

GLOBAL AWARENESS SOCIETY INTERNATIONAL

Journal of Global Awareness

PROCEEDINGS

2000 ANNUAL CONFERENCE

Global Awareness and Its Effects on Peace and Reconciliation

MAY 25-28, 2000

THE REGAL U.N. PLAZA HOTEL, New York, USA

Proceedings of the 1999 Annual Conference

Global Awareness Society International

Bloomsburg UNIVERSITY

A Member of Pennsylvania's State System of Higher Education

We are pleased to issue the Proceedings of the 2000 Annual Conference of the Global Awareness Society International and to thank the authors who presented these papers in May of 2000 at the Regal U.N. Plaza Hotel in New York

Special thanks go to John Cosgrove of Fordham University, Thomas Meenaghan of New York University, and Stanley J. Lawson of St. John's University for their joint sponsorship of the conference. Participants were appreciative of the keynote presentations made by the honorable Yaw Osei of the Ghana Mission to the U.N. and by Dr. Willard Gingerich of St. John's University. The publication of these Proceedings is made possible with the support of Bloomsburg University and the Pennsylvania State System of Higher Education.

We sincerely appreciate the continued generous support of G.A.S.I.'s institutional members, Loyola University of Chicago, Norfolk State, Middle East Technical University of Ankara, Fordham University, New York University, St; John's University and Bloomsburg University of Pennsylvania. Ms. Crystal Clements, a Bloomsburg University student, has been invaluable in her efforts devoted to this publication.

James C. Pomfret, Past President
December 2000
Bloomsburg, PA 17815

TABLE OF CONTENTS

THE PLENARY SESSIONS

PAGE

Regional Appraisals of Globalization in the New Millennium 1
Chang Shub Roh

Earthquakes in Turkey 13
M. Cengiz Pinar

Keynote : Globalization-A Ghanaian Perspective 15
Yaw Osei

Keynote: Hard Drives and History: Languages, Culture, and Some Lessons on the Way to Globalize Knowledge 22
Willard Gingerich

GLOBAL ISSUES IN BUSINESS, MANAGEMENT, AND DEVELOPMENT

A Comparative Study on Accounting Methods for Depreciable and Intangible Assets among China, U.S., and I.A.S.C 33
Curt Bagley
Dennis B.K. Hwang

Globalization and Brazilian Development of Amazonia: Investing in Biodiversity 40
John E. Bodenman

The Effect of the FASB's Recent Harmonization Efforts on Financial Reporting and Merger Activities in the U.S. 50
Patrick A. Casabona
Lorelei Dichosa
G. Nazan Gunay

The Impact of Globalization on Small Business and Medium-Sized Enterprises: An Application in Textile Industry in Izmir, Turkey 61
Fatih Saygili

A Study of Guanxi and Its Impacts on Chinese Accounting 71
Dennis B.K. Hwang
Richard L. Baker

Developments in Globalization and Its Implications to Workforce 77
Sezer Kadayifcilar

Technology Transfer in Industrial Firms: The Turkish Case 87
Nilufer Karacasulu
Ayten Aysen Kaya

Technology Issues In Government Service Delivery: A Global Perspective Of Problems And Promises 105
John J. Keifer

Governance and Economic Development in India and Pakistan 114
Saleem Khan
Rajesh K. Mohindru

An Empirical Investigation of Risks of Stocks Traded on the Istanbul Stock Exchange (1986-1999) 121
Berna Kocaman

The Impact of WTO on Developing Countries' Economies: Issues and Challenges 129
Merouane Lakehal-Ayat

Technology Creating Unemployment 135
Stanley Lawson
Zarif F. Bacilious

Adjustments to CARICOM in the Early Twenty-first Century 141
Frank P. LeVeness

How Conflicts of Law Can Produce Different Results in International Sales Contracts for Goods 151
John Manna
Lawrence Wander
Anthony Sabino

The Benefits of Applying Sun-Tzu's Planning Concepts on Conflict Resolution 161
John Manna
Lawrence Wander
Sreedhar Kavil

The Effects of Firm Structure as a Source of Competitive Advantage for Turkish Contractors 171
Ozlem Oz
Alaeddin Tileylioglu

Vehbi Koc: Businessman, Leader, and Teacher of the Next Generation in Turkey 181
Meltem Onay Ozkaya

Do All Companies Achieve Their Expectations from ISO 9000 certification?: An Empirical Study in Turkey 191
Musa Pinar
M. Cengiz Pinar
Henry L. Crouch

Measuring The Performance of Management 201
Wolfgang Pindur

An Analysis of Foreign Direct Investment Flows to Developing Countries in the 1990's 210
Glen Rawlins
Chandana Chakraborty

Private Entrepreneurship in Bolivia's Economic Development 219
Eufronio Carreno Roman

The Effects of Globalization on Income and Wealth Distribution 226
Asim Sen

Business Ethics and Its Emphasis 236
Arzu Sengul

The Impact of Technology on Personnel Management in the Japanese Pharmaceutical Industry 246
Itzhak Wirth

The Pharmaceutical Industries of the USA, Japan, and Brazil: Structure and the Environment 259
Itzhak Wirth

Trade, Capital Flows, and Economic Vulnerability of the Major Oil Exporting Countries 265
M. Raquibuz Zaman

GLOBAL ISSUES CULTURE

The Global Model of Confucian Religion: The Universality of One God at the Top and the Diversity of Religions Practices at the Bottom 275
Thomas H. Kang

What We Need: A Decennial Census to Promote Sub-communities at the Neighborhood Level 285
John Leggett
Frank Lindenfeld
Mary Sheelagh Vietze

A Comparison between Chinese Euphemisms and English Euphemisms 291
Kejing Liu

A Cross Cultural Comparative Study on Differences and Similarities between American Managers and Their Russian Counterparts 298
Alexey A Mikheyev

Globalization, or Globalism in the Contemporary World of Religions 305
Seisuke Miyamoto

Culture, Education, and Youth Violence in El Salvador 306
Lillian Moncada-Davidson

Academic Women in Turkey: The Structure of Attitudes towards Role Conflict 314
Ozlem Ozkanli
Adil Korkmaz

Global Cooperation: Solving the Cross-Cultural Problems through the Understanding of Gestures 323
Madhav Sharma
Tom L. Cooper

Intercultural Communications and Foreign Language Teaching 344
Yulun Wu

GLOBAL ISSUES IN EDUCATION

Distance Education and e-Learning: Fad, Fantasy, or Future 347
Robert Abbott
Peter Bohling
Woo Bong Lee

Dual Licensure: Blending Regular and Special Early Childhood Education 355
Ni Chang

Hypernews: Beyond Asynchronous Tool 363
Ni Chang

The Role of Education and Values in the Acculturation of Immigrants: Lesson from the Nineteenth Century 369
Stephen J. Denig

Mass Technology and Globalization: The Impact of Technology Assisted Learning on Higher Education 379
James H. Huber

Quality of Work Life: A Comparison Between Public and Private Universities 385
Gulem Atabay Ishakoglu
Julide Kesken
Alev Ergenc Katrinli

International Education: A Caribbean Perspective 392
Stanley J. Lawson
Rex Nettleford
Zarif F. Bacilious

Body Modification: The Good, the Bad, and the Ugly - Art for the Sake of Art? 401
James E. Parsons

Liability Issues in International Student Travel 411
Marl U. Reimer

Improving a Band Program Through Small Ensembles 421
James W. Richmond

GLOBAL ISSUES IN THE WELFARE OF SOCIETY

School-Based Groups with Latino Adolescent Immigrants 427
Maria A. Astudillo

Forgotten Immigrants: An Ethnographic Approach to Identifying Human Service Needs of Migrant Female Farmworkers 434
Wendy S. Campbell
Gil Choi

Childcare: Social Division of Labor and Its Public Implications 437
Hwakyung Chang

Training Providers of Services for Family and Children in Changing Societies: A Ukraine Experience 445
Robert Chazin
Meredith Hanson

Barriers Impeding Migrant Farmworker Utilization of Health Care Services: A View of Female Workers 453
Gil Choi
Wendy Sellers Campbell

The Missing Link in Mediation: Movement Behavior in Communication 456
Eleanor M. DiPalma
Janice Tudy-Jackson

Protocol for Psychosocial Needs Assessment 466
Gordon R. Dodge

Social Differentiation Reconsidered in the Analysis of Religious Movements 476
David E. Greenwald

The Aging Factor in Global Awareness 481
Claire Lacattiva

Institutional and Medical Pluralism 483
Rance P.L. Lee

Community Organization in Times of Tyrants 487
Denis Murphy

A Theoretical Synthesis between Micro, Mezzo, and Macro Practitioners in Poland: The Implementation of Best Practices in Juvenile Delinquency 495
W. Sean Newsome
Tracy M. Smith

Urban Poverty and Strategies for Survival in Turkey 504
Melih Pinarcioglu
Oguz Isik

Social Welfare in Norway: A Country in Change 514
Linda Larsen Principe
Mark E. Rodgers

Toward a Global Academy for Urban Poverty: A Precis for Higher Education, Public Service, and Information Science 524
Joesph Martin Stevenson

An Unkept Promise: The Plight of Street Children and Human Rights 545
Julia Yang
Francis Kombarakaran



NEW YORK UNIVERSITY
Shirley M. Ehrenkranz School of Social Work

Clinical Social Work in the Real World

At the NYU Ehrenkranz School of Social Work the emphasis is on teaching direct social work practice within the context of a dynamic, urban environment.

Whether you are working toward an M.S.W., post-master's Advanced Certificate, or a Ph.D., NYU will provide you with the training you need to be a clinical practitioner as well as an advocate for social justice and change.

Weekday, late afternoon, and evening classes are available at our Washington Square campus in the heart of New York City's Greenwich Village.

Late afternoon and evening classes are available at our branch campuses: St. Thomas Aquinas College–Rockland County; Sarah Lawrence College–Bronxville; and Staten Island College.

Financial aid, in the form of tuition remission and need-based scholarships, is available to eligible students.

MASTER'S STUDY
- Full-Time, 2-Year Program
- Full-Time, 16-Month Continuous Study
- Combined Part- and Full-Time Program for Employed Social Workers (1-Year Residence)
- 3-to-4-Year, Part-Time Program (Matriculating Individualized Plan)
- Advanced Standing Program

POST-MASTER'S STUDY
- Advanced Certificate in Clinical Social Work
- Certificate in the Treatment of Alcohol- and Drug-Abusing Clients (TADAC)

DOCTORAL STUDY (PH.D.)
- Concentration in Clinical Social Work

For more information about our programs, call 1-800-771-4NYU, ext. 62E.

NEW YORK UNIVERSITY
A PRIVATE UNIVERSITY IN THE PUBLIC SERVICE

New York University, Ehrenkranz School of Social Work,
Office of Admissions, One Washington Square North, New York, NY 10003-6654

New York University is an affirmative action/equal opportunity institution

ACADEMIC WOMEN IN TURKEY:THE STRUCTURE OF ATTITUDES TOWARDS ROLE CONFLICT[1]

Assist. Prof. Dr. Özlem ÖZKANLI
Ankara University
Faculty of Political Sciences
Department of Management
06590 Cebeci, Ankara, Turkey.
E_Mail:ozkanli@politics.ankara.edu.tr.

Dr. Adil KORKMAZ
E_Mail:korkmazadil@hotmail.com.

The main aim of the study is to measure the opinions related with role conflict between work and non-work life of academic women in Turkey. Role is defined as "all expected stereotyped duties from an individual living in social organizations, such as family, business and school" (Hançerlioğlu, 1988:26). From a similar point of view, "Role is a set of behaviors expected of a member who holds a particular position within a group" (Bovée et al, 1993:507). Academic women have roles as lecturers, colleagues, academic directors in professional life. On the other hand, women have other roles such as wife, mother, housewife, daughter, sister, aunt, daughter-in-law, neighbor... etc. There is a need to analyze the nature of career-sex roles and multiple links between them, then attitudes of academic women towards role conflict. This article discusses the findings of a study done on a group of Turkish women faculty members investigating their role perceptions and emerging role conflicts. Role conflict is a conflict caused by contradictory or incompatible expectations associated with a particular role (Bovée et al, 1993:508) It is determined that the relationship of work and non-work life spheres has been important after participation of women in work life. Role overload occurs when expectations of several roles are intended to be met. People might not equally respond to the expectations of their roles. Fulfilling responsibilities of some roles could be possible at the expense of others. At this stage, a priority conflict arises and if roles have equivalent importance, the severity of conflict increases (Goode, 1960; 1964, Beutel and Greenhaus, 1982).

The opinions of academic women is a component of their attitudes towards role conflict. Attitude is defined as "a trend that is attributed to an individual and generates the feelings, opinions and behaviors of him on a psychological object" (Kağıtçıbaşı, 1996:84) Opinion dimension of attitude is an abstract reality. As the abstract realities could not be determined as those of concrete, using special statistical techniques is a must in order to measure opinions of academic women on role conflict. This study is the first in Turkey to use "Correspondence Analysis" in opinion measurement of academic women. Furthermore, "Chi-square Goodness-of-fit Test", "Kruskal-Wallis Homogeneity Test" and "Chi-square Independence Test" is applied to the data drawn from questionnaires. Academic titles and locations of opinions are determined on graphics.

[1] This study is supported by Ankara University Research Fund

The research population is the academic women in Turkey. However in statistics, mostly, due to the limitations on time and costs, reaching all the population may not be possible. That's why statistical results could be obtained by random sampling method to represent the population (Atkinson et al., 1995:798). Since the population size is enormous, the random sampling method has been chosen and used. Regarding this fact, Ankara University, which is the first Higher Education Institute of Turkish Republic has been chosen. Ankara University is assumed to represent the population because it has a great progress in the field of education, training and research. At present, the university has undergraduate and graduate programs including basic and applied sciences such as; Agriculture, Dentistry, Medicine, Pharmacy, Science, Veterinary Medicine and Social Sciences including Communications, Divinity, Education, Law, Letters and Political Sciences. The hypothesis of Ankara University to represent all universities of Turkey may have some limitations. First of all, 42 percent of academic staff in Ankara University is held by women. Total number of academicians in Turkey is 60,129; 20,826 of them are women and 39,303 are men (ÖSYM, 1999:4).The percentage of academic women in Turkey is 35. From this respect, the ratio of academic women of Ankara University is higher. However, this difference does not abolish the assumption that sample represents the population. The similarities of economic and legal environment that surround academic women generate the representative ability. Academic promotion and management conditions have similarities in all universities of Turkey. The Higher Education Council of Turkey determines the legal structure. Like other academic women in Turkey, this legal structure is also valid for Ankara University . Furthermore, university regulations do not have a rule that prevents academic women to be academic manager. In addition to this legal structure equivalent policies of employee rights, as an economic perspective enforces the representative ability of the sample. Moreover, the fact that academic women in Ankara University teach, educate and research in all branches of higher education can be evaluated as a proof for the sample to represent Turkey. Therefore, generalization of findings would be possible. Using the random sampling method with a population approximately 2600 people, 500 of them was chosen as sample. Sampling size is also statistically adequate for the methods measuring opinions towards role conflict.

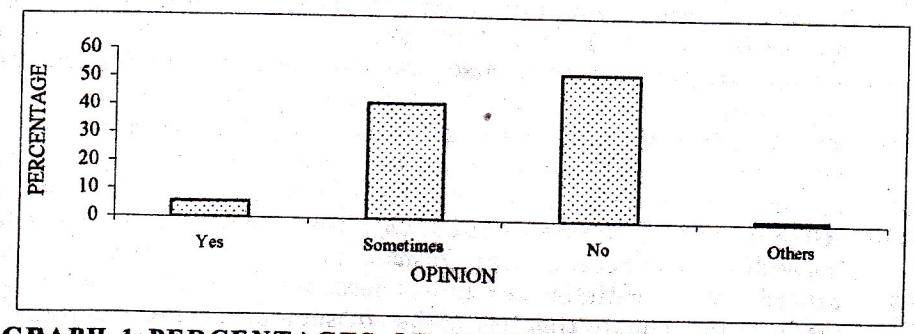
Role conflict between work and non-work lives may be recognized as uncompromising (Voydanoff, 1988; Rain et al., 1991). Mostly, time factor lies on the basis of the qualification "uncompromising" (Greenhaus and Beutell, 1985:77). Role overload occurs when an individual is expected to perform more than his ability. This may be caused by unrealistic demands, personal inability, excessive work loads or inadequate time for tasks. In such cases, the individual either cannot realize the expectations or can take care of role priorities. In time based role conflict, time spent for realizing a role is stolen from

necessary time for performing another. This makes the conflict between two roles uncompromising. For example, academic women try to lead "two lives" in "one day". In addition to time factor, stress or behavior based role conflict has negative physical or psychological effects on the individuals.

It is also tested if the role conflict is statistically important or not. In order to perform this test, firstly one must measure the fact whether an academic woman live role conflict or not. With this intention, academic women have been asked: "Do you think your business roles conflict with your private roles? (wife, mother, housewife, sister, daughter, etc)" in questionnaire form. If the answers to this question have shown the real opinions, measuring the role conflict of academic women would have been possible. According to some researches in Turkey, it is found that most academic women live role conflict and this creates obstacles on academic promotion (Acar, 1983, 1986, 1990, 1996, 1998; Cindoğdu, 1996; Köker, 1988). However when the question is asked directly, due to "the secrecy of private life principle", sampling units have been observed to hide their problems. In the following table and graph, it can be seen that most of the academic women don't exhibit an exact opinion, implying personal role conflict. Even this question shows the difficulty of measuring the role conflict with a direct question. That's why, answers for this question have not been used for measuring role conflict. Instead of it, opinions of academic women on role conflict thought to be reduced to the opinions on work intensity.

TABLE 1:OPINIONS ON ROLE CONFLICT BETWEEN WORK AND NON-WORK LIFE

OPINION	FREQUENCY	PERCENTAGE
YES	26	5, 6
SOMETIMES	190	41, 2
NO	241	52, 3
OTHER	4	0, 9
TOTAL	461	100

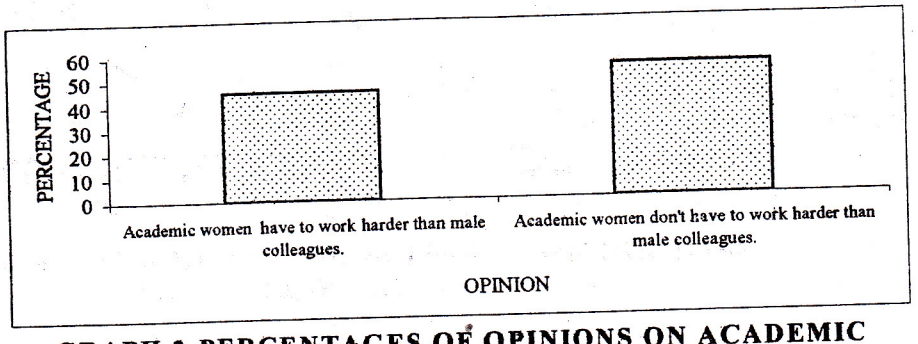


GRAPH 1:PERCENTAGES OF OPINIONS ON ROLE CONFLICT BETWEEN WORK AND NON-WORK LIFE

In Turkey conditions for academic promotion are same both for men and women. For example, the number of publications for a man or a woman associate professor to be professor is equal. So, saying "yes" to a question whether academic women have to work more than men or not would not be an objective result of reality, but reflect subjective opinions of academic women. Consequently, any opinion of academic women that they have to work harder than their male colleagues may be evaluated as an implication that they live role conflict. Academic women spent most of their time in their non-work activities. In that case, a change in perception of work for academic promotion would be expected. While an academic study could be perceived as an ordinary role, an exhausted academic woman, because of ~~then~~ her non-work roles could perceive it as role overload. This phenomenon makes it possible to reduce the opinions of academic women on role conflict, to the opinions on whether they work harder than men or not. Supposing the reduction is true, correspondence analysis method is used to measure the role conflict.

TABLE 2:EFFECT OF GENDER ON ACADEMIC STUDY INTENSITY

OPINION	FREQUENCY	PERCENTAGE
Women academics have to work harder than male colleagues	227	45, 3
Women academics don't have to work harder than male colleagues	274	54, 7
Total	501	100

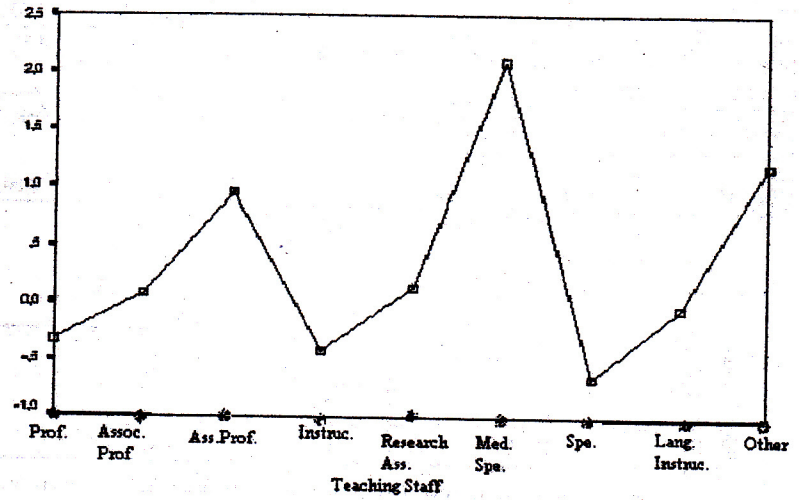


GRAPH 2:PERCENTAGES OF OPINIONS ON ACADEMIC STUDY INTENSITY

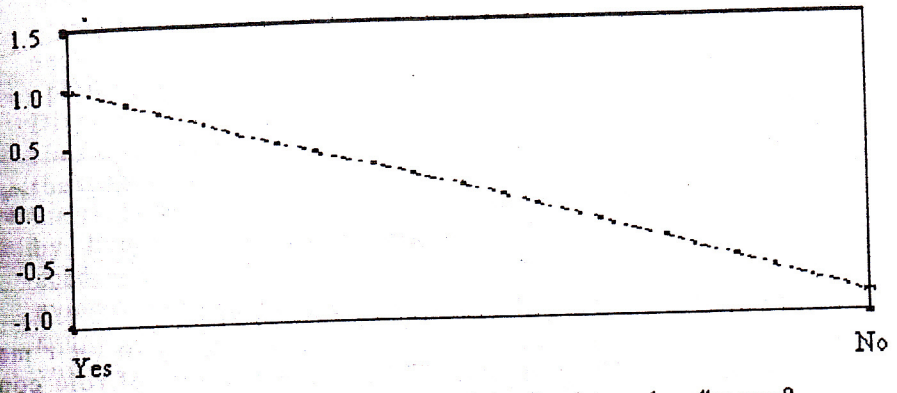
Most of the academic women do not think they have to work harder than male colleagues in order to promote. However, the contradictory answers hold an important portion. For clarifying this picture with title categories, "correspondence analysis" has been applied to the data.

TABLE 3:OPINIONS OF ACADEMIC WOMEN IF THEY HAVE TO WORK HARDER THAN MALE COLLEAGUES

OPINION→ / TEACHING STAFF↓	YES	NO	TOTAL
PROFESSOR	32	49	81
ASSOCIATE PROFESSOR	37	42	79
ASSISTANT PROFESSOR	10	6	16
INSTRUCTOR	11	18	29
RESEARCH ASSISTANT	45	49	94
MEDICAL EXPERT	5	1	6
EXPERT	4	8	12
LANGUAGE INSTRUCTOR	79	98	177
TOTAL	223	271	494



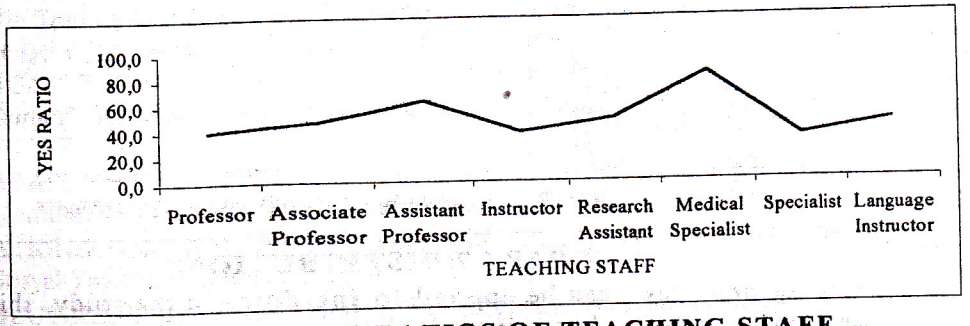
GRAPH 3:DEMONSTRATION OF TEACHING STAFF ON CORRESPONDENCE ANALYSIS GRAPH



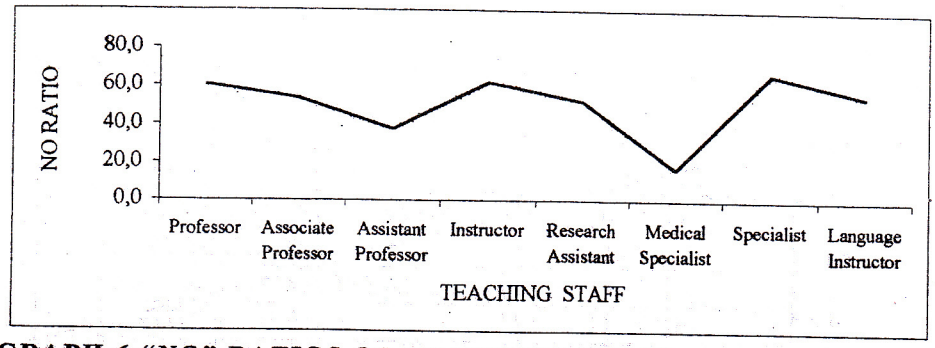
Do academic women have to work harder than male colleagues?

GRAPH 4:DEMONSTRATION OF OPINIONS ON CORRESPONDENCE ANALYSIS GRAPH

It is clear that, opinions could be explained on one axis when correspondence analysis is applied on data . This axis signifies "yes" upwards and "no" downwards. In Graph 3 it can be seen that the professors have the highest tendency of giving "no" answer. "Yes" tendency of associate professors is higher than professors. This tendency even gets higher in assistant professors. While the idea that women have to work harder than men has less supporters in professors category, associate professors and assistant professors are in favor of the idea. This is due to the intensity of demand for academic promotion. Findings can be observed in Graphs 5 and 6.



GRAPH 5:"YES" RATIOS OF TEACHING STAFF



GRAPH 6:"NO" RATIOS OF TEACHING STAFF

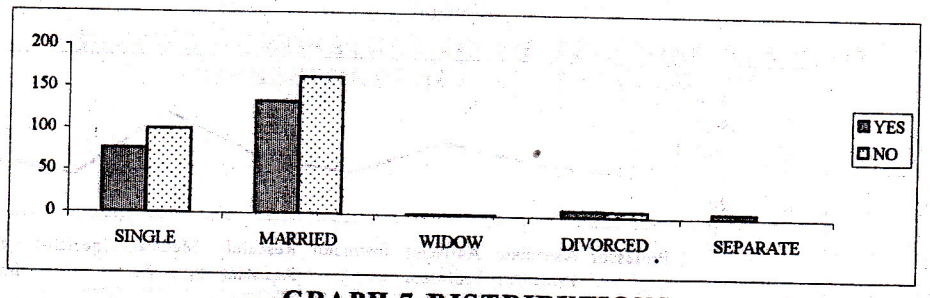
The distribution of "yes" and "no" answers according to their marital status, proves the validity of correspondence analysis of role conflict from a different perspective.

TABLE 4:FREQUENCIES AND PERCENTAGES OF OPINIONS ON ROLE CONFLICT ACCORDING TO MARITAL STATUS

OPINION→ MARITAL STATUS↓	FREQUENCY			PERCENTAGE		
	YES	NO	TOTAL	YES	NO	TOTAL
SINGLE	76	100	176	43,2	56,8	100,0
MARRIED	133	163	296	44,9	55,1	100,0
WIDOW	1	1	2	50,0	50,0	100,0
DIVORCED	8	7	15	53,3	46,7	100,0
SEPARATED	6	0	6	100,0	0,0	100,0
TOTAL	224	271	495	45,3	54,7	100,0

TABLE 5:STATISTICAL EVALUATION

Pearson Chi-square Statistic	Degree of Freedom	Significance
7, 989	4	0, 092



GRAPH 7:DISTRIBUTIONS

Homogeneity tests can be applied to the data. In the study, this test is applied in order to determine whether married, single women; widows or separated women have the equal probability to say "yes".

According to the test results, marital status categories are not homogeneous in "yes" and "no" answers. Academic women who are separated think that women have to work harder. All participants declared in favor of this idea. In interviews, it is determined that such opinions of separated academic women mostly depend on role conflict. Divorced or widowed academic women are almost divided into two. Half of them think women have to work harder, while the other half of them think women and men have to work in equal levels. Single and married women are very close according to the tendency determined by homogeneity test. According to the findings almost half of academic women think they have to work harder than men. It is evident that the idea "women have to work harder than men" is supported mostly by assistant professors. This result is in compliance with the hypothesis related with role conflict. In accordance with this hypothesis, it has been estimated that "yes" answer preference of assistant professors would be low; "no" answer preference would be high and sampling data has proved these expected results.

As a result, academic women live a big role conflict during their assistant professorship stage where their desire of promotion is intensive. Succeeding their promotion and raising up to professorship they tend to think that men and women have to work equally hard to promote, leaving aside the idea that they have to work harder than men. Taking care of changes in the roles of academic women in their non-work life (wife, housewife, mother...), changing opinions according to titles are thought to be in close relation with role conflict.

REFERENCES

ACAR, F., (1983), "Turkish Women in Academia: Roles and Careers", **METU Studies in Development**, V. 10, p. 409-446.

ACAR, F., (1986), "Working Women in a Changing Society: The Case of Jordanian Academics", **METU Studies in Development**, V. 10, p.307-324.

ACAR, F., (1990), "Role Priorities and Career Patterns: A Cross-Cultural Study of Turkish and Jordanian University Teachers", **Storming the Tower Women in Academic World**, (Ed.) S. Hie and V. O. Learyu, Kopan Page, London.

ACAR, F., (1990), "Türkiye'de Kadınların Akademik Kariyere Katılımı", **Değişen Bir Toplumda Kadınların İstihdam İmkanlarının Geliştirilmesi Konferansı**, İş ve İşçi Bulma Kurumu Yayını, Ankara, p. 81-100.

ACAR, F., (1996), "Türkiye'de Kadın Akademisyenler: Tarihsel Evrim ve Bugünkü Durum", **Akademik Yaşamda Kadın**, Türk Alman Kültür İşleri No. 9, Ankara, p.75-87.

ACAR, F., (1998), "Türkiye Üniversitelerinde Kadın Öğretim Üyeleri", **75 Yılda Kadınlar ve Erkekler**, Tarih Vakfı Yayınları, İstanbul.

ATKINSON, R., ATKINSON, R.C., HILGARD, E.R., (1995), **Psikolojiye Giriş II**, Sosyal Yayınlar, İstanbul.

BEUTELL, M. J., GREENHAUS, Y. H., (1982), "Interrole Conflict Among Married Women: The Influence of Husband and Wife Characteristics on Conflict and Coping Behaviour", **Journal of Vacational Behaviour**, V. 21, p. 89-100.

BOVEE, C., RILL, J.V., BURKWOOD, M., DOVEL, G.P., (1993), **Management**, McGraw-Hill, New York.

CİNDOĞDU, D., MURADOĞLU, G., (1996), "Türkiye'de Muhasebe ve Finans Dalındaki Bilim Kadınlarının İş ve Aile Rolleri İle Başetme Stratejileri", **Akademik Yaşamda Kadın**, (Ed.) Hasan Coşkun, Türk-Alman Kültür İşleri Yayını, p. 244-260, Ankara.

GOODE, W.J., (1960), "A Theory of Role Strain", **American Sociological Review**, V.25, p.483-496.

GOODE, W.J., (1964), "The Family", (Ed.) Alex Inkeles, **Foundations of Modern Sociology Series**, Prentice Hall, New Jersey, p.120.

GREENHAUS, J.H., BEUTELL, N.J., (1995), "Sources of Conflict Between Work and Family Roles", **Academy of Management Review**, V. 10, p. 76-88.

HANÇERLİOĞLU, O., (1988), **Ruhbilim Sözlüğü**, Remzi Kitabevi, İstanbul.

KAĞITÇIBAŞI, Ç., (1996), **İnsan ve İnsanlar**, Evrim Basım Yayın Dağıtım, İstanbul.

KÖKER, E.D., (1988), **Türkiye'de Kadın, Eğitim ve Siyaset**, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Doktora Tezi, Ankara.

ÖĞRENCİ SEÇME VE YERLEŞTİRME MERKEZİ, (1999), **1998-1999 Öğretim Yılı Yükseköğretim İstatistikleri**, Ankara.

RAIN, J., LANE, I.M., STEINER, D.D., (1991), "A Current Look At The Job Satisfaction/Life Satisfaction Relationship: Review and Future Considerations", **Human Relations**, C. 44, s.287-307.

VOYDANOFF, P., (1988), "Work Role Characteristics, Family Structure Demands and Work/Family Conflict", **Journal of Marriage and the Family**, V. 50, p. 749-761.