	46,5%	21,7%	,6%	100,0%
		% within age	51,2%	65,9%	47,7%	55,7%	50,0%	52,3%
		% of Total	7,3%	9,0%	24,3%	11,3%	,3%	52,3%
	in cinema	Count	5	3	16	9		33
		% within Where would be if not cafe	15,2%	9,1%	48,5%	27,3%		100,0%
		% within age	11,6%	7,3%	10,5%	14,8%		11,0%
		% of Total	1,7%	1,0%	5,3%	3,0%		11,0%
	at work	Count	1		14	9	1	25
		% within Where would be if not cafe	4,0%		56,0%	36,0%	4,0%	100,0%
		% within age	2,3%		9,2%	14,8%	50,0%	8,3%
		% of Total	,3%		4,7%	3,0%	,3%	8,3%
	at school	Count	5	4	18	1		28
		% within Where would be if not cafe	17,9%	14,3%	64,3%	3,6%		100,0%
		% within age	11,6%	9,8%	11,8%	1,6%		9,3%
		% of Total	1,7%	1,3%	6,0%	,3%		9,3%
Total		Count	43	41	153	61	2	300
		% within Where would be if not cafe	14,3%	13,7%	51,0%	20,3%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,3%	13,7%	51,0%	20,3%	,7%	100,0%

Table 105: Where Would be if notin Internet Café versus Gender

Where would be if not cafe * gender Crosstabulation

			gender		Total
			female	male	
Where would be if not cafe	in another cafe	Count	6	51	57
		% within Where would be if not cafe	10,5%	89,5%	100,0%
		% within gender	17,6%	19,2%	19,0%
		% of Total	2,0%	17,0%	19,0%
	at home	Count	19	138	157
		% within Where would be if not cafe	12,1%	87,9%	100,0%
		% within gender	55,9%	51,9%	52,3%
		% of Total	6,3%	46,0%	52,3%
	in cinema	Count	3	30	33
		% within Where would be if not cafe	9,1%	90,9%	100,0%
		% within gender	8,8%	11,3%	11,0%
		% of Total	1,0%	10,0%	11,0%
	at work	Count		25	25
		% within Where would be if not cafe		100,0%	100,0%
		% within gender		9,4%	8,3%
		% of Total		8,3%	8,3%
	at school	Count	6	22	28
		% within Where would be if not cafe	21,4%	78,6%	100,0%
		% within gender	17,6%	8,3%	9,3%
		% of Total	2,0%	7,3%	9,3%
Total		Count	34	266	300
		% within Where would be if not cafe	11,3%	88,7%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,3%	88,7%	100,0%

Table 106: Where Would be if notin Internet Café versus Education Level

where would be if not cafe * graduated from Crosstabulation

			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
Where would be if not cafe	in another cafe	Count	1	16	25	13		57
		% within Where would be if not cafe	5,3%	28,1%	43,9%	22,8%		100,0%
		% within graduated from	30,0%	20,3%	17,9%	21,3%		19,0%
		% of Total	1,0%	5,3%	8,3%	4,3%		19,0%
	at home	Count	4	44	74	28	7	157
		% within Where would be if not cafe	2,5%	28,0%	47,1%	17,8%	4,5%	100,0%
		% within graduated from	40,0%	55,7%	52,9%	45,9%	70,0%	52,3%
		% of Total	1,3%	14,7%	24,7%	9,3%	2,3%	52,3%
	in Cinema	Count	2	7	13	10	1	33
		% within Where would be if not cafe	6,1%	21,2%	39,4%	30,3%	3,0%	100,0%
		% within graduated from	20,0%	8,9%	9,3%	16,4%	10,0%	11,0%
		% of Total	,7%	2,3%	4,3%	3,3%	,3%	11,0%
	at work	Count		6	12	5	2	25
		% within Where would be if not cafe		24,0%	48,0%	20,0%	8,0%	100,0%
		% within graduated from		7,6%	8,6%	8,2%	20,0%	8,3%
		% of Total		2,0%	4,0%	1,7%	,7%	8,3%
	at school	Count	1	6	16	5		28
		% within Where would be if not cafe	3,6%	21,4%	57,1%	17,9%		100,0%
		% within graduated from	10,0%	7,6%	11,4%	8,2%		9,3%
		% of Total	,3%	2,0%	5,3%	1,7%		9,3%
Total		Count	10	79	140	61	10	300
		% within Where would be if not cafe	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,3%	26,3%	46,7%	20,3%	3,3%	100,0%

Table 107: Where Would be if notin Internet Café versus Income Level

Where would be if not cafe * monthly salary in TL Crosstabulation

			monthly salary in TL			Total
			1	2	3	
Where would be if not cafe	in another cafe	Count	20	29	8	57
		% within Where would be if not cafe	35,1%	50,9%	14,0%	100,0%
		% within monthly salary in TL	18,7%	21,3%	14,8%	19,2%
		% of Total	6,7%	9,8%	2,7%	19,2%
	at home	Count	66	62	28	156
		% within Where would be if not cafe	42,3%	39,7%	17,9%	100,0%
		% within monthly salary in TL	61,7%	45,6%	51,9%	52,5%
		% of Total	22,2%	20,9%	9,4%	52,5%
	in cinema	Count	7	19	7	33
		% within Where would be if not cafe	21,2%	57,6%	21,2%	100,0%
		% within monthly salary in TL	6,5%	14,0%	13,0%	11,1%
		% of Total	2,4%	6,4%	2,4%	11,1%
	at work	Count	7	11	5	23
		% within Where would be if not cafe	30,4%	47,8%	21,7%	100,0%
		% within monthly salary in TL	6,5%	8,1%	9,3%	7,7%
		% of Total	2,4%	3,7%	1,7%	7,7%
	at school	Count	7	15	6	28
		% within Where would be if not cafe	25,0%	53,6%	21,4%	100,0%
		% within monthly salary in TL	6,5%	11,0%	11,1%	9,4%
		% of Total	2,4%	5,1%	2,0%	9,4%
Total		Count	107	136	54	297
		% within Where would be if not cafe	36,0%	45,8%	18,2%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	36,0%	45,8%	18,2%	100,0%

Table 108: With Would be if notin Internet Café versus Age

with whom would be if not cafe * age Crosstabulation

			age					Total
			15,00	16,17	18,24	25,35	36,00	
with whom would be if not cafe	with friends	Count	21	24	81	15	1	142
		% within with whom would be if not caf	14,8%	16,9%	57,0%	10,6%	,7%	100,0%
		% within age	48,8%	58,5%	53,3%	25,0%	50,0%	47,7%
		% of Total	7,0%	8,1%	27,2%	5,0%	,3%	47,7%
	with beloved	Count	11	5	29	14		59
		% within with whom would be if not caf	18,6%	8,5%	49,2%	23,7%		100,0%
		% within age	25,6%	12,2%	19,1%	23,3%		19,8%
		% of Total	3,7%	1,7%	9,7%	4,7%		19,8%
	alone	Count	6	5	20	22	1	54
		% within with whom would be if not caf	11,1%	9,3%	37,0%	40,7%	1,9%	100,0%
		% within age	14,0%	12,2%	13,2%	36,7%	50,0%	18,1%
		% of Total	2,0%	1,7%	6,7%	7,4%	,3%	18,1%
	with family	Count	5	7	22	9		43
		% within with whom would be if not caf	11,6%	16,3%	51,2%	20,9%		100,0%
		% within age	11,6%	17,1%	14,5%	15,0%		14,4%
		% of Total	1,7%	2,3%	7,4%	3,0%		14,4%
Total		Count	43	41	152	60	2	298
		% within with whom would be if not caf	14,4%	13,8%	51,0%	20,1%	,7%	100,0%
		% within age	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	14,4%	13,8%	51,0%	20,1%	,7%	100,0%

Table 109: With Would be if notin Internet Café versus Gender

with whom would be if not cafe * gender Crosstabulation

			gender		
			female	male	Total
with whom would be if not cafe	with friends	Count	13	129	142
		% within with whom would be if not cafe	9,2%	90,8%	100,0%
		% within gender	38,2%	48,9%	47,7%
		% of Total	4,4%	43,3%	47,7%
	with beloved	Count	3	56	59
		% within with whom would be if not cafe	5,1%	94,9%	100,0%
		% within gender	8,8%	21,2%	19,8%
		% of Total	1,0%	18,8%	19,8%
	alone	Count	10	44	54
		% within with whom would be if not cafe	18,5%	81,5%	100,0%
		% within gender	29,4%	16,7%	18,1%
		% of Total	3,4%	14,8%	18,1%
	with family	Count	8	35	43
		% within with whom would be if not cafe	18,6%	81,4%	100,0%
		% within gender	23,5%	13,3%	14,4%
		% of Total	2,7%	11,7%	14,4%
Total		Count	34	264	298
		% within with whom would be if not cafe	11,4%	88,6%	100,0%
		% within gender	100,0%	100,0%	100,0%
		% of Total	11,4%	88,6%	100,0%

Table 110: With Would be if notin Internet Café versus Education Level

with whom would be if not cafe * graduated from Crosstabulation

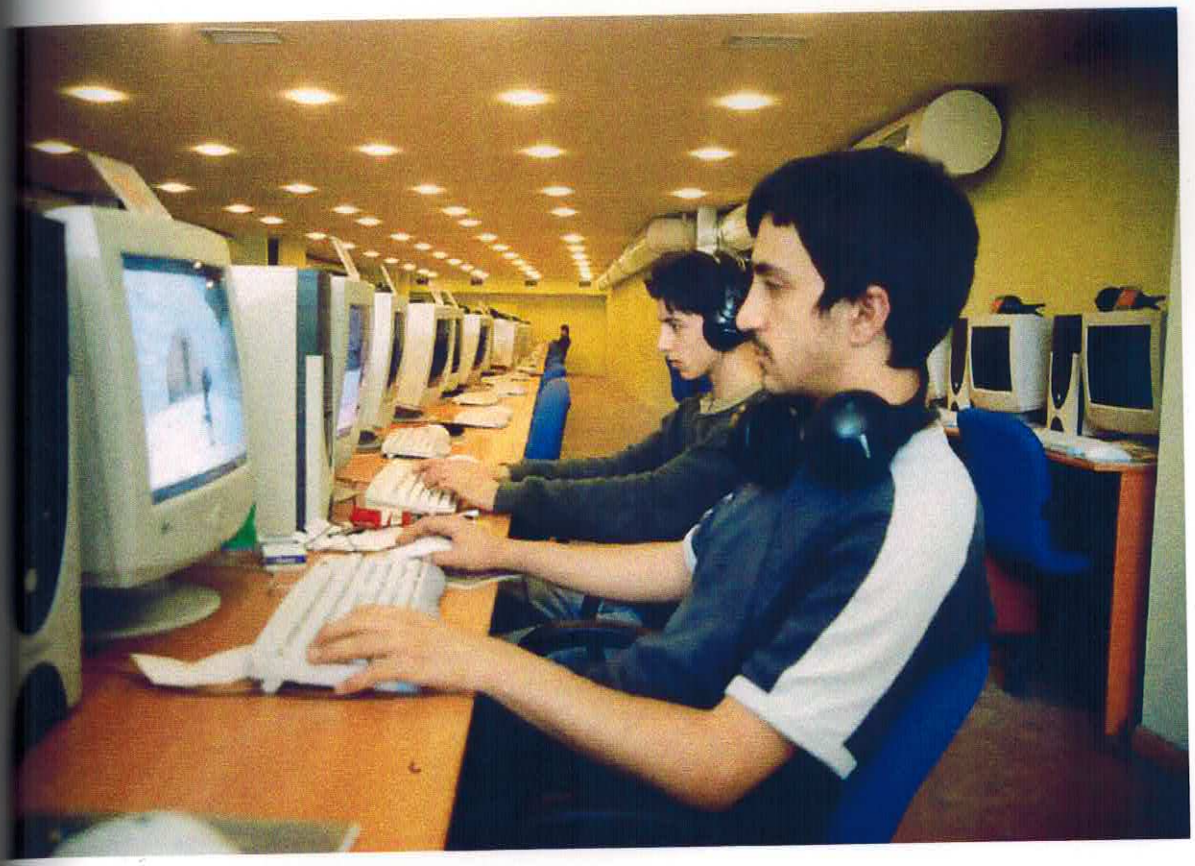
			graduated from					
			none	elemantary	high	undergr aduate	graduate	Total
with whom would be if not cafe	with friends	Count	6	38	70	27	1	142
		% within with whom would be if not caf	4,2%	26,8%	49,3%	19,0%	,7%	100,0%
		% within graduated from	60,0%	48,1%	50,4%	45,0%	10,0%	47,7%
		% of Total	2,0%	12,8%	23,5%	9,1%	,3%	47,7%
	with beloved	Count	2	15	28	11	3	59
		% within with whom would be if not caf	3,4%	25,4%	47,5%	18,6%	5,1%	100,0%
		% within graduated from	20,0%	19,0%	20,1%	18,3%	30,0%	19,8%
		% of Total	,7%	5,0%	9,4%	3,7%	1,0%	19,8%
	alone	Count	2	10	22	15	5	54
		% within with whom would be if not caf	3,7%	18,5%	40,7%	27,8%	9,3%	100,0%
		% within graduated from	20,0%	12,7%	15,8%	25,0%	50,0%	18,1%
		% of Total	,7%	3,4%	7,4%	5,0%	1,7%	18,1%
	with family	Count		16	19	7	1	43
		% within with whom would be if not caf		37,2%	44,2%	16,3%	2,3%	100,0%
		% within graduated from		20,3%	13,7%	11,7%	10,0%	14,4%
		% of Total		5,4%	6,4%	2,3%	,3%	14,4%
Total		Count	10	79	139	60	10	298
		% within with whom would be if not caf	3,4%	26,5%	46,6%	20,1%	3,4%	100,0%
		% within graduated from	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	3,4%	26,5%	46,6%	20,1%	3,4%	100,0%

Table 111: With Would be if notin Internet Café versus Income Level

with whom would be if not cafe * monthly salary in TL Crosstabulation

			monthly salary in TL			
			1	2	3	Total
with whom would be if not cafe	with friends	Count	55	65	20	140
		% within with whom would be if not cafe	39,3%	46,4%	14,3%	100,0%
		% within monthly salary in TL	51,4%	48,5%	37,0%	47,5%
		% of Total	18,6%	22,0%	6,8%	47,5%
	with beloved	Count	15	26	17	58
		% within with whom would be if not cafe	25,9%	44,8%	29,3%	100,0%
		% within monthly salary in TL	14,0%	19,4%	31,5%	19,7%
		% of Total	5,1%	8,8%	5,8%	19,7%
	alone	Count	16	27	11	54
		% within with whom would be if not cafe	29,6%	50,0%	20,4%	100,0%
		% within monthly salary in TL	15,0%	20,1%	20,4%	18,3%
		% of Total	5,4%	9,2%	3,7%	18,3%
	with family	Count	21	16	6	43
		% within with whom would be if not cafe	48,8%	37,2%	14,0%	100,0%
		% within monthly salary in TL	19,6%	11,9%	11,1%	14,6%
		% of Total	7,1%	5,4%	2,0%	14,6%
Total		Count	107	134	54	295
		% within with whom would be if not cafe	36,3%	45,4%	18,3%	100,0%
		% within monthly salary in TL	100,0%	100,0%	100,0%	100,0%
		% of Total	36,3%	45,4%	18,3%	100,0%

Adeks-Beşiktaş



Kaçakçay- Taksim

Dilşah Internet Café was closed a week after the study was conducted. (Rumelihisarüstü)

Serem-Ümraniye

Ser@-Ümraniye

Sinek-Net – Bağdat Caddesi