

BUILDING SOCIALLY JUST HIGHER EDUCATION INSTITUTIONS IN
STRATIFIED SYSTEMS:
OBSTACLES IN ACCESS AND INSTITUTIONAL ACTIONS FOR
MITIGATING INEQUALITIES

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

SEVGİ KAYA KAŞIKCI

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES, EDUCATIONAL
ADMINISTRATION AND PLANNING

FEBRUARY 2023

Approval of the thesis:

**BUILDING SOCIALLY JUST HIGHER EDUCATION INSTITUTIONS IN
STRATIFIED SYSTEMS:
OBSTACLES IN ACCESS AND INSTITUTIONAL ACTIONS FOR
MITIGATING INEQUALITIES**

submitted by **SEVGİ KAYA KAŞIKCI** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Sciences, Educational Administration and Planning**, the Graduate School of Social Sciences of Middle East Technical University by,

Prof. Dr. Sadettin KİRAZCI
Dean
Graduate School of Social Sciences

Prof. Dr. Hanife AKAR
Head of Department
Department of Educational Sciences

Prof. Dr. Yaşar KONDAKÇI
Supervisor
Department of Educational Sciences

Prof. Dr. Cennet ENGİN
Co-Supervisor
Department of Educational Sciences

Examining Committee Members:

Prof. Dr. Sadegül AKBABA ALTUN (Head of the Examining Committee)
Başkent University
Department of Educational Sciences

Prof. Dr. Yaşar KONDAKÇI (Supervisor)
Middle East Technical University
Department of Educational Sciences

Assoc. Prof. Dr. Didem KOŞAR
Hacettepe University
Department of Educational Sciences

Assoc. Prof. Dr. Pervin Oya TANERİ
Middle East Technical University
Department of Educational Sciences

Assoc. Prof. Dr. Serap EMİL
Middle East Technical University
Department of Educational Sciences

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Sevgi KAYA KAŞIKCI

Signature:

ABSTRACT

BUILDING SOCIALLY JUST HIGHER EDUCATION INSTITUTIONS IN STRATIFIED SYSTEMS: OBSTACLES IN ACCESS AND INSTITUTIONAL ACTIONS FOR MITIGATING INEQUALITIES

KAYA KAŞIKCI, Sevgi

Ph.D., The Department of Educational Sciences, Educational Administration and
Planning

Supervisor: Prof. Dr. Yaşar KONDAKÇI

Co-supervisor: Prof. Dr. Cennet ENGİN

February 2023, 356 pages

The purpose of this study was to examine the notion of crafting socially just higher education institutions. In this sense, this study put forward a holistic picture by further investigating the social justice concept through three research at the policy level, institutional level, and individual level to unfold how social justice has been concentrated in the higher education system through transformative mixed-method design. The first study was designed as survey that focused on secondary data to reveal the access patterns of prestigious universities and remunerative fields. The second research was a case study that revealed the mechanisms, and practices of the socially just institution as well as depicted the characteristics and roles of the socially just institutions, leaders, and faculty. Finally, the third research was a generic design and examined the experiences of socio-economically and culturally deprived students in a prestigious university to unravel the social justice practices of the

university and the impact of these practices on students' flourishing and development. The data were collected from faculty, academic leaders and students. Descriptive statistics and content analysis were utilized. The overall results revealed that there are still persistent issues in access to higher education, and the current expansion policy did not settle down social justice in higher education due to environmental and individual constraints. However, the structures within the institution were more promising in cultivating social justice and enhanced the development of students' capabilities, mitigating the persistent and accumulated inequities, and ensuring the transformation of socio-economically and culturally deprived students.

Keywords: Social Justice, Socially Just Higher Education Institution, Equity, Expansion, Student Flourishing

ÖZ

TABAKALI SİSTEMLERDE SOSYAL ADALET TEMELLİ YÜKSEKÖĞRETİM
KURUMLARI OLUŞTURMAK:
YÜKSEKÖĞRETİME ERİŞİMDEKİ ENGELLER VE EŞİTSİZLİKLERİ
AZALTMAYA YÖNELİK KURUMSAL FAALİYETLER

KAYA KAŞIKCI, Sevgi

Doktora, Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması Bölümü

Tez Yöneticisi: Prof. Dr. Yaşar KONDAKÇI

Ortak Tez Yöneticisi: Prof. Dr. Cennet ENGİN

Şubat 2023, 356 sayfa

Bu çalışmanın temel amacı, sosyal adalet temelli yükseköğretim kurumları oluşturma kavramını incelemektir. Bu bağlamda, dönüştürücü karma yöntem olarak tasarlanan bu çalışma yükseköğretim sistemi içerisine sosyal adaletin nasıl yerleştirildiğini ortaya çıkarmak amacıyla sosyal adalet kavramını sırasıyla politika, kurum ve bireysel düzeyde inceleyen üç çalışma aracılığı ile bütüncül bir yaklaşım sunmaktadır. İlk çalışma, ikincil nicel veri üzerinden prestijli üniversitelerin ve kazançlı bölümlerin erişim örüntülerini ortaya çıkarmak amacıyla tarama desen olarak tasarlanmıştır. İkinci çalışma ise hem sosyal adalet temelli olarak oluşturulan yapıları, mekanizmaları ve uygulamaları hem de sosyal adalet temelli kurumların öğretim elemanlarının ve akademik liderlerinin özelliklerini inceleyen bir durum çalışmasıdır. Son olarak, üçüncü çalışma ise jenerik nitel araştırma olarak tasarlanmıştır. Bu çalışma ise üniversitenin sosyal adalet temelli uygulamalarını ve bu uygulamaların öğrencilerin gelişimine etkisini ortaya çıkarmak amacıyla prestijli

bir üniversiteye erişim sağlayan sosyal ve kültürel olarak yoksun öğrencilerin deneyimlerini incelemektedir. İkinci ve üçüncü araştırma için veriler 24 öğretim elemanı ve akademik lider ile 14 öğrenciden elde edilmiştir. Verilerin analizinde ise nicel veri için betimsel istatistikler ve nitel veri için içerik analizleri kullanılmıştır. Üç çalışmaya ait araştırma sonuçları yükseköğretime erişimde hala kalıcı sorunlar olduğunu ve mevcut büyüme politikasının çevresel ve bireysel faktörler nedeniyle sosyal adalet temelini yükseköğretimde tam anlamı ile yerleşmediğini göstermektedir. Buna rağmen, araştırma sonuçları kurum içerisinde yer alan yapılar ve uygulamaların sosyal adalet oluşturmada daha gelecek vaat ettiğini ve bu yapıların öğrencilerin yeterliklerini geliştirdiğini, kalıcı ve birikmiş eşitsizlikleri azalttığını ve sosyoekonomik ve kültürel olarak yoksun öğrencilerin dönüşümünü sağladığını göstermektedir.

Anahtar Kelimeler: Sosyal Adalet, Sosyal Adalet Temelli Yükseköğretim Kurumları, Hakkaniyet, Büyüme, Öğrenci Gelişimi

To Prof. Dr. Kadir Beyciođlu
- For being social justice advocate of others
To everyone who fight against inequalities

ACKNOWLEDGEMENTS

Writing the acknowledgment section is the time that makes me realize the fact that I am literally at the end of a long and arduous journey encompassing several ups and downs, success, and challenges. So, at the end of this journey, as a survivor, there are so many people that I would like to express my gratitude.

First, I would like to thank my supervisor, Prof. Dr. Yaşar Kondakçı, for accepting me as a student, which totally changed my life track. I know that I have been a very compelling and stubborn student, yet, many thanks for your patience, knowledge, and endless support. Without this, it will be hard for me to find my way since our exciting and fierce discussions on the thesis and your wisdom enlightened me during the process. My gratitude is beyond this thesis, as it is only one of the outputs of our academic journey. I could not express how thankful I am for the opportunities you provided, the projects you included me in, the research that showed me the hints and ways in academia, and for every challenge and discussion you intentionally created to push me to improve myself even further. I have no doubt to say that I would not be the same Sevgi without your encouragement, patience, guidance, and faith in me. I am forever thankful and grateful for all. But I am really sorry that although the thesis is finished, I will always be your demanding and challenging student.

I would like to thank my co-supervisor, Prof. Dr. Cennet Engin, for her academic support in this thesis, the projects we worked on, and her understanding and tolerant nature. You are one of the professors who showed me that a researcher should be in the field. Also, I would like to extend my gratitude to my jury members, Prof. Dr. Sadegül Akbaba-Altun, Assoc. Prof. Dr. Serap Emil, Assoc. Prof. Dr. Didem Koşar, and Assoc. Prof. Dr. Oya Taneri, for their insightful comments, critical reviews, willingness to give feedback, and compliments as they make me feel motivated and proud. Most importantly, I owe special thanks to Prof. Dr. Kadir Beycioğlu, who supported me while creating this design with his critical comments. You are always the embodiment of social justice and advocate of inequalities. While I am writing

these sentences, it is your birthday, and I dedicate this thesis to you as a gift for your valuable ideas left to us. I am sure that you are proud of the arguments in this thesis. We miss you so much.

I am also appreciative of the financial scholarship given by TÜBİTAK during my Ph.D. study. A heartfelt thank you to all my colleagues who passed this process or who have still been on the ship. There were many moments when we shared our feelings, worries, and happiness, and thanks to them, I did not feel alone.

Dear Merwem and Merve Hocam. These are the two summary expressions that actually tell the whole story of your impact on my life. Your friendship during this journey could not be defined with any words; it is all about feelings. I can't thank you enough for your guidance, unwavering support, and your friendship. You bear me a lot, and I would like to tell you that it is the end of this torture. Yet, I am afraid it is not since there are a lot more waiting for us. Winter is coming; keep tight and ready. By the way, you are my best research body ever. Lastly, I will be your twinkle twinkle little star, and you will be mine. When you miss me so dearly, sing the song, check the lyrics but don't cry:) I will be right in the sky.

I am thankful for my mom, dad, grandma, and many other relatives who always supported and encouraged me and for their unconditional love. You always know how to cheer me up when I am down. I know what I am doing is really out of your context, but you always share the burden, happiness, or sadness I had. More importantly, you always believed in me and are always by my side to see my dreams come true. No words are there to express my gratefulness and love.

My beloved ones, Tamer Kasikci and still my little baby, Nehir, both of you are my source of energy and happiness during these tough times. It is no doubt that you also carried this burden with me, as both are the ones to whom I reflected more. Whenever I lose my way, feel puzzled or depressed, you are there to settle me down, help me remember my potential, and prevent me from over-criticizing myself. You always become what I need. I am so much thankful for allowing the time that I needed to work on this research. I am so lucky to have you both. I love you to the moon and back.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xx
CHAPTERS	
1 INTRODUCTION TO THESIS	1
1.1 Background of the Overall Study	1
1.1.1 Ensuring Social Justice through Access	3
1.1.2 The Issue of Access to Higher Education	5
1.1.3 Stratification in Turkish Higher Education	11
1.1.4 Institutional Measures for Social Justice	13
1.2 Main Arguments of Thesis	15
1.3 Purpose of the Study	16
1.4 Organization of the Dissertation	19
1.5 Overall Methodology	21
2 STUDY ONE	23
2.1 Background of the Study	23
2.1.1 Expansion in Higher Education	23
2.1.2 Expansion in Turkish Higher Education	26

2.2	Purpose of the Study.....	31
2.3	Significance of the Study.....	31
2.4	Definition of the Terms	33
2.5	Review of Literature.....	34
2.5.1	Definition of Equity and Equality.....	34
2.5.2	Equity in Higher Education.....	39
2.5.3	Access and Widening Participation	39
2.5.4	Issues in Access	42
2.6	Inequality Patterns in Access across Various Countries	46
2.6.1	The Definition and Dimensions of Stratification.....	48
2.6.2	Consequences of Stratification and Differentiation of Higher Education.....	49
2.6.3	Theoretical Perspective	52
2.6.4	Turkish Education System	56
2.6.5	Issues in Access in Turkish Education System.....	63
2.7	Method.....	65
2.7.1	Design	66
2.7.2	Sampling	67
2.7.3	Secondary Data	68
2.7.4	Data Analysis	70
2.8	Results	70
2.8.1	Faculty of Engineering.....	71
2.8.2	Faculty of Education	79
2.8.3	Faculty of Economics and Administrative Sciences.....	84
2.9	Discussion.....	89
2.9.1	Discussion of the Results	89
2.9.2	Implications for Policy and Practice	96
2.9.3	Recommendations for Further Studies.....	98
2.9.4	Limitations of the Study.....	99
3	STUDY TWO	100
3.1	Background of the Study: Enactment of Social Justice.....	100
3.2	Problem Statement for the Background	104
3.3	Purpose of the Study.....	106

3.4	Significance of the Study	107
3.5	Literature Review	109
3.5.1	The Definition of Social Justice.....	109
3.5.2	Social Justice and Education.....	112
3.5.3	The Role of University	113
3.5.4	Social Justice (and) in Higher Education.....	115
3.5.5	Social Justice and Leadership	118
3.5.6	Social Justice Leadership in Higher Education	121
3.5.7	Theoretical Framework.....	122
3.5.8	Theories Application in Higher Education Setting.....	126
3.5.9	Studies about Social Justice in Higher Education Setting	127
3.5.10	Arrangements for Social Justice in Higher Education.....	128
3.5.11	Social Justice in Turkish Higher Education.....	130
3.6	Method	132
3.6.1	Design	132
3.6.2	Research Questions.....	133
3.6.3	Case.....	134
3.6.4	Sampling and Participants	137
3.6.5	Data Collection Tools	140
3.6.6	Data Collection Procedure and Ethical Perspective.....	141
3.6.7	Data Analysis	142
3.6.8	Trustworthiness.....	144
3.7	Results	148
3.7.1	Setting the Scene: Students' Profile from the Perspectives of Faculty Staff and Academic Leaders	150
3.7.2	Challenges and Needs of the Disadvantaged Students	158
3.7.3	Multi-dimensional Structures and Practices of Social Justice within Higher Education	161
3.7.4	The Capability Sets and Structures for Developing Capability Sets	175
3.7.5	Intersection of SJ Practices at Riverside University.....	176
3.7.6	Meaning Attributions to SJ and the University	180
3.7.7	Characteristics and Responsibilities of Social Justice Oriented Faculty and Academic Leaders	184

3.7.8	Facilitators and Challenges of Enacting Social Justice.....	191
3.7.9	Institutional Arrangements for SJ	198
3.8	Discussion.....	200
3.8.1	Reflection of the National Policy for Enacting Social Justice at Institutional Level	200
3.8.2	The Role of the Universities for Crafting Social Justice	203
3.8.3	The Enactment of Social Justice within the Institution.....	206
3.8.4	Enacting SJ as Faculty and Challenges Faced during Process of Enactment.....	212
3.8.5	Implications for Theory and Practice.....	216
3.8.6	Recommendations for Further Research.....	219
3.8.7	Limitations of the Study.....	221
4	STUDY THREE.....	222
4.1	Background of the Study	222
4.2	Purpose of the Study.....	226
4.3	Significance of the Study.....	227
4.4	Literature Review	229
4.4.1	Definition of Flourishing	229
4.4.2	Flourishing, Capabilities Approach and Social Justice in HE	230
4.4.3	Drawbacks in Providing Capabilities.....	231
4.4.4	Providers for Advancing Capabilities	232
4.5	Method.....	235
4.5.1	Design	235
4.5.2	Sampling Procedure	238
4.5.3	Sample.....	239
4.5.4	Data Collection Tools	241
4.6	Data Collection Process and Ethical Consent	242
4.6.1	Data Analysis	243
4.6.2	Trustworthiness of the Data	244
4.7	Results	244
4.7.1	Challenges Faced During Transition Process	245
4.7.2	Social Justice Practices of the University	251
4.7.3	Transformation Impact.....	259

4.7.4	The Case as a Social Justice Provider.....	264
4.8	Discussion	267
4.8.1	Transition and Adaptation Process	267
4.8.2	Social Justice Practices and Transformation Impact of the University	271
4.8.3	Implications for Theory and Practice.....	274
4.8.4	Recommendations for Further Research.....	276
4.8.5	Limitations of the Study	278
5	OVERALL CONCLUSION	279
	REFERENCES.....	286
APPENDICES		
A.	ADMINISTRATOR INTERVIEW FORM	314
B.	FACULTY INTERVIEW FORM	317
C.	APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE	320
D.	RESEARCH INFORMATION NOTE	321
E.	CONSENT FORM	322
F.	STUDENT INTERVIEW FORM.....	324
G.	CURRICULUM VITAE	327
H.	TÜRKÇE ÖZET / TURKISH SUMMARY	331
I.	THESIS PERMISSION FORM / TEZ İZİN FORMU.....	356

LIST OF TABLES

Table 1: Tabular Overview of the Dissertation	20
Table 2: Variables and Research Questions in Study I	66
Table 3: The Matrix of Selected Institutions and Departments	68
Table 4: The Summary of Variables and Levels	70
Table 5: Descriptive Characteristics of Students at Engineering Faculty in Ankara	72
Table 6: Descriptive Characteristics of Students at Engineering Faculty in İstanbul	75
Table 7: Descriptive Characteristics of Students at Engineering Faculty at Second-Tier Universities	77
Table 8: Characteristics of Students in Education Faculty at First-Tier Universities	80
Table 9: Characteristics of Students in Education Faculty at Second-Tier Universities	82
Table 10: Characteristics of Students in Economics and Administrative Sciences at First-Tier Universities	85
Table 11: Descriptive Characteristics of Students in Economics and Administrative Sciences at Second-Tier Universities	87
Table 12: Demographic Characteristics of Administrative Staff and Faculty Members	139
Table 13: Demographic Characteristics of the Sample (Study 3)	240

LIST OF FIGURES

Figure 1: Organizational Structure of the Thesis	19
Figure 2: Percentage of Universities by Regions	61
Figure 3: Higher Education Net Schooling Ratio (TSI, 2022).....	62
Figure 4: Schooling Ratio by Gender (TSI, 2020).....	62
Figure 5: Number of Students in Higher Education (TSI, 2022).....	63
Figure 6: Number of Teaching Staff in Higher Education (TSI, 2022).....	63
Figure 7: Distribution of Students in Faculties of Engineering in Selective Universities in Ankara by Gender.....	73
Figure 8: Distribution of Students in Faculties of Engineering in Selective Universities in Ankara by Type of High School.....	73
Figure 9: Distribution of Students in Faculties of Engineering at Ankara by Geographical Distribution.....	74
Figure 10: Distribution of Students in Faculties of Engineering in İstanbul by Gender.....	75
Figure 11: Distribution of Students in Faculties of Engineering in İstanbul by High School Type	76
Figure 12: Distribution of Students in Faculties of Engineering in İstanbul by Geographical Distribution.....	77
Figure 13: Distribution of Students in Faculties of Engineering at Second-Tier Universities by Gender.....	78

Figure 14: Distribution of Students in Faculties of Engineering at Second-Tier Universities by High School Type	79
Figure 15: Distribution of Students in Faculties of Engineering at Second-Tier Universities by Geographical Distribution.....	79
Figure 16: Distribution of Students in Faculties of Education at First-Tier Universities by Gender	81
Figure 17: Distribution of Students in Faculties of Education at First-Tier Universities by Type of High School.....	81
Figure 18: Distribution of Students in Faculties of Education at First-Tier Universities by Geographical Distribution.....	82
Figure 19: Distribution of Students in Faculties of Education at Second-Tier Universities by Gender	83
Figure 20: Distribution of Students in Faculties of Education at Second-Tier Universities by High School Type.	83
Figure 21: Distribution of Students in Faculties of Education at Second-Tier Universities by Geographical Distribution.....	84
Figure 22: Distribution of Students in Faculties of Economics and Administrative Sciences at First-Tier Universities by Gender.....	85
Figure 23: Distribution of Students in Faculties of Economics and Administrative Sciences at First-Tier Universities by High School Type	86
Figure 24: Distribution of Students in Faculties of Economics and Administrative Sciences at First-Tier Universities by Geographical Distribution	86
Figure 25: Distribution of Students in Faculties of Economics and Administrative Sciences at Second-Tier universities by Gender	88
Figure 26: Distribution of Students in Faculties of Economics and Administrative Sciences at Second-Tier Universities by High School Type.....	88

Figure 27: Distribution of Students in Faculties of Economics and Administrative Sciences at Second-Tier Universities by Geographical Distribution.....	89
Figure 28: Distribution of Students' Gender.....	135
Figure 29: Distribution of Regions that Students Come from	135
Figure 30: Distribution of Type of High Schools	136
Figure 31: Themes Emerged from the Data.....	149
Figure 32: Summary of the Themes Emerged from the Data	199
Figure 33: Summary of the Themes.....	245
Figure 34: Framework for Socially Just University.....	282

LIST OF ABBREVIATIONS

CALT	Center for Advancing Learning and Teaching
EMI	Effectively Maintained Inequality
GPA	Grade Point Average
HE	Higher Education
HEC	Higher Education Council
HEI	Higher Education Institution
HES	Higher Education System
ITU	İstanbul Technical University
MAU	Muş Alparslan University
METU	Middle East Technical University
MMI	Maximally Maintained Inequality
PH.D.	Doctor of Philosophy
SCDS	Socio-economically and Culturally Deprived Students
SES	Socio-Economic Status
SJ	Social Justice
SJL	Socially Just Leaders
TES	Turkish Education System
TSI	Turkish Statistical Institution

URAP University Ranking by Academic Performance

YÖK Yükseköğretim Kurulu

CHAPTER I

INTRODUCTION TO THESIS

1.1 Background of the Overall Study

The public and private benefits of education make it a key public service for society (Beycioğlu & Kondakci, 2014). As a result, in almost every country primary education is free and compulsory to ensure that citizens acquire basic skills and key societal values. Further, primary and secondary education is considered a way to provide citizens' social integration to their society, for which individuals are supported to track this process. After secondary education, individuals opt either for higher education (HE) or directly join the workforce.

Evidently, education plays a critical role both for the individuals and the entire society. As defined by Shavit et al. (2007), education is a double-edged sword, which provides social mobility for the non-privilege group on the one hand while transmits inequality through generations on the other hand. Despite the focus of primary education on transmitting prosocial values to new generations, HE deviates with its emphasis on the economic integration of individuals to their societies, which is largely possible with gaining skills and qualifications in HE. Currently, HE is not compulsory in many countries, so it is a matter of choice for an individual to benefit from HE opportunities for the future.

Also, HE has a prominent role in distributing social and economic capital in societies (OECD, 2013). Similarly, Altbach (2000) highlights the remit of HE for providing social and individual advantages as it is a prominent tool for national growth as well as social and personal development (Msigwa, 2016). In the light of this evidence, social justice (SJ) in HE gains attention for the very advantages of being graduates of

HE. Namely, HE has both macro and micro-level benefits that serve for society and individuals, respectively. As for macro-level benefits, increasing participation has a powerful impact on the economy and society, (O'Sullivan et al., 2017) and HE ensures economic growth, strong public services, productivity in the labor market, human capital, and social mobility (Schwartzman, 2004; Schendel & McCowan, 2016; Triventi, 2014). For instance, it is negatively related with less crime; in other words, as the more people are graduated from HE, the less crime is observed in some countries, such as Sweden, Netherland and United Kingdom (e.g., de Groot & van den Brink, 2010; Hjalmarsson & Lochner, 2012; Lochner, 2020).

From a micro perspective, HE secures the access of at-risk students by providing more opportunities and gains in the long run, including rewarding careers (Osborne, 2003; Reay, 2009). Thus, it can be argued that HE ensures upward mobility (Marginson, 2016b; Msigwa, 2016), increase in income, prestigious occupations, longer life (Jerrim, & Vignoles, 2015); promotes many opportunities and advantages for the university graduates compared to non-graduates, and protect the societal and economic status of women at one hand (UNESCO, 2020). On the other hand, non-participation in HE, unfortunately, results in lower life opportunities (Calhoun, 2006).

Regarding these many benefits, access to HE nurtures both individuals and society as well as it stands as a powerful indicator of why access to HE and ensuring a socially just system are essential for society and individuals. Also, inequitable expansion of HE has negative outcomes for society, which deepen the socio-economic inequality in return (McMahon, 2009). Therefore, access to HE is crucial, and it is the first step for promoting SJ and equity in HE since it raises the quality of an individual's life (McCowan, 2015) and benefits society.

Considering the myriad benefits, the structures and practices for providing HE to the citizens are key indicators of being a socially just society. While there is a growing body of research in relation to promoting SJ in primary and secondary education, there is scant literature on SJ in the context of HE. However, promoting SJ in education requires an overarching agenda from preschool to HE since inequalities are incrementally cumulated from the beginning of schooling (Duru-Bellat &

Gajdos, 2012). At this point, there has been a growing interest in SJ in recent years, which turns SJ into a mantra in HE (Brennan & Naidoo, 2008; Wilson-Strydom, 2015).

1.1.1 Ensuring Social Justice through Access

Social justice is generally discussed with access and equality in HE as it has several aspects. Access, quality of academic and community services during the study have been indicated as critical factors in socially just HE. Historically, access to HE was the key point of discussion in ensuring prosperous life and climbing in the social stratification. However, nowadays, the debate has been extended from simple access to cover the quality of HE.

Many scholars argued that access to HE is the starting point for providing a socially just higher education system (HES) (Furlong & Cartmel, 2009). Evidently, access is the crucial step for reaching the privilege, and it has been symbolized as a “passport” for opportunities (Brennan & Naidoo, 2008), as it provides the essential skills and qualifications for ensuring economic gains (Shah & McKay, 2018). In order to benefit from the advantages of HE as a society and to provide equity through HE, many countries around the world aim to increase the access rates. Since the main concern of access is to provide equity in society through education, the notion of access has evolved from access of privileges to access of mass.

More specifically, the understanding of access to HE has historically been transformed from (1) inherited merit, (2) equality of rights to (3) equity practiced as equality of opportunity, respectively. First, inherited merit understanding recalls for access of successful students. However, inherited merit notion results in providing access of male students with high socio-economic backgrounds from urban areas (Clancy & Goastellec, 2007). Due to restrictions in inherited merit, secondly, equality of rights was replaced with a focus on accessible HE for all. Nevertheless, this notion has been challenged by social backgrounds and differentiated higher education institutions (HEI) due to massification. Lastly, equity concept highlights the importance of students’ experiences after they have access to HE; in other words, it focuses on HE experiences and participation of the students. (Clancy & Goastellec,

2007). The evolving of the term indicates that although access has increased, it does not ensure equity in real sense.

Even though access is used as an indicator, there is no consensus on what constitutes a fair system. McCowan (2015) highlights that equity should be handled from three dimensions as follows: availability, accessibility, and horizontality. To understand whether access to HE is equitable or not, availability, accessibility, and horizontality should be documented. Increasing the rate of participation in HE provides more availability for individuals but does not wholly guarantee accessibility since there are specific contextual-based barriers; location, gender, previous schooling, to name a few. Accessibility needs deep solutions and policies to remove these barriers, yet not adequate for the sustainability of equity in HE if the system is stratified. That is to say, stratified systems restrain conditions for disadvantaged students by providing access to less remunerative fields in low-ranked institutions. For this reason, the bare bones of the fair and equitable system are constituted by the merge of accessibility, availability, and horizontality (McCowan, 2015).

With the focus on accessibility structure, there is an increase in students' access from primary to HE around the world. The literature indicates a massive increase in access to primary education and that access is not an ongoing issue. For instance, the school enrolment rate of primary schools in the United States has increased from 88 to 99% between 1971 and 2015, whereas in Türkiye, the participation rate has changed from 91 to 94% between 1985 and 2016 (World Bank, 2018). Although access to education at the primary level has remarkably increased, it is not totally solved in HE since it was initially built to serve elite groups rather than the masses. For this reason, complex questions embark on access to HE both in the literature and policy debates, including who should benefit from HE, whether it is everyone's right and if not, to whom priority should be given (McCowan, 2019). These complex questions pile up around the access issue and have increased utmost attention.

The concern for access to HE has resulted in the massification to ensure HE for all. However, there is a clear imbalance between developing and developed countries regarding schooling rates. In developed countries, the HE schooling rate was 56.42%, while 13.37% in less developed countries in 2000 (World Bank, 2022). In

Italy, the HE schooling rate increased from 50% in 2000 to 62% in 2013 and reported 66% in 2019; it increased from 51% to 60% in France and lastly accounted as 68% in 2019. At this point, Türkiye is listed among the countries with rapidly growing HE (Marginson, 2016b). Namely, in Türkiye, there is a high increase in gross enrolment ratio in HE from 24% to 115% in 2000 and 2019 (World Bank, 2022). Considering Higher Education Council's (HEC) statistics, the total student population in HE was more than 8 million in 2022 (YÖK, n.d.). This increase in HE in Türkiye essentially arises from the growth in the number of universities.

The remarkable increase in numbers highlights that access to HE is not a vital issue in the 21st century since there are attempts to make HE more representative from a social perspective, meaning that more students are increasingly participated in HE (Brennan & Naidoo, 2008). Besides, the numbers proved that HE access/participation has increased in recent years (Triventi, 2013a), transforming universities from elite sector to mass and even universal structure (Marginson, 2016b). Although there is remarkable progress in access to HE, inequities persist (Altbach, 2000) due to conflicting functions of HE. In other words, an increase in access, unfortunately, does not guarantee a complete sense of educational equity and opportunity since certain factors hinder students' chances and participation for equitable access.

1.1.2 The Issue of Access to Higher Education

The dramatic increase in access to HE indicates the fact that HE responds to the demands of the great majority of the candidates since the access rates increased to more than 60% in most developed countries based on the data provided by the World Bank (World Bank, 2022). Despite this exponential growth in HE enrollment, this expansion raised the concern of who has access to which university and program. This concern is closely related to the stratification of the HESs. In almost every country, there are global and contextual barriers that hinder HE participation. More importantly, there is a concern that certain HE paths are open to certain students with a specific background. For instance, family background, location, gender, school type, and ability are robust factors that are closely related to the university and type of program. Specifically, in countries with low income, gender, race, and economic backgrounds are key sources of obstacles for access to HE (Schendel & McCowan,

2016). As a result, several scholars raised the question of whether expanding HE guarantees fair and just HE (Shah & McKay, 2018). Moreover, some other scholars approached the expansion critically and stated that while HE provides enhancement of an individual's life at the societal level, it still contributes to inequality (Brennan & Naidoo, 2008). Thereby, different countries face different challenges to ensure not ostensible but real equity (Clancy & Goastellec, 2007).

As stated above, HE promises many advantages and opportunities for those who have access compared to the ones who could not participate; however, these opportunities are stratified in nature (Ayalon & Yogev 2005; Reimer & Jacop, 2011). In general, stratification means unequal access to goods and rewards such as education, employment, housing, and many others. More precisely, in education, stratification implies that social class, gender, socioeconomic background, and quality in education are the determinants of access to education (Mostafa, 2009). Also, stratification is closely related to the concern of providing equality to disadvantaged groups (Shavit et al., 2007). At this point, it is claimed that the expansion of HE is stratified (Roksa, et al., 2007) since it does not provide equal roads for all students regardless of their social and cultural background. According to Yu and Ertl (2010), inequality is increasing with the stratification of institutions, and the institutions are polarized despite the increase in access. Furthermore, this expansion results in differentiation, resulting in unified, binary, and diversified systems.

Concerning stratification, differentiation, and polarization of HE, Marginson (2016b) states that all else being equal, the role of social background in getting a job is becoming more critical in highly stratified education systems. These arguments suggest an apparent deviation between access and stratification, and access does not guarantee equity in society. Roksa and colleagues (2007) remark the fact that the increase in the number of public universities seems to reduce the inequities in access to universities; however, this expansion stays at the community college level, which causes an increase rather than decrease in inequity. This increase is not equal among the different institutions such as vocational schools, two-year colleges, and four-year institutions. Moreover, the most increase in enrollment actualizes in the two-year colleges that are less academic but more vocational oriented. In contrast, four-year

institutions are more academically focused, which results in a differentiated and stratified system.

Different scholars advanced several results of stratification, differentiation, and polarization. Davies and Guppy (1997) define HE as “a complicated mosaic, a richly differentiated tapestry, revealing a hierarchically arrayed system of institutions and programs” (p. 1417). They remark the two axes of stratification as universities and colleges that are also differentiated by selectivity. Considering this, Roksa (2010) affirms the current stratification of HE by emphasizing inequality discloses students’ chances in having access to particular programs or selective institutions rather than whether to have access to HE or not. In other words, as a result of the stratification of HE, inequalities increase in prestigious fields and universities. Although highly stratified systems support students for having access to HE, these students are the ones who could not get into traditional universities, which are more prestigious, research-based, and old universities (Triventi, 2014). For this reason, the equity issue is superficially solved through access policy while significant problems exist behind the scenes. In a nutshell, access might be claimed as window-dressing ritual for ensuring equity in HE.

Also, Triventi (2013b) draws attention to the contradictory function of HE by claiming that social inequalities are not solved through universities rather reproduced among university graduates. There are contextual factors that cause inequalities in access to HE, such as family background, including family size, family income, parental education and occupation, school type, gender, social class, self-esteem, high-school grade point average (GPA), location, and literacy. Almost all of these factors are valid in various countries. First, socio-economic status (SES) has been indicated as a central factor shaping access to HE. Brennan and Naidoo (2008) state that people from low SES backgrounds could not have access to HE in spite of the increase in the numbers in participation worldwide. Moreover, Castro et al. (2016) listed family income, educational and occupational background as the strong predictors of participating in tertiary education. They found that having a father with a HE degree is an important factor in access to HE. Additionally, half of the access gap is explained by family income. Similarly, in China, students from low-income families are excluded from HE due to financial reasons (Wang, 2011). Msigwa

(2016) also affirms that students from low SES families are underrepresented in HE. This situation is also valid in Canada, about which Frempong et al. (2011) remarked that students from disadvantaged backgrounds are excluded from tertiary education. Beyond these and more on a deeper level, Davies and Guppy (1997) highlighted that SES is not an indicator of having access to lucrative fields; yet, it is an important factor that determines access to selective colleges.

Second, as a result of the stratification of HE, the scholarly works indicate that students from the working class are forced to participate in second-tier universities rather than more prestigious universities and fields since families push their limits and use all opportunities to get a place in more advantageous departments in HE (Duru-Bellat et al., 2008). Triventi (2013a) claimed that advantageous students directly benefit from HE stratification. For instance, parental education is associated with all parts of institutional stratification. Namely, having a parent who has a higher degree of education increase the probability of attending top universities in a lucrative field rather than humanities or social sciences. Having a better-educated family means having better educational opportunities both in HE and life. On the other hand, Triventi (2011) found that parental education and background is not a significant factor for having access to a Ph.D. degree in relation to which he claimed that this surprising result derives from the reality that Ph.D. students leave their family background and roots and have their economic resources.

From another perspective, it was indicated that students from low SES families do not have access issue; however, they are more likely to attend less selective institutions and less lucrative fields (Roksa, 2010). Similarly, Davies and Guppy (1997) remarked that more cultural resources and households increase the probability of entering selective universities and lucrative programs; yet, a higher socioeconomic background does not mean having greater access to these fields. In this current situation, HE, specifically traditional universities, are far from encountering the need of having a heterogeneous population in terms of SES (Ayalon et al., 2008).

Third, in addition to social and cultural background, gender and location also cause certain patterns in access to HE. As for gender, Bastedo and Jaquette (2011) specified that there is no considerable problem about HE access since women and

men have almost equal enrolment rates; yet, when highly selective universities were considered, men are slightly ahead of women. Another finding indicated that selective schools and high pay-off programs are adopted by males, which means males choose fields with higher economic returns. Regarding this, it seems that gender stratification also exists in HE, as well as institutional segregation represented by socioeconomic inequality (Davies & Guppy, 1997).

Fourth, the geographical location is another factor, which causes stratification in access to HE. Of note is that people move to different cities or even countries to get a quality education since there is a geographical inequality, which pushes those who have less for social mobility. However, geographic mobility for education is mostly for men and younger adults, as the scholarly works put forward (Wells et al., 2018). For instance, Hillman (2016) classified some places in the USA as “education desserts” since people do not have any opportunity unless they move. In Peru's case, in which access of students from low SES families is still a vital problem, disadvantageous regions have fewer mobile students for HE (Wells et al., 2018). Furthermore, females are less mobile than males, and parental education significantly predicts being mobile (Wells et al., 2018). Additionally, Yu and Ertl (2010) found that students from rural areas have access to less selective institutions, which means these students experience inequality twice more in terms of enrolling in a prestigious public university. Bastedo and Gumport (2003) recalled those as place-bound students with low SES and ethnic and racial minority backgrounds and have restricted access to fields and possible careers. Regarding this, domestic and international mobility for quality education has been broadly covered in the literature on internationalization of HE. Several scholars indicated that particularly international student mobility result in better status, better chances of finding jobs (Netz & Cordua, 2021), which is also relevant in national context.

Finally, high school type is another factor that predicts the possibility of having access to HE. The literature indicates that school makes a difference in access to HE (Davies & Guppy, 1997; Frempong et al., 2011, Jerrim & Vignoles, 2015). Secondary school achievement is an important mediator between family background and access. Jerrim and Vignoles (2015) indicated that when secondary school achievement is controlled, the family background becomes insignificant in access.

On the other hand, various school types in Canada remarked different probability of participating in HE. For instance, students from low SES backgrounds and those who attend low SES schools are exposed to inequality in access to HE twice more than the students with high SES backgrounds and attending high SES schools (Frempong et al., 2011). Not only school type but also ability and achievement are the factors for predicting access to HE. Selective institutions and lucrative fields get students with the highest scores when other factors are controlled (Davies & Guppy, 1997). Given the critical role of secondary education in stratification of HE, it can be argued that HE is not the central determining factor for educational inequities at HE level. Rather, HE maintains the inequities that are inherited from the previous school systems.

Overall, all these factors listed above, alone or their intersectionality, affect students' probability of having access to university or two-year colleges; selective or non-selective institutions, and lucrative and high pay-off fields. To demonstrate this fact, Yu and Ertl (2010) conducted a study to analyze whether certain institutions are represented by specific students. They found that highly prestigious universities have students with high scores and affluent background in terms of SES, whereas, in less selective institutions, the situation is the opposite. This makes universities "engines of social advantage" through this differentiation and stratification, and the position of elites is reproduced and protected (Marginson, 2016a; p.424).

Taken together, all efforts to widen access to HE result in inequitable patterns of access to HE, which adds to the advantageous status of students from affluent families. Although HE expansion benefits students from all backgrounds, I argued, ironically increased access hides the inequities created and maintained by education systems and just act as window-dressing ritual. As the access to HE is increased, certain sociological outcomes, rewards, qualifications, status are cumulated in a small number of prestigious institutions and lucrative programs, which are solicited only by advantageous societal groups. While widened access provides widened enrollment, a new source of inequities burst out of quality by canalizing students with well-off backgrounds to the most profitable fields and prestigious universities. For this reason, this thesis argues that increasing access fall short of ensuring equity and is a window-dressing for SJ.

1.1.3 Stratification in Turkish Higher Education

There has been a dramatic growth in the quantitative capacity of Türkiye's HES. As part of a policy, Türkiye adapted the motto of (at least) "one university in each city." This policy has resulted in an increase in the number of universities and students in HE; consequently, the government's policy is regarded as a solution to access and participation in universities in Türkiye. Although there is an undeniable increase in participation rates, this growth stays quantitative due to the quality and the conditions of newly established universities. It is highly potential that these institutional factors may reproduce the inequalities in HE. In other words, I argue that equalizing the conditions of input does not guarantee the equality of outputs.

In the Turkish context, access to HE has dramatically increased, and the current HE net enrolment ratio was reported as 43.37% in the 2019-2020 academic year (MoNE, 2021). Although the access rates are pretty high, there are several issues in access rate of different groups into HE, as indicated in the access section. For instance, females are underrepresented in most HE fields (Kılınç, 2014). Dayıoğlu and Türüt-Aşık (2007) verified that there is a gender gap in access to HE in Türkiye. The number of female students in HE is lower than males, and most of these female students enter academia with lower scores. Contrary to this, Sezgin et al. (2018) conducted research to map the gender inequality in HE based on 2017 statistics. They found that gender inequality has significantly and overall decreased in recent years. However, their results remarked that gender inequality was observed in access to upper secondary education and master's degrees. Further, the data provided by MoNE verified the arguments of gender equality in enrollment rates as the net schooling ratio of female students (46.32%) is higher than male students (41.93%) in 2019-2020 academic year.

Despite the positive statements about access to HE, Bülbül (2017a) highlighted the difference between massification and democratization and concluded that massification of Turkish HE does not guarantee democratization since family background, location, school type, and the quality of education previously received are strong predictors of attending university despite the increasing rates. Bülbül (2017a) maintained that Turkish HE does not properly represent the current population. Likewise, another study showed that socioeconomic background, gender,

school type, location, and existing opportunities such as access to the internet and living conditions are strong predictors of participating in HE (Kuştarıcı, 2010). To exemplify, two-year colleges are represented mainly by males. Students living in urban areas participate in traditional universities, while students in rural areas choose two-year colleges. In relation to this segregation, Marginson (2016a) claims that even high achievers with low income choose less selective universities for the sake of securing their access to HE. Similarly, Buyruk (2008) in their qualitative study with students from different backgrounds concluded that students from low SES families are inclined to make safe choices so that they prefer job guarantee fields, whereas students from middle and high SES families are idealists.

On the other hand, Polat (2017) indicated that the newly established universities have had a decreasing impact on gender segregation in less-developed, Eastern regions in Türkiye. University access has increased through the involvement of females from a low paternal education background. Although there is evidence that widening HE capacity results in decrement of segregation of different type, other arguments suggest that widening access does not result in a meaningful impact on the state of disadvantaged groups in societies. Although access to new universities helps students improve themselves, it may enclose these students into limited resources and a less academic environment (Bastedo & Gumport, 2003). Likewise, despite the fact that access to HE has been remarkably increased in recent years in Türkiye, it is contentious whether this expansion provides equity by including a representative sample from the population, equal distribution to departments and prestigious universities, as well as equal opportunity for the ones who get into HE. In other words, there have been many arguments about the positive outcomes of HE expansion that are specifically relied on the quantitative indicators (enrollment rates) without identifying the patterns and flow of the students who have access to HE.

Access to HE has been discussed in international literature for many years by having an emphasis on whether the expansion of HE is adequate to ensure equity and SJ and by analyzing the patterns that hinder equal access of the students. Although there is a good amount of research in the USA about HE access and stratification, it is relatively a new research area in Europe (Triventi, 2011). Considering Türkiye, there is limited research in relation to analyzing the patterns of access to HE in order to

reveal whether Turkish higher education expansion unravels the inequity for which this study pursues the patterns in Turkish HE expansion.

1.1.4 Institutional Measures for Social Justice

The literature is rife with discussion on SJ and equity; however, discussion of SJ in HE is rather scarce. Besides, it is difficult to capture a specific attention to the role of universities in promoting SJ and equity (Brennan & Naidoo, 2008). Nevertheless, the universities have a key role and responsibility to diminish inequality in modern societies (O'Sullivan et al., 2017). In reality, the primary function of the universities is mostly classified under three pillars; research, teaching, and community service without a formal emphasis on SJ agenda. However, Connell (2019) remarks universities with its panoply as the key position to prevail over inequities by launching SJ as the central agenda. Nowadays, HEIs are challenged by the requirement to ensure equity and long-stand maintenance of equity through quality and efficiency (Skilbeck, 2000).

Access to HE is an incomplete dimension of SJ that requires advancement within and beyond HE (McCowan, 2015; 2019; Osborne, 2003). With this purpose and to build SJ environment for HE, increasing access is the first and essential step (Wilson-Strydom, 2011) but not satisfactory for promoting a just and fair HES (Wilson-Strydom, 2015). Further, providing resources such as funding and accommodation is not adequate to consolidate a just HES either (Wilson-Strydom, 2011). Wilson-Strydom (2011) asserted that increasing access to HE partially builds SJ system; in other words, widened access does not essentially ensure equity as long as capabilities for individuals have not been empowered and improved, but it may cause new forms of inequalities. For this reason, not only access is the main issue but also access to what is the crucial problem since there is inequitable access to prestigious institutions due to the fact that high participation systems are inclined to be stratified (Schendel & McCowan, 2016). Considering the insufficient solution of access for ensuring SJ, universities need to go beyond the remit of admitting the students. In modern societies, universities promisingly have the leading role in creating a socially just system and society in their core functions and other practices surrounding these functions (Reay, 2009). At this point, equity and SJ should be urgently leveraged at HEIs (Osei-Kofi et al., 2010).

While the endorsement of HEIs is essential for locating SJ, the role of universities, unfortunately, is ambitious at this point. As stated before, traditionally, the fundamental responsibility of the HEIs is classified under three dimensions: research, teaching, and community service. However, in today's world, universities need to have the key responsibility and a leading role in promoting SJ in society (Furlong & Cartmel, 2009). Mostly, even in prestigious universities, there is no recognition of ensuring SJ in the key triadic mission of the universities. This situation may resolve from the nebulous nature of SJ term and it has not been clearly identified how to enact SJ in practices of the university. Not only the institutions but also academic leaders have a critical role in enacting SJ at universities. That is to say, increasing access and expansion of HE does not solve the problem of equity since there are many salient factors that hinder the probability of some students getting into university or getting into specific fields in prestigious HEIs. For these students who could scarcely get into HE and those with fewer resources, universities need to take more responsibility to process SJ to mitigate inequalities and create institutional mechanisms to fight against the long-standing inequalities.

Locating SJ on the agenda of HE has a promising impact on the students who are culturally and socially disadvantaged. That is to say, providing access did not solve the problems at the HE level and did not ensure the real participation of the students. In other words, the challenges faced by the disadvantaged students in prestigious universities are still persistent after they have access to HEIs. Further, as these students cope with individual, social and environmental issues after access, they could barely participate in HE and develop their capabilities eventually (Harrison & Hatt, 2012; Moreau & Leathwood, 2006). However, the emerging literature (Brennan & Naidoo, 2008; Culp, 2016; D'enbau et al., 2020; Furlong & Cartmel, 2009) points out the potent of socially just higher education systems and universities to reduce the inequalities. Mainly, the scholarly works (Harrison et al., 2018; Harrison & Hatt, 2012) indicated the financial support (e.g., scholarships) as a remedy and stated these funds acted as SJ providers for the students. Yet, financial support has an important but a very limited role in ensuring SJ. The literature progressively highlighted socially just institutions supported by multiple mechanisms could encourage disadvantaged students to transform themselves and correspondingly society.

Overall, the existing literature mostly relies on access to HE in order to ensure SJ for disadvantaged students. However, it has been now a fact that SJ cannot be actualized by only focusing on access; there needs to be a more overarching perspective covering the participation of the students and institutional mechanisms that foster students' transformation by fighting against the inherent inequalities.

1.2 Main Arguments of Thesis

There is a tendency around the world to expand HE by increasing access (having a place in university) and widened access (participation). One of the aims of this tendency is rationalized as providing SJ in society through HE. However, SJ in HE is debated in a narrow scope by mainly focusing on expansion. Although access is an initial step to enact SJ, it is not sufficient to ensure equity. Indeed, the HE expansion provided by utilizing limited resources specifically in developing countries may cause quality-oriented inequities. Considering that, this dissertation has three main arguments. First, at policy level, the research asserts that although expansion-oriented policies initially seem to employ equity and SJ, they are no more than window-dressing as they may result in a deep and different source of inequities. This situation may restrict the higher educations' upward mobility impact to a small group of students but also protect and maintain the current social structures of privileged groups. Regarding mobility, the research put forward to what extent expansion-based policies ensures SJ by equally representing the population.

Second, at institutional level, this study claims that HE has a potential to mitigate inequalities that are persistent at the institutional level since increasing access falls short of being a remedy for inequities. However, there is a need for institutional arrangements since the role of universities is traditionally defined, and this definition remains incapable of serving diverse societies in recent times. There have been international yet insufficient attempts to enlarge the responsibilities of universities to be active in enacting SJ. After analyzing how HE is affected by social stratification through access patterns, the SJ model in HE will be constituted by examining the functions (mechanisms) and practices of one prestigious HEI and academic leaders.

Third, at the individual level, this study argues that HEIs might have a transformative impact (flourishing) on disadvantaged students, and this impact can be emerged by

initiating socially just HEIs. In so doing, SJ can be provided for these students, and they can reduce inequalities rather than perpetuate them.

In brief, this study claims;

- Expansion policies pay lip service for unraveling inequities but cause the new source of inequities by confining students from lower backgrounds to institutions with fewer resources.
- Expansion in the quantitative capacity of HE without paying attention to qualitative functions as a multiplier of stratification, segregation, and inequities.
- Higher education has a powerful potential to mitigate inequities by enacting SJ through analyzing existing inequalities and building structures to fight against them.
- Socially just HE institutions might be transformative for socio-economically and culturally deprived students (SCDS).

1.3 Purpose of the Study

This study aims at documenting the role of institutions (universities) in stratification in HE and how this stratification results in the reproduction of inequities among individuals as well as puts forward how certain mechanisms and practices enable SJ even in the stratified systems that transform students in return with three main studies embedded in this dissertation. In the first study, universities are conceptualized as the institutions that are both exposed to social stratification as well as embracing social stratification with diversification. Inequalities in access to HE distort the prospect of equity in society as the current access patterns are based on unequal conditions. In other words, individuals' level of social capacities enables or disables their access to HE programs, which may open up further socio-economic opportunities or deprive them of these socio-economic opportunities.

In this context, this study depicted who has access to HE and to which universities and fields students have access in the Turkish HES. Factors such as gender, school type, and location that have a possible effect on having access to HE were analyzed from the perspective of horizontal stratification through utilizing secondary data presented at HEC's information management system. As a result, this study

contributed to the question of whether the policy of increasing access in the Turkish HES enhances SJ at the HE level or causes stratification in a broader sense. With this regard, specifically, patterns in access to lucrative fields such as engineering versus non-lucrative fields, including education and public sciences in top-tier (selective, prestigious) versus lower-ranked universities (less prestigious), were described. This chapter (Chapter II) mainly answered the following research questions:

RQ1: How does the current access patterns shape stratification in Turkish HE?

RQ2: What are the current patterns of access to prestigious universities and lucrative departments versus less prestigious universities and less lucrative departments?

RQ3: How does higher education access differ by gender, geographic location, and type of high school both in prestigious HEIs and lucrative fields versus less prestigious HEIs and less lucrative fields?

The access chapter (Chapter II) constituted a base for the second phase of the research. It has been discussed that access is a prominent step for SJ; yet, it is not sufficient to explain SJ at the HE level. The actions of the institutions to locate socially just HE provisions determine the role of the HE in providing the skills and capacity to their students for gaining social and economic benefits after HE experiences. Holding a more holistic and institutional level approach to SJ, the purpose of the second study (Chapter III) was to reveal the structures and practices of the university for SJ. As a result, a socially just model at institutional level was manifested through analyzing the social justice-oriented policies, mechanisms and practices. Interviews were conducted with administrators and academic staff members from a prestigious university, and documents were analyzed to ascertain what the university did to ameliorate the inequalities deriving from the process of access, which strategies they adopted to handle the stratification issue, and what roles they undertook to ensure socially just HES. Overall, the main purpose of the second study is to analyze structures and practices of a prestigious university for SJ and, as a result, documented the principles of SJ at HE level. To reach the aim, the following research questions were answered:

RQ4: Who has an access to this prestigious HEI?

RQ5: How is social justice enacted in a prestigious HEI?

RQ5a: What are the dimensions of a socially just HEI?

RQ5b: What are the structures and practices of SJ in a prestigious HEI?

RQ5c: What are the facilitators and challenges of enacting SJ in the context of prestigious HEI?

RQ6: What are the characteristics and responsibilities of academic leaders and faculty to ensure a socially just institution?

RQ7: How is SJ at HE perceived and defined by stakeholders at the university?

RQ7a: Which roles and responsibilities are attributed to the university to enact SJ?

RQ7b: What are the required arrangements for building socially just HEIs for the students?

The final aim of the dissertation is to reveal the perception of the students on SJ practices of the university. The perception and experiences of the students displayed the effectiveness of the institutional strategies in encountering the needs of the audiences. Therefore, the purpose of the third study (Chapter IV) is to reveal the students' perception of the SJ performance of the HEI and its impact on the transformation of students' capabilities. Given this specific purpose in mind, the third study puts forward the following research questions:

RQ8: What challenges do socio-economically and culturally deprived students face in the transition to a prestigious university?

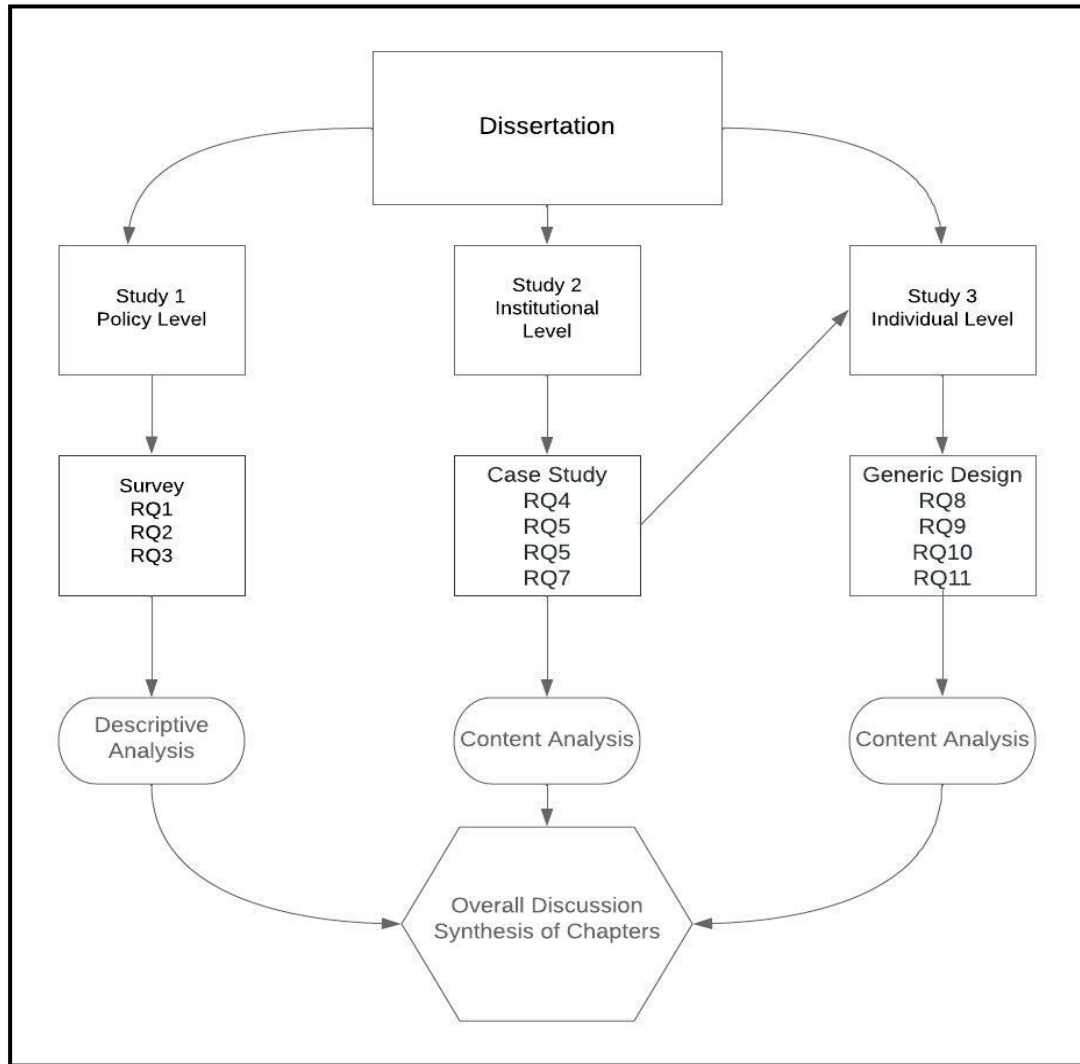
RQ9: What are the experiences of SCDS at a prestigious university?

RQ10. What are the perceptions of SCDS concerning SJ practices of the university?

RQ11. How do SCDS interpret the transformational role of the university?

Figure 1 displays the design of the dissertation along with data analysis.

Figure 1: *Organizational Structure of the Thesis*



1.4 Organization of the Dissertation

This dissertation is composed of five chapters listed as one introductory, three main chapters which represented the three studies, and one synthesizing chapter. Chapter One (this chapter) is the introductory chapter that informs readers about the general aim and flow of the dissertation as well as the research questions (this part).

Chapter Two (Study 1) aims to identify the general characteristics of lucrative fields and prestigious universities versus characteristics of non-lucrative and second-tier institutions in which those who access to these universities and fields are displayed. Second, this chapter discusses whether the expansion of HE provides equity by using the maximally and effectively maintained inequality theoretical lens and analyses the patterns of access in the Turkish HES. By doing so, this chapter reveals the drives of equitable access in our context.

Chapter Three (Study 2) presents the discussion on how to enact SJ in HEI by scrutinizing the current practices of the university, the main emphasis on their strategic plans, vision, and mission, and by analyzing to what extent they take the remit of providing SJ. The dimensions of SJ at the HEI are also revealed in this chapter by taking current practices into account.

Chapter Four (Study 3), as a part of the case study, indicates the HE experiences of SCDS and examines how a socially just university practices transform students and provide SJ.

Chapter Five provides a critical reflection and discussion of all chapters, synthesizes and discusses the results of these chapters by giving place to implications for practice by presenting the model. Table 1 demonstrates the overview of the dissertation.

Table 1: *Tabular Overview of the Dissertation*

Chapter 1		
<i>Introduction to Dissertation</i>		
<ul style="list-style-type: none"> ➤ Background, purpose and research questions of the dissertation ➤ Previous research on access and social justice in higher education ➤ Overview of the dissertation 		
Chapter 2	Chapter 3	Chapter 4
Study 1	Study 2	Study 3
<i>Access and Stratification</i>	<i>Social Justice in HE</i>	<i>Transformative HE</i>
<ul style="list-style-type: none"> ➤ Higher education access in Türkiye ➤ Patterns in access to higher education ➤ Drivers of equitable higher education access in Türkiye 	<ul style="list-style-type: none"> ➤ Conceptualization of social justice in higher education institutions ➤ Characteristics of socially just higher education systems / leaders 	<ul style="list-style-type: none"> ➤ Higher education participation of SCDS (including transition process) ➤ Transformative impact of the institution
Chapter 5		
<i>Synthesizing Chapter</i>		
<ul style="list-style-type: none"> ➤ Discussion and transformative reflections of the chapters ➤ Presentation of the model for socially just university 		

1.5 Overall Methodology

This dissertation comprised three different studies and each of the studies adapted different methodologies. However, the overall guiding design of this study was transformative mixed-method, which utilized transformative theoretical lens referred as rising paradigm in social sciences to uncover the social injustices. Transformative design is defined by Creswell and Clark (2011) as a mixed method design, which is beyond four fundamental ones as it utilizes a transformative-based theoretical lens.

Given this fact, the researcher using a Fraser's social justice theory and Sen's capabilities approach applied transformative design to quantitatively reveal the inequalities in access to prestigious higher education institutions and lucrative fields and then qualitatively demonstrate the impetus of universities to advance SJ and the transformative impact of socially-just built mechanisms on students' flourishing. As the design puts it, this research followed the sequential collection and analysis of quantitative and qualitative data sets.

The reason behind selecting transformative mixed-method coincided with the list of Creswell and Clark (2011) on when to choose this specific method. First, they remark that the researchers need to consider whether they address the points concerning social justice and demand for change. At this point, the current research mainly aimed to ascertain the SJ mechanisms and practices of the university and promise to put forward a socially just university framework for initiating a change for being close to SJ at universities.

Second, the authors underline the necessity of using a theoretical lens to conduct a research on underrepresented and marginalized groups. Considering this, the researcher in this thesis utilized two theories that aim to enact social justice, unravel the inequalities and conversion factors and refer transformation for underrepresented groups. In other words, rather than just pointing out the inequalities, this research had an activist standing as it provided a framework to establish social justice for underrepresented groups.

Third, transformative design needs to address the needs of underrepresented groups, which is also further and deeply analysed in this research. Last, transformative

design concerns about conducting research by not further marginalizing the underrepresented groups. This study is far from this concern as it influentially provided affirmative actions for the disadvantaged students to flourish their lives.

CHAPTER II

STUDY ONE

HIGHER EDUCATION EXPANSION IN TÜRKİYE: CHARACTERISTICS OF EXPANSION AND SOCIO-DEMOGRAPHIC INEQUALITIES IN ACCESS TO HIGHER EDUCATION

This chapter mainly focuses on the expansion of Turkish HE and explains the characteristics of who access to HE at the initial steps and examines the question of whether access in the Turkish HES enhance SJ at the university level or causes stratification in a broader sense. With this aim, this chapter provides the rationale for conducting this study by introducing the background, significance, purpose, and definitions of the selected terms.

2.1 Background of the Study

“Equality of opportunity is not enough. Unless we create an environment where everyone is guaranteed some minimum capabilities through some guarantee of minimum income, education, and healthcare, we cannot say that we have fair competition. When some people have to run a 100-meter race with sandbags on their legs, the fact that no one is allowed to have a head start does not make the race fair. Equality of opportunity is absolutely necessary but not sufficient in building a genuinely fair and efficient society.”

(Ha Joon Chang)

This section provides a solid background about the expansion of higher education both at global and national scales.

2.1.1 Expansion in Higher Education

There is an increase in access to HE worldwide as a result of three global pressures listed as demographic, economic, and political forces (Goastellec, 2008a). As the population increases, there is a high demand for HE due to financial gains for

individuals, such as ensuring upward mobility, prestigious occupation, and higher income. Moreover, being very critical in changing the social status of the individuals has a political connotation. Access to HE puts political pressure on governments to provide access to this unique public service for a diverse member of society. As HE offers many benefits not only for individuals but also for society, it becomes a prominent tool to attain a better life with high pay occupation for individuals and ensures high welfare level with less crime, more active citizens, and an advanced economy (Calhoun, 2006; Furlong & Cartmel, 2009; Skilbeck, 2000). Furthermore, it contributes to the democratization of society since access stands as a manifestation of nations' democratization process as well as a tool for measuring the democratic level of countries (Goastellec, 2008a).

As a result of this high demand for HE by individuals, political leaders' agenda, and the global pressures, two general trends are evident across the globe. First, HE has been expanded by increasing the number of students, and second, it has been differentiated by providing new forms of institutions. However, this respectable increase raises the question of whether the expansion in HE ensures that every graduate benefit from the advantages of HE. Additionally, there is a concern about whether this expansion happens in the way to represent the society without being affected by socio-economic and demographic characteristics (White & Lee, 2019). Considering the very benefits of HE, it becomes crucial to analyze to what extent the expansion and access are fair and provide equity.

Moreover, providing equitable access to HE, which refers to efforts and ability rather than socio-demographic and economic characteristics as the key indicators of access, participation, and outcomes of HE (Santiago et al., 2008), has high importance since it is promising for creating a just society for everyone (James, 2007). Furthermore, knowing the fact that it has myriad individual and social benefits, equity in HE gains special attention. The main target of this expansion is to provide more places for everyone who wants to benefit. However, increasing the number of available places does not guarantee equal accessibility by the students. For this reason, some scholars argue that such a quantitative expansion paves the way for inequalities rather than ensures SJ (Duru-Bellat, 2005; Goastellec, 2008a). On the other hand, many affirmative policies are produced to fight against these inequalities in education. For

instance, expansion and increasing access have been taken as a strategy to mitigate the inequalities in HE. Nevertheless, these policies remain incapable of solving the problems for which Ichou and Vallet (2011) highlight that education policies are not omnipotent to resolve these inequalities so that they assert all roads and efforts end up with inequalities.

Further, the expansion of HE begets new institutional structuring, such as a diversified structure with a varied range of selectivity and cost. The provided diversification is demonstrated as a democratization process of HE by ensuring places for more students from various backgrounds with the aim of representing the society (Ayalon et al., 2008). It is no doubt that expansion of HE ensures quantitative growth of institutions that turn out massified HESs in most countries and enable many students to benefit from universities. However, this democratizing role of expanded HE has been contentious. The expansion and diversification of HE provides opportunities not only for students in need but also for students from privileged backgrounds. Yet, some scholars assert that this expansion encounters the quantitative demand for HE by restricting students from lower backgrounds to fewer opportunities. This may deepen the inequalities by increasing the chances of the privileged groups (Ayalon & Yogev, 2005). Furthermore, there are two other significant concerns in relation to access. The initial concern is analyzing the student's profile in the institutions and mapping which students enroll to what kind of institutions, while the second concern is about who pays the cost of non-participation due to unfair access (Goastellec, 2008a). At this point, this study mainly focuses on mapping the HE terrain in terms of access as a result of expansion and differentiation.

Furthermore, the growing body of quantitative and qualitative research has addressed the question of whether the expansion and diversification in HE structures provides a real sense of democratization or pay lip service for mitigating inequalities. Quantitative research remarks that with an increase in access, prestigious universities are becoming more exclusive by ensuring more places for advantageous students, and colleges (two-year institutions) are being less selective. At the same time, qualitative studies indicate that less selective institutions provide fewer experiences and engagement (Davies et al., 2014). Interpreting the results of quantitative and

qualitative studies together with in advance, it has been demonstrated that there are specific characteristics of having access to prestigious universities and fields that benefit students from affluent families. In contrast, other students benefit from access to HE at institutions with fewer resources. Furthermore, students from affluent families hoard HE opportunities by getting into the most lucrative fields (Roksa, 2010). For this reason, the issue at the university level is not about access but the equity of participation from the population and answering who participates in the education (O'Sullivan et al., 2017).

The discussions are based on the argument that expansion does not provide equity. As the HESs are expanded and differentiated, it becomes stratified. Namely, the expansion offers more access to students. At the first stage, this access is restricted by certain factors such as gender, location, and socio-economic background. Many international scholars indicate students from lower socio-economic backgrounds and who live in rural areas have less opportunity to access to HE (e.g., White & Lee, 2019). In the second stage, the aforementioned factors effectively reach qualified and remunerative fields.

These characteristics, which pave the way for the inequalities in access to HE, are well-documented especially in developed countries, regarding that gender, location, ethnicity, family income, parental education, and school type are observable and detrimental issues in access although their impact differs across the country. However, the studies that indicate the predictors of access are relatively restricted in developing countries, as in the case of Türkiye. For this reason, this issue needs more holistic attention in the Turkish context since the expansion of HE is still proceeding. In other words, it could be assertive to indicate access is not an issue in Turkish HE. For this reason, at the periphery of this research, access to HE is handled from the perspective of expansion and access to HE.

2.1.2 Expansion in Turkish Higher Education

In Türkiye, there was an urgent need for expansion since there was a gloomier picture in HE rates across the population compared to OECD countries. While the average schooling rate of adults was reported as 6.5 years, the percentage of adults with HE was only 13%, which is 30% in OECD countries (Kavak, 2011). As Kavak

(2011) put it, Türkiye fell behind encountering the demand for HE specifically for the young population. Additionally, there is an imbalance between the demand and supply for HE as the number of students who demand HE is increasing each year, but only less than half can get into university. Considering this issue and keeping pace with the trend of expansion across the world, Türkiye recently has an ever-growing HE system with an increase in the number of universities, faculty staff, and students.

More specifically, to encounter the increasing demand for HE and with the political motivation, the number of universities has been boosted in recent years following the implementation of the policy. The government initiated the policy, which is represented in the motto of “at least one university in each city,” as a strategy for expanding HE. While the policy aims to increase the number of students in HE across the country, it is used to ensure SJ for increasing opportunities to get a university education and mitigating education inequalities.

The main driving force behind this policy is manifold. Erdoğan (2014) lists these forces as ensuring supply and demand balance, increasing schooling and access rate, providing and raising opportunities for educational equality, and decreasing the differences in development levels across the cities. Similarly, Polat (2017) remarks on the reformative impact of this policy in mitigating educational inequalities. As the author puts it, there are many benefits of these newly established universities, as they become agents in ensuring the expansion of HE specifically in eastern regions, ameliorating gender differences, providing regional development, and ensuring human capital at the local level including more students in HE. Further, he refers to the newly established universities as the keystone to fight against inequalities in education.

However, after the initiation of this policy, debates mainly focus on two perspectives: whether this expansion solves the access issue and whether this expansion becomes a remedy for solving inequalities. The arguments in relation to both perspectives are contradictory. Regarding the initial perspective, some scholars indicate access to HE is not an issue in Türkiye by highlighting the increase in the number of students and universities in recent years. For instance, Günay and Günay (2016) assert this expansion as quite adequate for the young population as Turkish

HE becomes universal. In a similar vein, Gür and Özoğlu (2015) argue that access is not an urgent issue for Turkish HE as a result of the policies developed by the government; however, access to qualified HE would be a matter in the near future. However, they point out that access rates to HE in Türkiye could be delusive as the rate includes the students in distance education. To exemplify this, Küçükcan and Gür (2009) specified that HE schooling ratio was reported 25% while it was 39% when students in distance education were taken into account. Also, there are other studies that show the positive impact of this expansion in mitigating the inequalities. For instance, the study conducted by Polat (2017) remarked on the positive impact of newly established universities in creating human capital. The author found out that these universities create an advantage for female students by decreasing the gap in access to HE between male and female students and additionally this expansion provides a human capital development at the regional level, and access has increased as a result of HE proximity specifically for girls from families with low socioeconomic background.

Contrary to this positive perspective on HE expansion in Türkiye, other scholars highlight the fact that access to HE is still an issue in the Turkish HES since only less than half of the students who demand HE can get access due to competitive entrance requirements. In relation to this, Karasaç and Sağın (2019) stated that access to university had not been resolved, as the number of students who apply for university has been increased day by day. Although the government initiated many policies to provide HE access, such as increasing the number of both public and foundation universities, increasing the quota, initiating distance education, and establishing new departments, that seems inadequate in solving the access issue as even half of the students do not have chance to get into HE. Furthermore, Sallan-Gül and Gül (2015) indicate this uneven expansion progress as promising but insufficient as it lags in resolving inequalities in education. For instance, students from affluent families have extra opportunities and resources to prepare for this demanding competition. As a result, it is highly probable that students from lower socio-economic backgrounds families are not well represented in HE. Additionally, among the predictors of HE, gender stands as an impediment in access to HE in Türkiye as well (Küçükcan & Gür, 2009).

Also, with the aim of resolving educational inequalities that derive from the location, there is a tendency in policies to disperse HEIs across the country (Gibbons & Vignoles, 2012) as what happens in Türkiye. However, the studies draw attention to the causes of quality-based inequalities as lower-income students are at risk of tracking low-quality education as they abstain from the costs due to distance. Similarly, in Türkiye, there are other studies that criticized the sudden increase in the expansion of HE in relation to the same concern. Şenses (2007) state that the main rationale of this expansion is political concerns, which was masked by reasonable grounds such as the demand for HE and uneven distribution between students who apply for HE and get a place in any university. Additionally, he discusses the risks of this expansion from an institutional and individual level. At the institutional level, establishing universities in small cities without providing quality at a certain level may confine students to low resources at the city and the institution. Regarding this and more, at the individual level, students from these universities graduate with low academic skills, which results in low preferability and employability in the job market.

Although the main aim is to provide more places for students and provide economic and social growth of the country through HE, the expansion results in concerns in relation to quality as well (Erdoğan, 2014; Küçükcan & Gür, 2009; Sallan-Gül & Gül, 2015). It is no doubt that this expansion ensures quantity-based increase; yet, it gives birth to new issues such as quality since these newly established universities lack adequate resources and opportunities for students and suffer from less number of qualified academic staff. For this reason, students from these universities graduate without gaining primary skills and have difficulty finding jobs in the market due to their professional illiteracy (Sallan-Gül & Gül, 2015). In real sense, the number of universities and departments was increased to eliminate inequalities. However, the strategies based on increasing capacity may not be solely adequate due to the fact that as seeking for quality, most of the students compete for the universities located at metropolis such as İstanbul, Ankara, and İzmir; according to Küçükcan and Gür (2009).

That is to say, despite these universities ensure the expansion of HE, they have fewer resources and are mostly low quality compared to old research universities. For this

reason, rather than focusing on the increase in the number of access to university education, it becomes prominent to map the terrain in terms of the characteristics of individuals and the universities they are enrolled in. Furthermore, increasing the number of universities may not potentially provide a full sense of equity in education due to the limited resources and opportunities provided by the institutions. There is a substantial body of research in relation to the quality, resources, and provided opportunities of these newly-established universities (Kavak, 2011; Sallan-Gül & Gül, 2015) in which these universities are mostly criticized for their shortcomings. For this reason, increasing the number of universities without increasing the opportunities and resources may result in other sources of inequality since students at these institutions are confined to fewer opportunities. In Türkiye, these universities were mostly established in less developed and small-scale cities, which also have relatively narrow facilities in comparison to well-developed cities. There are studies in the literature that indicates students' location is determinant in their choice for the institution to study. These studies also highlight that geography restricts students' choices (White & Lee, 2019). Regarding that, this policy may act reversely by restraining students with less geographically limited facilities to universities with fewer opportunities. Concerning this fact, the study conducted by Gölpek and Yıldız (2019) to describe the characteristics of students at Şırnak University (among the universities that are established after this policy is initiated) indicates the potential risk of constraining students' opportunities and demonstrates how students with specific characteristics constitute under this institution. Namely, most of the students in this university are male students and live in the same city. Furthermore, the educational background of parents is low and constitutes mothers who do not have primary education. At this point, it is high time to state that the literature indicates that female students are less mobile than male students. Thus, this initiative may result in canalizing students, specifically females, from deprived geographies to less selective institutions with fewer opportunities established in this geography.

To conclude, many studies in the international literature prove students from affluent families are the biggest earners of the prestigious universities, meaning that students from the lower background may be at risk of being the biggest losers of these well-off universities and restricted with these second-tier universities. At this point, the

primary concern of this research is to scrutinize whether the recent expansion in HE inclusively represents the population without penalizing students owing to their gender, geography they are coming from, and the type of high school they graduated from.

2.2 Purpose of the Study

The purpose of this study was to reveal the patterns of access to lucrative HE programs and prestigious universities in Türkiye by utilizing secondary data. As a result, the study was expected to provide empirical inputs for the discussion on whether the expansion of HE in Türkiye is equity-based or not. This chapter was initially expected to reveal the patterns of access and the whether these patterns are skewed towards certain factors. To explore this purpose, the characteristics of the students who access to prestigious universities and lucrative fields such as engineering versus non-lucrative fields such as education and public administration were analyzed. To deeply examine this purpose, school type and location were investigated as key factors of horizontal stratification to understand the patterns in getting access to universities and the departments. Considering this, the current chapter aims at addressing the following two research questions:

1. How does the current access patterns shape the stratification in Turkish HE?
2. What are the current patterns of access to prestigious universities and lucrative departments versus less prestigious universities and less lucrative departments?
3. How does HE access differ by gender, geographic location, and type of high school both in prestigious HEIs and lucrative fields versus less prestigious HEIs and lucrative fields?

2.3 Significance of the Study

As many governments' actions are relied on increasing access worldwide, the Turkish government has initiated quantitatively oriented policies in HE and increased the number of universities across the country. The main aspiration of this policy was to establish a university in each city that would ensure an increase in the number of students' access to universities. This quantitative policy action in many countries has

resulted in artificial enlargement in access to HE, and it mostly seems to resolve the quantitative inequality in access. However, the quantitative inequality issue gives its place to qualitative inequalities. This study indicates whether the policy action initiated in Türkiye resolve both quantitative and qualitative inequalities by using two complementary theoretical frameworks.

Also, this study provides a general picture of the Turkish HES by analyzing expansion and the patterns of access to HE. First, from a theoretical perspective, the research discussed the access issue in terms of equity perspective by shedding light on two prominent and complementary theories: maximally maintained inequality and effectively maintained inequality. As indicated by Boliver (2011), the studies conducted for testing the hypothesis in relation to maximally maintained inequality (MMI) and effectively maintained inequality (EMI) are widespread for secondary education (Arum & Shavit, 1995), yet, there are fewer studies in HE (Shavit et al., 2007). Considering Türkiye, there is no study encountered that discusses the results of the expansion policy within the context by making sense of these theoretical lenses. This study examines the consequences of HE expansion by revealing whether it reaches its maximal capacity or not; in addition, whether this expansion gives way to EMI. Regarding this purpose, this study answers whether the expansion of HE democratizes access and reduces or reproduces inequalities in the Turkish HE context. Second, this study demonstrates to what extent the expansion has resulted in stratification in the Turkish HES. To put it another way, this study demonstrates whether only certain groups from the society benefit from the expansion and differentiation of HE.

As for practical perspective, this study indicates to what extent the initiated policy mitigates the educational inequalities from a quantitative and descriptive perspective. Based on the results, the recent research provides practical and political implications as well as suggests affirmative actions to have more equitable access to HE. In recent years, many countries in Europe, including England and Austria, have begun to initiate affirmative policies to fight against inequalities in HE access. While developing these affirmative policies, they take patterns in access to HE into account, and these patterns are the stepping-stone for enacting affirmative policies. For instance, as one of the most prestigious universities globally, Oxford University

gives an extra quota for students from disadvantaged backgrounds. This affirmative action is taken after realizing the expansion and differentiation in HE does not potentially solve the inequalities. Considering Türkiye, all actions are taken in relation to quantity increase. In a similar vein, even in the extreme conditions arising from Covid-19, the HEC has announced increasing quota and decreasing the university entrance point to provide more students access to university education. At this point, this study reflects on whether this quantity-focus initiation ensures a good sense of equality by digging the access patterns. More specifically, this study also maps the HE terrain at prestigious institutions and lucrative field levels, indicating who holds the specific places. Based on the results, this study suggests actions for mitigating inequalities.

Last but not least, this study has also contributed to the existing literature by emphasizing the access-related factors in the Turkish HES. By doing so, the study reveals which patterns influence participants' access to university and lucrative fields. Analyzing these patterns will guide administrators in the institutions and policy-makers to ameliorate conditions to mitigate inequalities and researchers to build knowledge concerning access patterns in HE.

2.4 Definition of the Terms

The definitions of the terms utilized in the present study are listed below:

Access refers to the expansion of higher education regarding the number of students enrolled in (higher) education institutions.

Differentiation is defined as separating people and resources into homogeneous groups to run the organization more efficiently (Shavit et al., 2007).

Equality is defined as providing even distribution of opportunities and goods for all individuals.

Equity is a fair distribution of resources as well as fair treatment of individuals in attaining access, opportunities, and outcomes by considering their social and cultural background (Skilbeck, 2000).

Inequality is defined as lower access of certain groups to reach and attain valuable services from the society such as education, health, etc. (Milner, 1972) and unfair distribution of these valuable services among groups of individuals (Coleman, 1973).

Horizontal stratification is having access to prestigious fields of study in selective institutions.

Vertical stratification is having access to a two-year college or four-year university.

Widened participation means equal access and participation of under-represented groups (Furlong & Cartmel, 2009; Goastellec, 2008a).

2.5 Review of Literature

This chapter presents an overview of the scholarly works related to the structure of this study. First, the conceptual dilemma on the definition of equity and equality is presented. Afterward, issues in HE are provided at the international and national levels. Following this, two theoretical underpinnings are introduced. Lastly, the Turkish HES within access is illustrated.

2.5.1 Definition of Equity and Equality

The notion of equity has a slippery nature and can be confused with several definitions, and it is usually substituted for equality, equality of opportunity, and SJ. The difference between equity and equality is complex and unstable (Luo et al., 2018). Equity is the word that has been mostly and interchangeably used for fairness and equality (Espinoza, 2007), and it is a vague combination of merit, fairness, and equality of opportunity (James, 2007). Although both equity and equality explain similar things with fairness, equity is different from equality but still close to equality of opportunity (McCowan, 2015). Additionally, equity is connected to inequality and SJ (Breyer, 2018), and it is an essential dimension of access (Boyadjieva & Ilieva-Trichkova, 2017). Further, the literature provides substantial explanations for equality, while the clarification for equity remains scarce. As a meaning, equity resembles equality of opportunity (McCowan, 2015). Regarding this messy in relation to the definition of terms and complexity of the relationship among them, it

becomes a necessity to explain what exactly is meant by equity, equality, and equality of opportunity.

2.5.1.1 Equity. The general definition of equity is “the situation when everyone is treated fairly according to their needs...” (Cambridge Dictionary, n.d.) and “the quality of being equal or fair; fairness” (Oxford Learner Dictionary, n.d.). These definitions take into account fairness as the main point for equity. According to Unterhalter (2009), the basic description of equity remarks the equality as actions, while the academic literature mainly focuses on fair distribution in explaining equity without making a distinction between equity and equality. Of note is that not only politicians but also social scientists misuse or interchangeably use equity and equality due to confusion about the conceptual definition (Espinoza, 2007). At this juncture, both equity and equality are the keystones of distributive justice, whereas they represent disparate yet complimentary dimensions.

2.5.1.2 Equity. The general definition of equity is “the situation when everyone is treated fairly according to their needs...” (Cambridge Dictionary, n.d.) and “the quality of being equal or fair; fairness” (Oxford Learner Dictionary, n.d.). These definitions take into account fairness as the main point for equity. According to Unterhalter (2009), the basic description of equity remarks the equality as actions, while the academic literature mainly focuses on fair distribution in explaining equity without making a distinction between equity and equality. Of note is that not only politicians but also social scientists misuse or interchangeably use equity and equality due to confusion about the conceptual definition (Espinoza, 2007). At this juncture, both equity and equality are the keystones of distributive justice, whereas they represent disparate yet complimentary dimensions.

Basically, in the academic literature, equity is defined as fairness and justice in allocating education regarding individual situations (Espinoza, 2007). To go further than fairness, equity refers to both opportunities and outcomes and includes all processes from input to output. Unterhalter (2009) revised the historical evolution of equity from above, below, and middle and concluded that equity expands capabilities in education by detaching it from equality. To cover this, equity refers to all educational choices made by individuals depending on their talents rather than

backgrounds or other discriminative features. At this point, equity can be covered as a notion that captures both opportunities and outcomes, referring to contextual educational experiences and academic gain from these experiences (Nieto, 1996 as cited in De valenzuela et al., 2006). To conclude, as an umbrella term that subsumes equal opportunity, access, and equality of outcomes, equity is conceived as a fair treatment to individuals and the opportunity to participate without any individual, social or cultural barriers (Skilbeck, 2000).

The definition of equity has also been given a place in reviews and reports. In OECD Equity in Education review (OECD, 2007), equity has been defined as two merge dimensions: fairness and inclusion. The former refers to individuals' realizing their potential regardless of any obstacle caused by social and personal differences, while the latter provides the acquisition of basic skills at the minimum level for all individuals. Additionally, World Bank (2017) draws attention to the complex nature of equity by indicating that its meaning can be various, and equity is defined as equality of opportunity to participate in HE and balance between costs and attaining benefits from HE. However, McCowan (2007) criticizes these definitions as problematic since it emphasizes the full sense of equality of opportunity as unattainable and puts the countries with a high level of income inequality at risk of inequality of opportunity. For this reason, he remarks the definition of Brighthouse (2002) more straightforward in which equity is described as two individuals who put the same effort and have the same ability get similar outputs without being prevented for background. Realizing this fact, equity in education is not only a matter of opportunities but also the performances of different students through the education system. To assess equity, certain contextual indicators need to be analyzed. For this reason, equity in education can be investigated through access, participation, achievement, and outcomes of students from various backgrounds.

In addition to the overall definition of this term, various approaches discuss equity from different perspectives. Simply put, the egalitarian approach remarks equity as the distribution of resources of opportunities equally, while the sufficientarian approach emphasizes a certain level that every citizen should be accessing (McCowan, 2015). In other words, while the former takes responsibility for

distributing resources equally, the latter moves one forward and sets a certain target to help each individual arrive.

Additionally, there is historical evolution of the concept as well since equity has been changed from the 19th to 20th centuries. During the 10th century, equity recalls for mitigating the economic barriers by providing free education and curriculum for all students. So, the main point was to ensure accessible education for all. In the 20th century, the meaning of equity covered access to the curriculum and provided access to education. However, access to education and curriculum does not ensure equity since educational opportunities matter (McLaughlin, 2010). Currently, equity includes all these historical changes in its nature, and it corresponds to access, participation, and outcomes of students from different backgrounds, and it means a fair distribution of these services during the education process (Willems & Bossu, 2012).

2.5.1.3 Equality, Inequality and Equality of Opportunities. As in equity, equality has no fixed meaning, and its definition depends on the contextual structures (Stivers, 2008). Due to this complex and unstable structure, some scholars take inequality as the reference point for clarifying what is meant by equality (Kooji, 2019). Milner (1972) defines inequality as the lower access of certain individuals and groups to valuable structures, such as education, political power, and wealth. On the other hand, Coleman (1973) defines inequality from a distribution perspective, for which he indicates inequality as unequal distribution of rewards to different individuals. Reversing these definitions, equality refers to a fair distribution of resources. In a broader context, Terzi (2014) defines equality as “social and individual arrangements” (p.484) to provide equal opportunities for all through caring for individual differences.

There are three perspectives of equality as (i) a starting point, (ii) a treatment, and (iii) a final goal (Husen, 1975). A starting point perspective assumes that each individual starts their education at the same level without considering individual and family-related characteristics. On the other hand, equality as a treatment defends the idea that each individual should be treated equally regardless of their ability and origin. Lastly, the final goal represents the equality of opportunities that requires

implementing educational policies to reduce inequalities (Husen, 1975). As observed from these definitions, different theorists approach equality in various ways. While functionalists perceive inequality as a necessary and even beneficial structure for society, advocates of critical theorists demonstrate inequality as illness (Espinoza, 2007). As the last point, Coleman (1968) displays the historical evolution of equality of opportunity. According to Coleman, equality of opportunity conceives four dimensions in the 20th century: providing free education, a common curriculum for all children, ensuring that students with various backgrounds attend the same school, and assuring equality in the same region.

2.5.1.4 Contraction between Equity and Equality. The difference between equity and equality is about how the goods are distributed. In the former, the reward is distributed depending on the status, while in the latter, the reward is equally distributed regardless of social status (Kahn et al., 1982; Morgan & Sawyer, 1979; Sampson, 1975). Educational equality recalls equal educational resources and inputs for which investment for each student is used as a proxy (Brighthouse & Swift, 2008). Brighthouse and Swift (2008) remark that educational equality is fairness and meritocratic based and highlighted two prominent things in conceptualizing educational equality. First, educational equality does not essentially mean equal distribution of resources, and there are myriad challenges for achieving a complete sense of educational equality. Espinoza (2007) remarks on the distinction between equity and equality and indicates that providing more equity does not conclude with more equality as the two are different from one another.

Regarding the dilemma between equity and equality in the literature and the discourse among politicians and researchers, Espinoza (2007) proposed a new model called the equity and equality goal-oriented model. He categorized these terms about various features of the educational process. Equity has three dimensions as equity for equal needs, equity for equal potential, and equity for equal achievement, while equality is also classified under three parts as equality of opportunity, equality for all, and equality on average across social groups. All of these stages should be treated in terms of different aspects of the educational process, such as availability of resources, access, survival, output, and outcome, as indicated by Espinoza (2007).

2.5.2 Equity in Higher Education

As in all levels of education, equity is a matter of SJ in HE as well. James (2007) remarks how equity is taken for granted in HE as; if an individual has the ability, they can get into university through academic merit selection, and there will be no discrimination-based barriers in access such as ethnicity, religion, and social origin. Additionally, all have the same opportunity to develop their skills. Similarly, at the tertiary level, Santiago et al. (2008) embrace equity as an innate ability and the effort to determine access, participation, and outcomes of HE rather than personal and social circumstances. Additionally, they also remark that equity is not confined to equity within HE; yet it includes the policies that compensate for the pre-existing and previous inequalities. They highlight the question of equity of what by differentiating between equity of access, which signifies the equal opportunities in access to HE and programs, and equity of outcomes that manage through HE and get higher returns like employability. Taken together, equity in HE is a continuum that includes a variety of actions and practices such as fair access, opportunities, and experiences in the education system. Hence, to grasp the equity holistically, the meaning of access and which groups have access to HE should be covered (Atherton et al., 2016).

2.5.3 Access and Widening Participation

At a basic level, access is gaining a place in a university (McCowan, 2015). As a matter of equity and policy, access is defined as a process from starting a program to completing it by getting the necessary skills, knowledge, and competence (Skilbeck, 2000). At the policy level, access is described as enhancing the widening participation as well as providing this participation as efficient (Council of Europe, 1999).

Access basically refers to the number of students who enrolled in HEI and is related to the right to have the resources (Willems & Bossu, 2012). This definition seems mild since it does not count for who has access to HE. Since there is limited capacity and HE access is competitive, not every individual has access to HE, making access agenda unstable (Clancy & Goastellec, 2007). This unstable condition reflects in the historical evolution of the policies in access to HE through three stages: inherited

merit, equality of rights, and equity identified as equality of opportunity (Clancy & Goastellec, 2007).

At first, access to HE calls for inherited merit. The main target was the access of successful students, which resulted in the access of certain dominant groups as male students from upper-class families living in urban areas attained to the university. This notion restricts access to social origin (Goastellec, 2008b). Regarding this “elite only” model, students were selected based on their success as well as belonging to certain privileged groups as certain factors act as a hidden barriers for certain group of students. For this reason, inherited merit had been criticized for restricting access only for certain groups, eliminating many talented students from lower classes, and undermining equal opportunities (Meyer et al., 2013) that created an economic and political pressure for the society in return.

Considering these obstacles, the meaning of access had been extended to equality of rights during the 20th century that defines access as the right of each individual regardless of their original background. According to Clancy and Goastellec (2007), the equality of rights approach paves the way for the access of women and transmits HE from elite structure to massification. Goastellec (2008b) associates this approach with geography. Generally, HEIs were established in capitals or urban areas, which restricts access of people living in rural or less-developed areas. At this point, this notion embraced the massification of HE through spreading these institutions across the country by adopting national policies. To practice this approach, access was managed through the diversification of HE by opening new institutions and fields for non-traditional students. However, this approach was criticized for not potentially achieving access, and the consequences of this approach were summarized as “formally equal, but apart” (Goastellec, 2008b, p.75). In other words, the positions of elites were protected while serving new diversified but less prestigious positions for the other groups. Although massification has been achieved through equality of rights, there are other challenges such as differentiated HES including the type of institution and field of study in addition to background from the inherited merit structure through which inequalities are reproduced twice.

Lastly, access is defined from the perspective of equity; in other words, equality of opportunities, which remarks the need for going beyond the merit and equal rights perspectives. Equality of opportunities emphasizes the differences in opportunities and defends a more holistic approach by enlarging participation and distributing students from various backgrounds to more prestigious universities with a widening participation perspective. From now on and with this consideration, access is covered as an international concept (Goastellec, 2008b).

While access basically indicates entry to HE, equity of access remarks the fairness in the opportunity to get a place in HE by not accounting for the social position of individuals. In relation to this, McCowan (2007) lists two principles for equity of access as having adequate places for all students who want to continue HE and having a fair opportunity and equal chance of being represented in all types of institutions. However, these students need to be diversely dispersed to various kinds of institutions to achieve equity.

Although the access concept has evolved as equity, there are various approaches to equity concepts as egalitarian, sufficientarian (McCowan, 2015), and prioritarian (McCowan, 2019). Depending on the approach countries utilize, access will result in various consequences. As mentioned earlier, the egalitarian approach means the equal distribution of the resources, while the sufficientarian approach claims that individuals should be raised at least to minimum level skills. Lastly, the prioritarian approach highlights enhancing the conditions of the worst off.

Regarding the historical evolution of the definition of access, it has been covered as equity in access as it is more inclusive in nature. However, this conceptualization has some limitations as well. As for equity in access, James (2007) underlines six myths. He asserts that expansion and funding are not solely adequate to resolve the inequalities in HE. Removing the barriers in access to HE will not be helpful since there is a need to build possibilities and choices for which perceiving universities as the one key agent will not be adequate. Lastly, the massification of HE with the increased numbers will not guarantee the quality of HE. Additionally, to some extent, students will be selected for their academic merit. These should be considered in discussing access issues.

On the other hand, Brennan and Naidoo (2008) discuss access twofold as participation in HE, specifically who access to HE and who benefits it as well as who pays the cost. These are two distinctive but interactive arguments of the conceptualization of access. Considering these definitions at the same place and rowing in the same boat, it is clear that equity of access cannot be confined to entry to HE as the equity in HE can be achieved through the experiences of students after access during their experiences (McCowan, 2007).

As the last point, there is a slight distinction between access and widening participation. There is a meaning shift for the access with the evolution of the terms. Access generally focuses on expanding HE by regarding the number of students who get into it, while wider access aims to expand HE among under-represented groups; in other words, equal access of under-represented groups (Furlong & Cartmel, 2009; Goastellec, 2008a).

2.5.4 Issues in Access

Almost all countries around the world, including the developed and developing countries, have been investing in HE by boosting the number of HEIs for the sake of its benefits at the individual (micro) and society (macro) levels. The question of whether the expansion of HE provides social equity and justice has been discussed from the beginning of the increase in HE participation.

In order to understand whether access to HE is equitable, equity needs to be covered from three perspectives: availability, accessibility, and horizontality (McCowan, 2015). Availability can be regarded as the expansion of education; in other words, providing more places for all students who demand education. However, providing availability does not guarantee equitable accessibility due to contextual barriers to HE participation. Accessibility means having access to these available places by the individuals. However, ensuring more places for all students; providing both availability and accessibility still does not unravel inequity due to horizontality that refers to the quality hierarchy among universities. McCowan (2015) explains this situation as cutting the same cake differently or increasing the size of the cake but still distributing it unfairly. For this reason, he asserts that for ensuring equitable access, there is a need to provide sufficient places for availability, ameliorate the

conditions to provide all students access to these places (availability) and focus on quality and recognition for horizontality.

According to O'Sullivan et al. (2017), the issues in access to HE are complex and multiple. However, there are common patterns of inequities in access that may show differences among countries (Clancy & Goastellec, 2007). By referring to three values of HE, McCowan (2015) criticizes the increased access of HE in a stratified way, as it will end up more instrumental benefits for the individuals from higher SES by eliminating the chance of positional benefits of disadvantaged groups. Basically, the inequities in access to HE are twofold. First, there is an issue in access to HEIs due to limited space, and this is specifically an issue for students who have been historically marginalized and have a lower socio-economic background. In other words, inequities in access are the pinnacle for at-risk students. These barriers are not only restricted to a certain individual, family, or environmental characteristics. Second, there is inequity in access to prestigious universities and lucrative fields (Schendel & McCowan, 2016).

Although there is a growing increase in access, this expansion does not ensure equity since the rate of individuals from disadvantaged backgrounds is not as much as the others with higher socio-economic backgrounds (Brennan & Naidoo, 2008). Additionally, students with lower socio-economic backgrounds have less gain since their opportunity to admission to elite institutions is limited (Osborne, 2003). Due to the passing of time, Gorard et al. (2019) state the similar assertion that many countries worldwide are challenged by unequal participation resulting from a myriad of patterns. They classify these patterns as individual experiences, family, school, and neighbourhood characteristics. On the other hand, entry requirements, payments, inflexible learning conditions, and institutional culture are structural patterns listed as other patterns of increased participation (Brennaon & Naidoo, 2008). On the other hand, Kooij (2019) remarks that issues in access are not only restricted with individual impacts that partially explain barriers in access; there are also structural impacts such as HE massiveness, vertical and horizontal variation, expenses, student affairs, and private institutions. However, the governments generally make policies in relation to decreasing these structural barriers. Among these barriers, gender, SES, and race are common in access to HE, specifically in lower-income countries

(Schendel & McCowan, 2016). Mainly, mentioned barriers in the literature are listed below. These barriers are contextual-based, so they vary across countries.

2.5.4.1 Gender. Expanding HE access is particularly beneficial for female students since it decreases the gender gap in HE admission rates. However, there are still gender disparities. While some studies indicate that the increase in access is artificial for reducing the gender gap, other studies remark that this increase has resulted in favour of female students. The studies that assert access as not solving the inequalities specifically highlight the qualitative differences resulting from increasing access. For instance, Bastedo and Jaquette (2011) remarked that although the enrolment rates were almost equivalent even in the most selective institutions, men still had privilege in highly selective institutions.

Additionally, females have less opportunity to access lucrative fields with high pay-off returns (Davies & Guppy, 1997). Different from other studies that focus on investigating gender differences in university enrolment in the literature, Savaş (2016) specifically conducted research in order to examine the gender inequalities in university enrolment in the U.S., and he found out that there was a gender difference in attending college in favour of female students. In other words, females are more represented in any college in the U.S. compared to male students.

2.5.4.2 Socio-Economic Background. The socio-economic background is a stark proxy not only for attaining primary and secondary schools but also for HE. Students with higher socio-economic backgrounds have a higher probability of entering HE than students from less advantaged families (Shavit & Blossfeld, 1993). According to Wang (2011), students from low-income families in China are excluded from access to HE due to low financial affordability and a lack of support mechanisms. The fact that students from lower socio-economic background families are less in HE is valid across various countries such as Tanzania (Makulilo, 2010), China, the United Kingdom, and Italy. Furthermore, lower socio-economic background stands as a barrier to having access to lucrative fields (Davies & Guppy, 1997). In a study conducted by Astin and Oseguera (2004), she confirmed the increasing socio-economic inequities in the United States, specifically in having access to selective institutions, by analyzing the three decades of data.

Also, family background, including parental education, occupation, and income, affect students' HE participation. Rather than entering university, family background characterizes the type of HE attained (Roksa, 2010). Lucas (2001) stated that this was a matter of quality rather than quantity. Students from affluent families are most likely to attend selective institutions, while students from lower background families do not have HE access but have fewer advantages to participate in these selective institutions (Karen, 2002).

Finally, family background is determinant in the university and the field students obtain in addition to entering university. According to a study conducted by Triventi (2013a), the children of higher educated parents had the best choices and opportunities in HE by attaining in a top institution and four-year program. Parental education is also a significant predictor in attending HE across various countries, including Italy (Argentin & Triventi, 2011) and the USA, and it is effective in obtaining a place from more extended programs and top institutions but not for Ph.D. programs (Triventi, 2011). Furthermore, students with more social and cultural resources have a higher probability of getting prestigious institutions and profitable fields (Davies & Guppy, 1997). There are also inequalities among first-generation versus non-generation students. Non-generation students have by far more chances compared to students whose parents are not highly educated. According to Astin and Oseguera (2004), non-generation students had 500% more chances of attaining selective universities, while students from middle-level families dropped 200% in having access to these prestigious universities.

2.5.4.3 Location (Geography). Although there is scant research in relation to location, existing literature indicates that location and geographical distance are barriers to university enrolment due to financial costs (Gibbons & Vignoles, 2012). The location makes a difference in HE access in terms of living in urban or rural areas. Wells and colleagues (2018) stated that qualified educational opportunities were mostly distributed unequally across geographies that recalled for geographic mobility of the students to get this high-quality education. The most prestigious universities are primarily located in well-developed cities. In the study they conducted, for instance, males were more mobile compared to female students; yet, parental education was an important factor for females to move for getting higher

value education which is also a evidence for intersectionality. Namely, females with better educational parents move for education compared to females with lower educational parents. Considering location, socio-economic background is also a significant predictor for determining the location. Students from low-income families mostly attend local universities (Brennan & Osborne, 2008). At this point, studies demonstrate that some of the inequality patterns have a mutual impact on access.

2.5.4.4 Type of High School. Type of high school attended is another factor that predicts the possibility of having access to HE as the literature indicates that school makes a difference in access (Davies & Guppy, 1997; Frempong et al., 2011; Jerrim & Vignoles, 2015). For instance; various school types in Canada remarked different probability of HE participation. For instance, students from low SES backgrounds and attending low SES schools are exposed to inequality in access to HE twice more than the students with high SES backgrounds and attending high SES schools (Frempong et al., 2011). Moreover, high school achievement is an essential mediator between family background and access to HE. Jerrim and Vignoles (2015) indicated that when high school achievement is controlled, the family background became insignificant in access to HE.

2.6 Inequality Patterns in Access across Various Countries

To spread the benefits of HE to all individuals and to decrease the barriers to participating in HE, many countries increase their numbers for HE access as a means to the equitable structure. For instance, Britain has evolved its HE from elite structure to massification by increasing the numbers. Leach (2013) described earlier HE in Britain as a “secret garden” of better-off families. While seven males and three females in ten attended HE during the 1960s (Ross 2003), this number increased particularly for female students by 2004-2005 (Self & Zealey 2007). However, the increasing numbers for HE participation was not a remedy for wider participation in Britain (Furlong & Cartmel, 2009). At this point, Hutton (2006) criticized HE expansion in Britain by classifying the top universities as “closed shop” that serves students from better socio-economic families. Additionally, Osborne (2003) referred to post-1992 universities responsible for widening participation.

In China, there is a contradiction in the possible results of expanding HE. While some scholars argue that expansion does not lead to educational equality (Luo et al., 2018; Wu et al., 2020), others assert that this expansion provides equality in the system. For sure, in China, there is a considerable increase in HE access; yet, this increase is far from reaching students from lower-tier groups by confining them to low prestigious universities rather than elite HE. Living in urban and rural areas as well as the social background is the primary source of inequities in HE admission. Considering the location, there is a gap in HE enrolment between students from urban and rural areas (Wang, 2011). On the other hand, expansion of HE has provided equalities, according to some studies. For instance, the access policy of China has benefited students who are female and living in rural areas. Namely, HE expansion decreases the gender and rural-urban gap, according to some studies (Ou & Hou, 2018).

There are also inequalities among HE participation in Germany. Students who have less advantageous background do not prefer to track their HE. Instead, they prefer fewer privileged options such as gaining a vocational degree (Jacop, 2011). Regarding HE participation among male and female siblings, Jacop (2011) revealed that girls have fewer chances of gaining college degrees if they have an older brother, which demonstrates that families plan their children's education for the benefit of boys. However, if there is one bright older girl, families invest in her education rather than the younger boy. Additionally, for girls, students with less privileged backgrounds opt for vocational schools rather than universities due to higher costs in Germany (Jacop, 2011).

Overall, the studies in the literature remark the association between equity and differentiation (Breannon & Naidoo, 2008) and stratification of HE is not the concerns of only European countries but also the countries worldwide (Gorard et al., 2019). Expanding the number of participants to HE to provide equity results in other inequity issues. Namely, having an expanding HE system gives way to stratification that breeds socio-economic inequalities (Schendel & McCowan, 2016).

2.6.1 The Definition and Dimensions of Stratification

The evolution of the access phenomenon has resulted in the expansion and the stratification of HE. In other words, the attempts to expand access with the aim of providing equity in HE has resulted in stratification. In this vein, Nikula (2017) states stratification as the “offset” (p. 1) of the expansion of HE that produces quality-based inequalities while partially solving quantity-oriented inequalities. Similarly, Goastellec (2008a) refers to differentiation as a quantitative solution to inequality. Increasing access is not a radical solution for compensating for inequalities in HE since inequalities are reproduced in differentiated systems through college and field of study (Clancy & Goastellec, 2007). From a different viewpoint, Husen (1987) preferred to call social differentiation instead of social stratification since the expansion of HE causes differentiation in the system. Most importantly, he remarked on the distinction between differentiation or stratification in developed and developing countries and claimed that HE forms an elite sector in industrialized countries whereas, in non-industrialized countries, it is a tool for getting a place in the elite sector. However, it is of notice that most comparative studies in relation to the stratification of HE have been conducted in developed and industrialized countries.

There are two axes of stratification as inter-institutional and within institutions. Inter-institutional stratification is related to the hierarchy of the institutions resulting from their selectivity and prestige, while within institutions, stratification gains strength from the academic disciplines, which has not equally separated power and privilege (Davies & Guppy, 1997). On the other hand, they are called vertical and horizontal stratification as two dimensions of stratification. Vertical stratification is in relation to course levels, while horizontal stratification is quality-related, depending on the variations among the programs (Triventi, 2011). In other words, vertical stratification means different course levels and cycles, which are equivalent to the years studied in an institution. It mainly concerns whether individuals have access to two-year or four-year institutions. On the other hand, the horizontal institution has two parts. The first one is about having access to selective institutions with academic prestige or top institutions. The second part refers to academic discipline and field of study (Bastedo & Gumport, 2003; Davies & Guppy, 1997).

2.6.2 Consequences of Stratification and Differentiation of Higher Education

Teichler (2008) remarked that HE expansion and differentiation are nested in each other. Stratification mainly concerns the debate on whether the expansion of education provides equality by giving more opportunities for the disadvantaged groups or blows up inequality by giving more for the privileged (Shavit et al., 2007). The differentiation and stratification results are contradictory in that sense (Reimer & Jacop, 2011) since some scholars assert that differentiation presents more chances and inclusion by providing various programs and institutions to less privileged students (Arum et al., 2007). Regarding the benefits of attaining a HE degree from an elite university, the causes of stratification, whether it ensures inclusion or induces exclusion, gain importance and have not been determined yet (Duru-Bellat et al., 2008). On the other hand, some remarks that less advantageous students are directed to these differentiated fields in lower-tier institutions (Ayalon & Yogev, 2005).

As highlighted earlier, differentiation is highly related to stratification in HE, which means running an organization more efficiently by separating people and resources into homogeneous groups (Shavit et al., 2007). That situation is also valid in education. As HE becomes larger, new units are formed through dividing resources. There are three forms of HE classified as unified, binary, and diversified systems. Unified systems are those that have only one type of university called a research university directed by a few elites. The binary system includes second-tier institutions, which have academic and vocational-focused universities. Lastly, diversified systems include three of them; namely, they have first-tier institutions named research universities, two-year colleges, and four-year universities (Shavit et al., 2007). To encounter the demand of access, most HESs is diversified across the world as building second-tier universities (Reimer & Jacop, 2011). For instance; the United States has community colleges; Germany has established Fachhochschulen; Britain has Polytechnics, and Türkiye has vocational schools that provide two-year education as well. In a sense, expansion of HE results in such diversification, which causes inequities since it includes students from disadvantaged backgrounds to less selective university systems and fields.

The researchers neatly put forward the relationship among expansion, stratification, and inequality in HE, and they indicate that expansion is not a solution to inequality

if the access rates are not saturated. Moreover, there is a cause-effect relationship between expansion and differentiation in which highly differentiated systems are more expanded but less selective; having higher enrolment rates recall for private funding which causes inequality in access to HE. Similarly, Sianou-Kyrigiou (2010) highlights those inequalities in education are partially the result of expansion that brings institutional stratification. Basically, Shavit and colleagues (2007) remarked the ramification of the stratification as concluding that the expansion of HE has resulted in the domination of selective institutions by the elite families. They (2007) conducted one of the most comprehensive research in relation to the results of the expansion and differentiation on educational inequality by including 15 countries. They found out that HE attendance has been increased in highly differentiated systems involving the elite institutions compared to less differentiated tertiary systems; yet, there is more social selectivity in the first-tier institutions compared to less differentiated systems. Considering the ramification of stratification, Brennan and Naidoo (2008) remarked differentiation as the trick that ensured mass HE and elite structure. No matter the students' background, HE participation will benefit all and improve their lives; yet, some institutions are more privileged. Also, there are two outcomes of differentiation as institutional diversity and field of study. The field of study has an impact on an individuals' life, from occupational opportunities to life conditions. Some fields, such as engineering, medical sciences compared to social sciences and humanities, provide more economic returns, which are lucrative fields in many countries (Ayalon & Yogev, 2005).

Regarding diversification and stratification in HE, institutions become more diverse in terms of academic orientations, selectivity, and prestige with the expansion of HE. For this reason, universities in unified systems cannot encounter the need to serve heterogeneous populations (Ayalon et al., 2008). This expansion requires more complex structures, which can also include a more diverse population. Students' background impacts the duration of the HE as access to two-year or four-year HE. At this point, highly selective colleges, top institutions, and lucrative fields are occupied by students with socio-economically and culturally advantaged backgrounds. On the other hand, less selective institutions, two-year colleges, and less remunerative fields

are engaged by disadvantaged groups (Bastedo & Jaquette, 2011; Marginson, 2016a; Roksa, 2008; 2010; Triventi, 2013a; Wells et al., 2018).

Moreover, Roksa (2008) investigated the effect of differentiation and privatization on access to HE in which she revealed that differentiation in HE provides democratization by increasing the enrolment rates and decreasing the gap in access to HE among different social groups. However, she argued that differentiation creates new sorts of inequalities that locate themselves in quality within HESs while she drew attention to socio-political and geographic conditions across different educational systems. She highlighted a difference among states as some act as an “opportunity hoarding” by not restricting opportunities for the privileged students while others ensure more opportunities. Not only within HE, the differentiation and stratification also cause inequities beyond HE. Namely, tracking various paths in different institutions has affected students’ employment, economic and social conditions. Roksa (2011) investigated the reflection of the stratified system to the labor market and found out stratification and employment produce social class inequality in HE as students in two-year colleges cannot complete their education since they work in low-paid but longer hour jobs compared to students in four-year institutions.

According to Duru-Bellat et al. (2008), each country’s tertiary education structure needs to be considered while analyzing social inequalities in diversified systems. Considering the study results, inequalities are dispersed among universities versus vocational schools in Germany, while in France, inequalities are observed in attending elite universities versus others. From the perspective of horizontal differentiation, social background has a significant effect in choosing the field of study even after controlling for academic ability in Germany. Concerning the discussion about differentiation results, Triventi (2014) highlighted that differentiated systems may cause inequalities if lower-class students are confined to less prestigious universities and fields. As a result, new universities, specifically less academic and research-oriented institutions, have been established with the expansion of HE. These second-tier universities are generally less selective and prestigious; however, they provide more chances for students from various backgrounds (Ayalon & Yogev, 2005).

2.6.3 Theoretical Perspective

Some theories discuss whether the expansion of HE ensures equality and SJ. This study built the argument on MMI and EMI. These theories are explained below.

2.6.3.1 Maximally Maintained Inequality. Maximally maintained inequality (MMI) explains why the expansion of education falls short in compensating for educational inequalities. Considering the assertion of MMI, an increase in access does not mitigate educational inequality because Raftery and Hout (1993) remarked the point of saturation that needs to be reached by the higher socio-economic class to resolve the effect of social background. Raftery and Hout (1993) conducted research with secondary education data that covered between 1921 and 1975 from Ireland and concluded that the decline in class differences in educational attainment is not due to the abolishment of class barriers but as a result of secondary education's reaching expansion limits. They remarked that the reform that removed tuition fees had little impact on educational inequality. By presenting MMI, they highlighted that this can apply to other contexts by depending on three circumstances as;

1. having higher social background is related to more education transition,
2. the total participation rates do not decrease,
3. mobility favors prestigious occupations.

They also explain that MMI only refers to patterns but do not explain the patterns for which they highlight rational choice explanation by stating families and students compare between benefits and costs of education. When the benefits are more than costs, they continue their education, which is closely associated with parents' educational level since educated parents attribute valuable meaning to education. In conclusion, the scholars deduce that the increase in educational outcomes is not a result of the meritocratic approach but the result of the decrease in selection.

According to theory, there are two conditions for ensuring access to students from lower social backgrounds. First, all students from privileged backgrounds have access to HE. Second, there is an adequate place at the universities (Chesters & Watson, 2013). In other words, MMI theory asserts that opportunities provided by

HE expansion is initially benefited by students with prestigious background (Wu et al., 2020), which results in increase in socioeconomic inequalities in access (Boliver, 2011).

Further, there are four dimensions of MMI: (1) increase in population and desire for social movement will end up with a demand for education expansion, (2) if the expansion is larger than demand, more lower-class students will experience the opportunity, (3) the impact of social background will only decrease if HE completion will be universal for high-class students and (4) the increase in social class effects depend on the decline in public support (Lucas, 2001). There are studies in the literature that confirm the claims of the MMI theory. For instance; the study conducted by Chesters and Watson (2013) indicated that with the expansion of HE, inequalities in Australian HE have been resolved in terms of gender but not for SES since parental education has an impact on HE attainment regardless of gender. Both HE graduate mother and father have a positive impact on male and female students' access compared to other students who do not have HE graduate parents. The theory is also proven in Chinese HE. Higher education expansion in China was realized in three phases and all provide high increase in enrolment rates. However, this increase does not unravel the inequalities derived from SES, parental education and geographical background since the gap in having access to HE between students living in rural and urban area has not been decreased (Wu et al., 2020). Yet, the expansion caused an increase in the gap between rural and urban area (Luo et al., 2018).

On the other hand, some studies do not validate the MMI theory. For instance; Ayalon and Yogev (2005) indicated the claim of MMI theory has not been confirmed in Israel since the access of privilege groups has not been saturated although there is an increase in access rates. Thus, Karen (2002) concluded that expansion of HE does not hinder disadvantaged groups' exclusion from access to selective institutions, and inequalities carry on. However, MMI theory falls short in explaining the factors that cause inequalities in HE. For this reason, MMI theory basically relies on quantitative inequalities, and it has been criticized for not taking differentiation into consideration in explaining educational inequalities (Wu et al., 2020).

2.6.3.2 Effectively Maintained Inequality. Considering the criticism, Lucas (2001) revised the MMI theory by adding a new concept and operationalizing it as effectively maintained inequality (EMI). Explaining expansion with a quantitative perspective underspecifies equality in education holistically. Lucas (2001) highlighted the importance of qualitative differences in education systems as students experience different tracks depending on their social background. He indicated that what was common in the system would be an advantage of socioeconomically advantaged groups. Advantaged groups will seek quantitative priorities, meaning that they ask for more places in universities until access is being universal. Afterward, qualitative differences will be on their focus.

Lucas (2001) drew attention to quality perspective by indicating privileged groups seek quantitatively similar but qualitatively distinctive opportunities. In the study conducted by Lucas (2001) with high school students between the 1950s and 1970s, he indicated the horizontal inequalities. In this vein, economically advantaged students use their opportunities to gain qualitatively different education by having access to selective institutions and remunerative fields (Duru-Bellat et al., 2008). Even in achieving universal access in schooling, inequalities are pertinent to the qualitative difference that is a pattern at all school levels. For this reason, Lucas (2001) claimed that there is no way to eliminate educational inequalities since it will be grounded on qualitative opportunities even after the expansion. Additionally, even saturation has not been realized, EMI can be actualized (Lucas, 2001). Davies et al. (2014) highlighted the distinction between MMI and EMI as the former represents upward movement while the latter refers to lateral movement. To conclude, the results of the expansion system are defined as segregative democratization by Merle (2000) due to academically differentiated tracks.

There are studies that investigate EMI regarding HE expansion across the world. For instance, Boliver (2011) found out that educational inequalities derived from social class in Britain have been still persistent not only maximally but also effectively. Thomsen (2015) tested the hypothesis of HE expansion during 1984 and 2010 in Denmark by attributing to EMI theory and revealed that while the data does not verify the MMI theory since there is no saturation point and all social groups have benefited from the expansion, it has pointed EMI as economically privileged groups

protect their offspring by reserving places from selective institutions and lucrative fields. Furthermore, Davies et al. (2014) investigate the EMI theory in Canadian HE and found out that social origin and socioeconomic background are effective in getting into prestigious institutions that have better conditions and opportunities and be a barrier for male and black students. Additionally, asserts of the effectively maintained theory have been confirmed in France HE since there is still class inequality in getting the degree of baccalaureate for which the expansion policies fall short in mitigating not quantitative but qualitative inequalities (Ichou & Vallet, 2011). Furthermore, Ayalon and Yogev (2005) conducted a study in Israel in order to map the terrain of who attended the specific field of study at colleges and universities and concluded that expansion of HE by increasing the numbers of newly established colleges or universities pay lip service in mitigating the inequalities since students who have less ability as well as non-privileged groups mostly select colleges. For instance, the field of teaching is mostly selected by socially disadvantaged groups owing to low prestige and less economic gains, as the study remarked.

Subsequently, the study confirmed the EMI theory by demonstrating socially advantaged groups maintain their privilege even at the college level by enrolling in the best options at college. On the other hand, Byun and Park (2017) examined both high school and university access data and concluded that socioeconomic inequalities are pertinent in Korea as advantageous students take place in 4-year universities while less advantageous students benefit from 2-year institutions. However, he highlighted that EMI remains incapable of explaining that the type of high school attended affects students' participation in longer institutions regardless of socioeconomic background since less advantageous students may get into 4-year institutions.

The EMI theory has also been confirmed in Italian HE, even in the young cohorts; between 1958-1989, and the results indicated that social inequalities are consistent with access to higher quality curricula. The level of parental education sharpens this situation as well. Zarifa (2012) conducted a cross-national study with the U.S and Canada to reveal the relationship between demographic backgrounds and access to particular fields of study. The results indicated that although the number of students from various backgrounds has been increased, specifically in favor of women in both

countries, the inequalities are sharpened across the field of study as women have access to traditionally female fields of study and fields that has fewer labor returns. She also concluded that the field of study has a stratifying role in expanding HE systems. Similarly, Ayalon et al. (2008) conducted a comparative study between U.S and Israel and found out that students in the U.S are more likely to attend HE compared to students in Israel. However, students from lower socio-economic groups are both disadvantaged in getting access to HE in both countries. Expansion of HE increases students' probability of getting into colleges and universities but to the fields with restricted advantages.

Finally, EMI is consistent in labor market outcomes since the ones who have access to selective institutions will have higher returns. However, the impact of social origin does not actualize in the same manner across the various countries. The impact of institutional differentiation is higher in Spain than in Italy (Triventi, 2011). Furthermore, the relation between social background and selected in top universities is valid almost in all countries; yet Germany has no association between parental education and labor market outcomes (Triventi, 2013b).

2.6.4 Turkish Education System

Compulsory education in Türkiye ranges between the ages of 5 to 17 years, covering 12 years of education. The system has been divided into three stages as primary, secondary, and high school, and it is structured as 4+4+4 for each stage, which does not include pre-school education since it is not compulsory in the Turkish education system (TES). Primary school education is undifferentiated, and each student tracks the same structure for primary education. In lower secondary education, there are two options: secondary schools and imam hatip secondary schools (the schools that additionally teach religious courses).

Students in TES choose their track early in upper secondary schools. Compared to other OECD countries at which mostly the age of selection is 15, the differentiation in Türkiye starts at the age of 13 (OECD, 2016). As for upper secondary education, there are a variety of options to track for high school, which can be, categorized under three main groups; general high schools (academic-oriented schools), fine arts high school and vocational and technical schools and it is compulsory. Academic-

oriented schools include Anatolian high school (there is also İmam Hatip Anatolian High Schools) and science and social science high school, which are academically more demanding. Under the second category, fine arts high schools are for the students who have specific interest and skills in fine arts and sports. Lastly, there are vocational and technical schools that provide theoretical, technical, vocational, and technological education in practice-based fields. Each step lasts four years. In general, TES provides seven different high-school types under three category while this differentiation is mostly between vocational and general programs in OECD countries (Kitchen et al., 2019). Unfortunately, the more differentiated the system is, the more it is open to the disparity in access in terms of background and school type. To resolve this issue in the education system, MoNE brought many general high schools together and renamed them as Anatolian high school. Due to this consolidation attempts, the upper secondary education in Türkiye is still selective as students enter to selective schools depending on their test results and their achievement scores at lower secondary school.

Students from all of these high schools can have the opportunity to access tertiary education by taking the general exam and subsequently by depending on their exam scores. Furthermore, only for 2-year vocational college, students from vocational and technical schools can have open admission. While all students go through the same process, a substantial body of research proves that students from academic-oriented high schools have more chances to enroll in university than students from vocational schools (Suna et al., 2020). In this vein, university enrolment is based on the high school track choices that may demonstrate the stratification of the Turkish HES.

2.6.4.1 Turkish Higher Education System. The HES in Türkiye dates back to Ottoman Empire, and some scholars point out madrasas as the root of HE. The first madrasa in Ottoman Empire was built in İznik and then expanded to other cities. Education was mainly military, and only men had the right to attend these institutions in Ottoman Empire. With Tanzimat Era, many innovations had been made, including the first university as an institution called I. Darülfünun, established in 1863. Starting from 1863 to present, HE transformed from elite education to mass education with an increasing number of institutions and students (Kılıç, 1999; Şen, 2012).

With the proclamation of the Republic, tremendous changes had been made in the HES. In 1933, university reform was initiated through which İstanbul University was established by closing Darülfünun. In 1946, there were three universities in Türkiye; İstanbul University, İstanbul Technical University, and Ankara University. After the 1950s, it had been decided to spread HE to more localized regions, and this decision provided the establishment of the Karadeniz Technical University, Ege, Middle East Technical and Atatürk University (Kılıç, 1999).

Depending on the 1981 Reform, HEC was established in order to provide coordination among different types of universities. Before this council, HE had been carried out by five different parts; universities, academies of the MoNE, two-year colleges, conservatories, three-year education institutions, and YAYKUR (first distance education platform) which used correspondence courses (YÖK, n.d.). Having such a diversified system in HE caused burdensome in the system. Furthermore, constant increase in students' numbers and institutions' difficulty in forming a common regulation among institutions were among the reasons for establishing a council (Çelik & Gür, 2014). After this reform, 27 universities started to be administered by the HEC. The council's main purpose is to coordinate all the resources allocated for students.

Higher education in Türkiye had started to be differentiated after 1982 by dividing the system into faculty, vocational school, university, master, and Ph.D. degree. While some of these fields provide four-year training, some have two-year duration. Higher education in Türkiye has been expanded starting from 1982. However, with the last change in 2006 initiated by HEC, there has been steady increase in the number of students, faculty, and universities (Gür & Çelik, 2011). This quantitative expansion of HE still proceeds. The policy of establishing at least one university in each city provides an increase in the number of HEIs. For instance, there were 77 universities in 2006, which increased to 181 in 2016 (YÖK, n.d.). Among these, 15 universities were closed (Karataş-Acer & Güçlü, 2017). According to Higher Education Information System, there are 207 HEIs in Türkiye. Recently, there have been 2 million students in upper secondary education, 4 million students at universities, almost 500 thousand master students, and 10 thousand Ph.D. students. Lastly, the recent number of faculty is reported almost 160 thousand.

2.6.4.2 Expansion of Higher Education in Türkiye. In line with the trend across the world, there is a growth in HE of Türkiye as well as including the number of universities and colleges, enrolment, and teaching staff rates. However, this increase in HE access; in other words, the massification of HE in Türkiye has been a bit late compared to developing countries in which HE massification was realized in the 1960s or 1970 whereas in Türkiye it has been actualized after the 2000s (Çetinsaya, 2014). This increase results from the increase in the demand for HE as in other countries. According to Kavak (2010), there are several reasons for the rise in the demand for HE, and he classified these reasons as;

- the slight increase in transition to secondary education from primary education,
- the increase in the graduates from secondary education,
- the increasing demand for HE among adults,
- the increase in social demand for HE in order to pursue more years in education,
- the benefits of HE such as individual and economic gains.

To encounter this demand, the government initiated various policies in order to expand HE, which mostly centers upon the numerical increase. Gür and Özoğlu (2015) categorized HE expansion under four main categories as the increase in the number of universities which has been realized during four phases as well; supporting for building new foundation universities; opening evening education in the existing universities, and establishing distance education.

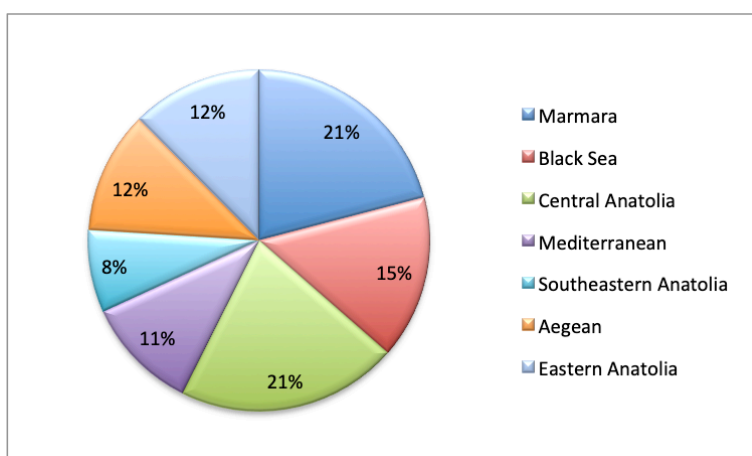
They remarked that the increase in the number of universities mostly piles up to these four periods; 1982, 1992, between 1996 and 2001 and, from 2006 to 2011. In 1982, after the establishment of HEC, eight new universities were established, in addition to 19 universities. Higher education expansion in 1992 had a distinctive character since those 21 universities were established in less developed cities rather than large-scale cities such as İstanbul and Ankara. During 1996 and 2001, only private institutions were established; yet, the increase in foundation universities did not encounter the demand for HE due to tuition fees. Lastly, the most striking

expansion has been actualized during 2006 and 2011 with the specific policy for establishing at least one university in each city. At the end of the policy implementation process, 50 public and 37 private institutions were established. As a result of this policy, HEIs are expanded across the country. After 2008, there was at least one university in each city. According to Günay and Günay (2016), there is one university in 64 cities and more than one university in 17 cities.

On the other side, Polat (2017) classified the expansion of HE under two phases as the first wave in 1992 and the second wave after 2006. Firstly, twenty-two universities were established during the period of a coalition government. Secondly, the number of universities exponentially increased after 2006. According to Polat, the policies initiated for providing scholarship and accommodation accelerates the expansion. For instance, while the access rate was 15.7% in 2004, it was 31.7 % in 2012. In 2022, there are 207 universities in Türkiye, of which 78 are private institutions, while there are 129 public universities and most of these universities are majorly located in large-scale cities.

2.6.4.3 Expansion of Higher Education with Numbers. In this section, the expansion of HE is demonstrated through figures. The regional distribution of universities across the country is represented in the Figure 2 by its percentage. With the policy, the number of universities in the east part has been increased. Among these regions, most of the students are cumulated in central Anatolia, in which there are 4 million students, whereas the number of students is least in South-eastern Anatolia with almost 200 thousand students. Regarding this distribution by city, İstanbul is the most university-populated city since it covers 30.3% of the public universities and 62.6% of the private institutions (Günay & Günay, 2016).

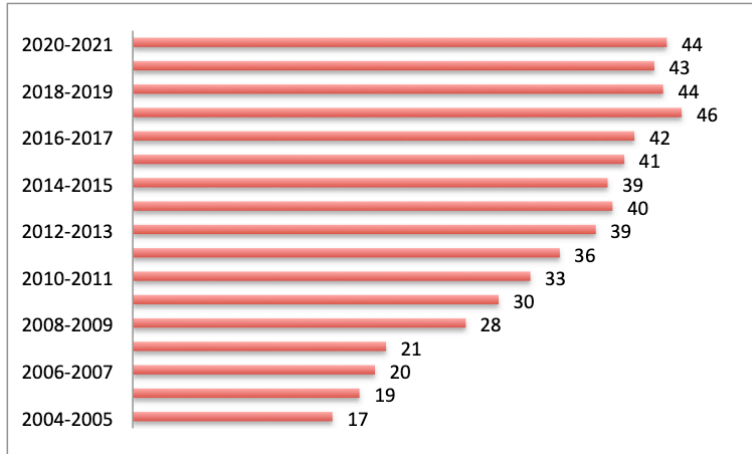
Figure 2: *Percentage of Universities by Regions*



Currently, the number of foundation universities is 75, and the number of public universities is 129. However, the number of students in private institutions only represents 9% of the student population considering all students in HE and 89% are in public universities (Günay & Günay, 2011). The increase in the number of universities has also reflected the rise in the number of students. When there was only one university in the country during 1930-1931, the number of students was reported as 2167, which increased to 11 thousand in 1942-1943 (Günay & Günay, 2011; Tekeli, 2010).

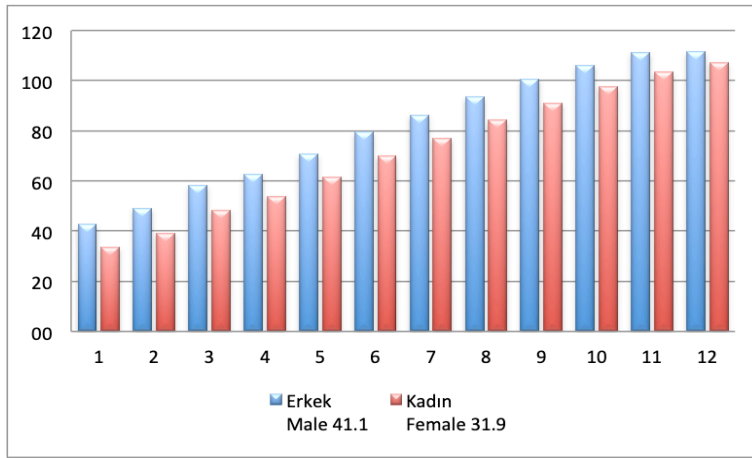
The expansion of HE has boosted after 2007 by means of the policy that aims to establish at least one university in each city. The current HE gross schooling ratio was reported as 44% in the 2018-2019 academic year. There is an increase in HE enrollment rates each year regarding the data provided by Turkish Statistical Institution (TSI). Considering Figure 3, it can be observed that the HE net schooling ratio was reported as 17% in the 2004-2005 academic year. However, there was only one decrease in the schooling ratio two years ago as it could be seen in the Figure 3. Considering the number of students enrolling in HE, two and half million students took the exam for enrolling in HE in 2019. Among these, 400 thousand students participate in universities, and 530 thousand get into vocational schools. Although the efforts to expand HE, there is a discrepancy between supply and demand for university education. The demand for HE was reported as almost 2 million during the 2001-2010 period, while the supply was lower than one million, corresponding to 40 percent (Kavak, 2011).

Figure 3: *Higher Education Net Schooling Ratio (TSI, 2022)*



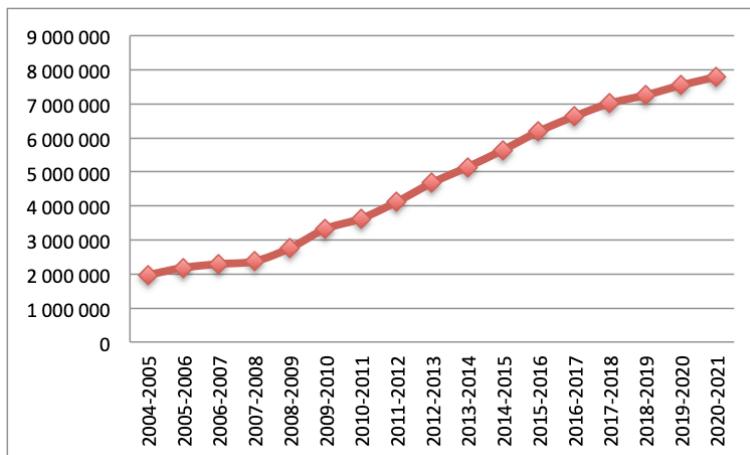
In Figure 4, the HE schooling ratio by gender is presented. Higher education access has always favored male students in Türkiye starting from the 2007-2008 academic year. Currently, the access of male students to tertiary education is 41.1%, while it is recounted as 32% for female students.

Figure 4: *Schooling Ratio by Gender (TSI, 2020)*



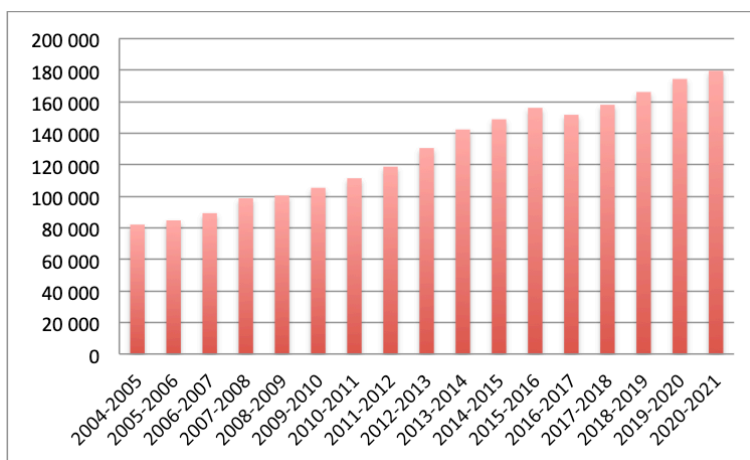
As being consistent with the increase in the number of universities, there is also a rise in the number of students in HE from 2004 to 2019. As shown in Figure 5, the number of students was 2 million in the 2004-2005 academic year, while it is reported as almost 7.5 million in the 2018-2019 academic year. There are a considerable number of students in distance education, which increase year by year. Günay and Günay (2011) state that among the whole student population in HE, 45% are in distance education while 55% are in formal education.

Figure 5: *Number of Students in Higher Education (TSI, 2022)*



Lastly, the increase in HE is not only at university and enrolment level but also at teaching staff level. As demonstrated in Figure 6, the number of faculty has also increased between 2004 and 2019. However, this increase is not stable; there is a fluctuation in teaching staff numbers.

Figure 6: *Number of Teaching Staff in Higher Education (TSI, 2022)*



2.6.5 Issues in Access in Turkish Education System

The literature that explains who has access to HE in Türkiye has mounted attention in recent years. Many scholars have a specific focus on gender issue in HE (Maya, 2013; Seskir, 2017; Sezgin et al., 2018). However, there is scarce literature that underpins whether HE expansion has democratized access in Türkiye. Additionally, the literature indicates contradictory results in explaining the expansion of HE in terms of selected factors.

To highlight these studies, first, Sezgin et al. (2018) remarked the substantial decrease in gender inequality in access to HE. Similarly, by using the data between 1995 and 2012 years, Seskir (2017) analyzed the gender differences for HE participation, specifically in graduate and post-graduate programs and the results showed that there is no difference between male and female students in enrolling graduate programs. However, there is still a difference between male and females' participation in post-graduate programs in favor of male students. As for female students, although there is a fluctuation through the years, there is an increase in total numbers. Considering these results, it can be concluded that there has been no gender inequality in participation in HE in recent years in Türkiye.

On the other hand, there are other studies in the literature that asserts Türkiye still has gender inequality in terms of HE schooling rate. At this point, a comparative study conducted by Maya (2013) to compare gender differences across European countries and Türkiye revealed that Türkiye falls behind European countries in ensuring gender equality in HE schooling rates. To exemplify, in all European countries except Cyprus, girls' schooling rate is higher than males, while in Türkiye males (43%) have a higher level of schooling rate compared to females (34%).

Second, from another point, Ekinçi (2011) conducted research by collecting data from three universities in Türkiye in which he concluded that income is not a determinant in having access to HE, whereas parental education is a significant factor in university enrolment. Most of the students in these three universities come from urban areas. There are also studies that investigate the factors affecting having access to HE. For instance, Bülbül (2017b) claimed that SES, gender, and living area are the factors that cause inequality in education at all levels, including HE. As he put it, there is still a significant difference in access to HE between males and females. Furthermore, school type is a significant factor in attending university as students from Science and Anatolian high school mostly attend HE.

Third, the socio-economic background has a significant impact on students' HE choices. While universities are mostly selected by the students who are mostly male, living in the metropolis and have a high income, vocational schools are selected by students who are living in villages, have low family income, and have previously

attended vocational high schools (Kuştarıcı, 2010). While most of these studies are conducted with quantitative methods, there are a few studies that utilize qualitative design. Among these, Buyruk (2008) tracked students' experiences in HE with semi-structured interviews and found that students from lower socio-economic family backgrounds favor job guarantee professions due to inherited family concern for the future.

Fourth, in relation to the location, there is scant research in the literature. Among these studies, Tomul (2009) identified the regional differences among the population whose age range is between 18-23 and found that there is a low access rate in the east and the southern east side of Türkiye compared to the west side of Türkiye.

Lastly, Caner and Ökten (2013) conducted a three-model study to analyze the effect of background characteristics on university entrance, enrolling at private versus public universities, and getting into universities, which take larger subsidies from the government respectively. They found out that being a student from a higher income and more educated family provides an advantage in all stages as these students are more likely to enter HE and private institutions compared to students from lower-income and less educated families. If they get into public universities, this choice is more likely to be the universities that take more government grants per student; Middle East Technical University, Hacettepe University, and Ankara University, to name a few.

All in all, the scholarly works in Turkish literature related to either access to HE or issues in access patterns are limited, and they are mainly restricted to one type of institution. However, these studies mainly demonstrate the fact that gender, family background, SES, and geographic location could be the possible factors affecting the access patterns in the Turkish HES.

2.7 Method

This chapter describes the research design, secondary data, sampling, and data analysis. This study utilizes the secondary data to test maximally and EMI theories and to answer the related research questions about the access patterns of the

prestigious and non-prestigious universities as well as lucrative and less lucrative fields. Table 2 displays the general flow of this chapter.

Table 2: *Variables and Research Questions in Study I*

Variables	<ul style="list-style-type: none"> • University • Field of study • Gender • School status (Public / Private) • Location (the place of residence) • Geographical region • High school type
Research Questions	<ul style="list-style-type: none"> • How does the current access patterns shape the stratification in Turkish HE? • What are the current patterns of access to prestigious HEIs and lucrative departments versus less prestigious HEIs and less lucrative departments? • How does higher education access differ by gender, geographic location, and type of high school both in prestigious HEIs and remunerative fields versus less prestigious HEIs and less lucrative fields?

2.7.1 Design

This chapter constitutes an analysis of secondary dataset on the patterns of access to Turkish HE. Specifically, the study is descriptive research that reveals the characteristics of access patterns to HEIs, specifically, access to prestigious versus non-prestigious universities and lucrative versus non-lucrative fields. To this end, a survey design of which the main aim is to “describe the characteristics of a population” (Fraenkel et al., 2011, p.393), was utilized for this chapter of the study. Thus, the primary purpose of this survey design research was to identify how certain characteristics such as gender, school type, school status (public/private), location (the place of residence), and geographic location were distributed within the university, including first-tier (prestigious) universities and second-tier (non-prestigious) universities, as well as departments such as lucrative versus non-lucrative. Overall, this phase of the dissertation (Study 1) revealed who access to specific universities and departments in Türkiye based on secondary data presented by HEC, and subsequently put forward the access patterns to HEIs and demonstrated whether this access created a stratification among HEIs and departments.

2.7.2 Sampling

The target population of this study is prestigious universities and non-prestigious universities and all lucrative and non-lucrative undergraduate programs in Turkish public universities. However, considering the feasibility criterion in social science research, the study was conducted on lucrative and non-lucrative undergraduate programs in a selected set of universities. That is, rather than analyzing access patterns of all public universities in Türkiye; the sample was chosen based on specific criteria. For this purpose, criterion sampling was used to select universities and departments. In the first step, universities were selected by dividing them into prestigious and non-prestigious universities. While selecting universities as prestigious or second-tier institutions, University Ranking by Academic Performance (URAP) 2019 ranking was taken as a reference (2021, June 13) which is defined as an academic quality indicator of the universities. More specifically, URAP aims to demonstrate the standing of the universities in relation to their academic performance measured by multiple indicators, including the number of articles, number of articles per faculty, number of citations, number of citations per faculty, total document, number of the total document per faculty, number of Ph.D. graduates, Ph.D. graduate ratio and students/academic ratio. URAP score is a good representation of the academic performance of the universities as it equalized the conditions for the newly established universities. Considering URAP scores, the top ten public universities and the last ten public universities were listed for each department.

In the second phase, the top-listed five universities and the last-ranked universities were identified and selected regarding the departments. For this study, engineering as a lucrative field while education and economics and administrative sciences as non-lucrative fields were selected. Since not all universities had the same departments, the top and low-ranked university list showed variation. Specifically, for the representation of the engineering department, computer engineering, electrical and electronic engineering, mechanical engineering, and civil engineering were specified. From the education department, science education and mathematics education were selected. Lastly, business administration and political science and public administration were specified for exemplifying economics and administrative

sciences. These departments were specifically chosen due to their representativeness in each university. Table 3 shows the matrix of universities and departments.

Table 3: *The Matrix of Selected Institutions and Departments*

Universities	Departments				
	Engineering	Business Administration	Political Science	Science Education	Math. Education
Higher Ranked Universities					
Hacettepe	+	+	+	+	+
Boğaziçi	+	+	-	+	+
İTÜ/ İstanbul*	+	+	+	+	+
METU**	+	+	+	+	+
Ankara	+	+	+	-	-
Gazi	-	-	-	+	+
Lower Ranked Universities***					
Şırnak	+	+	+	-	-
Ardahan	-	+	+	-	-
Muş Alparslan	+	+	+	+	+
Kilis 7 Aralık	+	+	+	+	-
Ağrı İbrahim Çeçen	-	+	-	+	+
Iğdır	+	-	-	-	-
Siirt	+	+	-	+	+
Hakkari	+		-	-	+

*Istanbul University was taken for engineering department.

**METU refers to Middle East Technical University.

***These universities were selected since they are located in similar region and all of them were established after 2006.

2.7.3 Secondary Data

Rather than using a measure for collecting primary data, secondary data was utilized, retrieved from the Higher Education Information Management System, specifically HEC Atlas, and this information system provided national data of each institution. The system provided frequency-based data at the institutional level by presenting the number of students going to this university and the specific field, gender, the location students, meaning that where they come from, previous high school they graduated from, and the number of students per faculty member. However, the data did not provide background information of students, including SES variables. These data were used for describing the general characteristics of institutions and particular fields. Moreover, 2019 data were only retrieved from HEC Atlas.

Variables: The unit of analysis of this research was universities and departments. All the variables in this research were listed as university-level variables and individual characteristics described below.

Universities: The variable of this study was the type of university identified as the prestigious university, also called first-tier universities and non-prestigious universities or second-tier universities, by regarding URAP general scores. Only public universities were included in this research. The prestigious universities were generally classified as research universities. There were ten research universities in Türkiye, and these were historically old universities. Second-tier universities were relatively new universities and were established after 2006.

Departments: The department was classified as lucrative versus a non-lucrative field of study. Depending on their economic returns, some fields were identified as remunerative such as medical science, engineering, and architecture, whereas others, such as education, sociology, and administrative sciences, were listed as less remunerative fields as they have less economic returns. This set of variables was identified as attended lucrative field as engineering versus a non-lucrative field such as education and economics and administrative sciences. Engineering faculty included the civil, computer, mechanical, and electrical engineering departments; faculty of education consisted of science and math education, whereas economics and administrative sciences covered business and political science and public administration.

Gender: As one of the individual-level variables, this variable classified students' gender as female and male.

School status: School status refers to whether the high school of students was a public or private high school.

High school type: This variable classified types of high school graduation. There were several high schools under three categories such as public and private Science high school and Anatolian high school, İmam hatip high school, Teacher high school and others categories that included Vocational and Technical high school, Basic high schools and Health high school.

Location (the place of residence): Location indicated whether students were living in the same city with the university or whether they were coming from other cities.

Geographical Region: Geographic area of residence represented the seven parts of Türkiye as Marmara, Black Sea, Aegean, East Anatolia, Southeastern Anatolia, Central Anatolia, and the Mediterranean. Table 4 illustrated the summary of variables and levels.

Table 4: *The Summary of Variables and Levels*

Variables	Levels
University	First-tier universities / Second-tier universities
Departments	Faculty of Engineering Faculty of Education Faculty of Economics and Administrative Sciences
School status	Public school / Private school
Location (the place of residence)	Same / Different
High school type	Science high school (public / private) Anatolian high school (public / private) Anatolian Teacher training high school Imam hatip high school Other (Basic, Vocational and Technical)
Geographical region	Marmara Black Sea Aegean East Anatolia Southeastern Anatolia Central Anatolia Mediterranean.

2.7.4 Data Analysis

Descriptive statistics were employed in order to define the characteristics of lucrative and non-lucrative fields in prestigious and second-tier universities. The results were illustrated with frequencies, tables, and figures. To organize the results and create figures, excel was utilized.

2.8 Results

In this section, the research questions based on quantitative secondary data were addressed, and the descriptive statistics results were reported in terms of the frequency, and these frequency-based results were illustrated with tables and figures. Eight fields of study from the department of engineering, faculty of education, and

faculty of economics and administrative sciences from first-tier and second-tier universities were described in relation to access patterns of students.

2.8.1 Faculty of Engineering

Under engineering faculty, four engineering departments were selected; computer engineering, civil engineering, mechanical engineering, and electrical and electronic engineering since these were the most widespread engineering departments in Türkiye as well as these represent the key lucrative engineering departments of which graduates are able to find jobs easier than other departments. Five flagship universities; Hacettepe, METU, Ankara University located in Ankara, and Boğaziçi and İstanbul Technical University (ITU) located in İstanbul were identified as prestigious universities, while six non-prestigious universities such as Şırnak, Muş Alparslan University (MAU), Kilis 7 Aralık, Iğdır, Siirt, and Hakkari University were depicted for analyzing the representation of the students' population regarding gender (male versus female), location/ the place of residence (coming from a same or different city from the university), geographic location (seven regions), public versus private high schools and high school type. Prestigious universities were pictured in terms of their location. However, second-tier universities were reported as institution-based since they are located in various cities.

2.8.1.1 Characteristics of Students at Engineering Faculty in Universities in Ankara. The results revealed the access patterns of prestigious universities located in Ankara; Hacettepe, METU, and Ankara, all of which are research universities as well as well-established and old universities in Türkiye. Table 5 illustrated how many quotas each institution had and to what extent they filled their quota; additionally, the departments, the frequency of gender, geographical distribution, high school type, and public versus private high schools' frequencies were also presented.

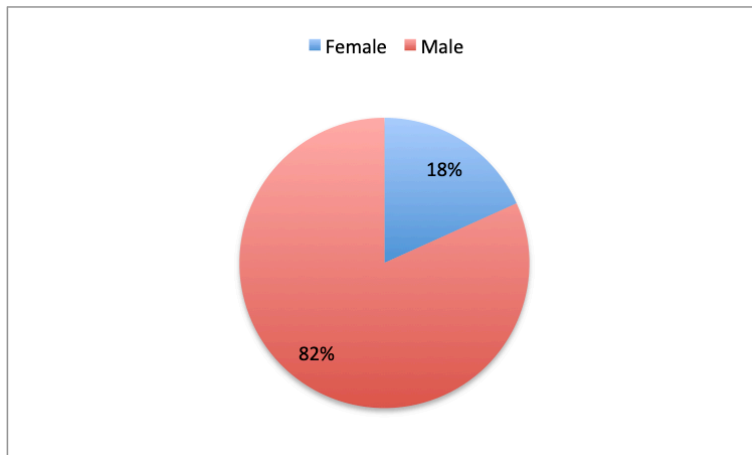
Table 5: Descriptive Characteristics of Students at Engineering Faculty in Ankara

University	Department	Quota	Filled Quota	Female	Male	Public School	Private School	Living place (same)	Living place (Different)
Hacettepe	Computer	103	103	18	82	63	28	40	60
Hacettepe	Electrical	103	103	20	80	60	40	55	45
Hacettepe	Civil	72	72	19	81	49	51	68	32
Hacettepe	Mechanical	72	72	7	93	57	43	53	47
METU	Computer	108	108	14	86	68	32	22	78
METU	Electrical	200	200	17	84	62	39	26	74
METU	Civil	185	185	19	75	57	43	50	50
METU	Mechanical	195	195	14	86	68	32	27	73
Ankara	Computer	82	82	33	67	68	32	32	68
Ankara	Computer	62	62	18	82	73	27	40	60
Ankara	Electrical	62	62	31	69	73	27	48	52

As it can be seen in Table 5, all available places in these universities were filled. Mostly, these students were graduated from public high schools. However, there were a considerable number of students who graduated from private high schools. For instance, in Hacettepe University, at the department of civil engineering, the percentage of students from private high schools (51%) is almost equal with the ones who graduated from public high school (49%). In other words, there was a slight difference between students who graduated from public and private high schools. As for the place of residence, students mostly come from various cities around Türkiye. Yet, the proportion of students from Ankara was much higher than the other cities. Also, students living in Ankara outnumbered the students from other cities in electrical, mechanical, and civil engineering at Hacettepe University. At this point, Ankara University and METU were more representative in getting students from different cities than Hacettepe University.

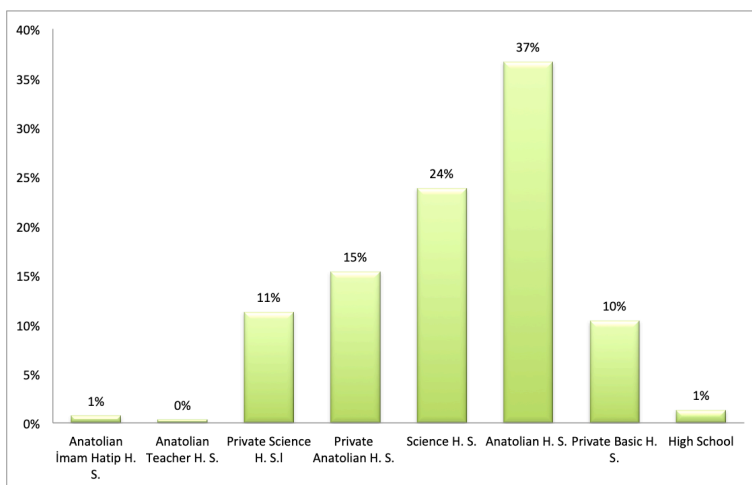
The percentage of male students in each university and department of engineering outnumbered the female students. The highest female representation was 33% in computer engineering at Ankara University, while the lowest percentage for female students (7%) was in mechanical engineering at Hacettepe University. In these selective universities located in Ankara, 82% of students of the selected engineering departments were male while only 18% of them are female (Figure 7).

Figure 7: *Distribution of Students in Faculties of Engineering in Selective Universities in Ankara by Gender*



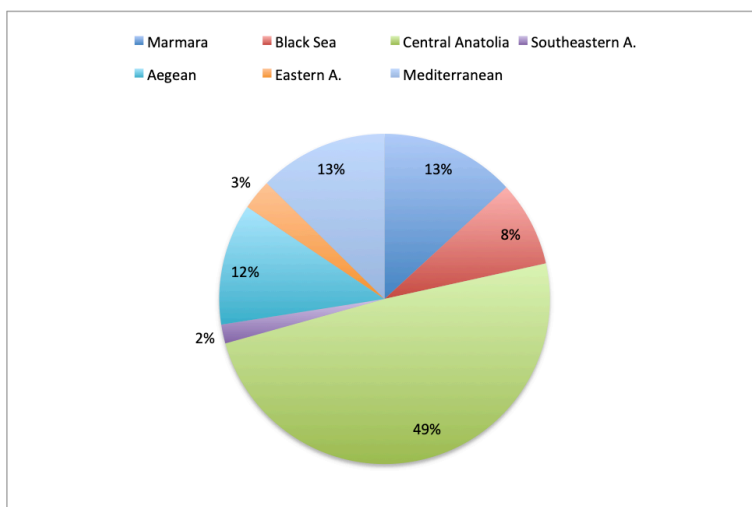
The Figure 8 illustrated the types of high schools and their proportional representation in the faculty of engineering. There were students from these eight types of high schools in these selective institutions and lucrative departments. More than half of the engineering students graduated from Anatolian high schools (37%) and Science high schools (24%), respectively, followed by private Anatolian and private Science high schools. The number of students from Anatolian İmam Hatip schools and Teacher high schools was few compared to other schools. Lastly, there were not any students from vocational and technical high schools in these departments, as it could be seen in the Figure 8.

Figure 8: *Distribution of Students in Faculties of Engineering in Selective Universities in Ankara by Type of High School*



Regarding the geographic location distribution of the students in the faculty of engineering, most of them were coming from Central Anatolia in which these universities were located. In other words, students mostly come from the same city or nearby cities with the university. One of the prominent findings is that, only 2% and 3% of students are from Southeastern and Eastern Anatolia regions, respectively. On the other hand, there was almost the same ratio of students coming from Aegean, Marmara, and Mediterranean regions as the Figure 9 indicated.

Figure 9: *Distribution of Students in Faculties of Engineering at Ankara by Geographical Distribution*



It can be concluded from the statistics that students in engineering departments of prestigious universities in Ankara were primarily male, coming from Central Anatolia and graduated from public Anatolian and Science High School.

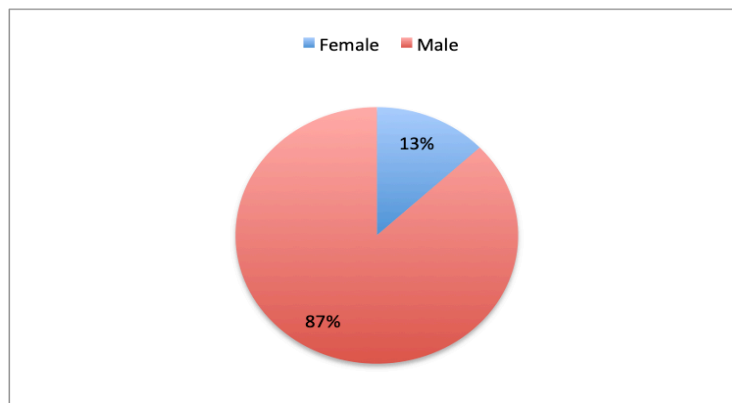
2.8.1.2 Characteristics of Students at Engineering Faculty in Universities in İstanbul. Three prestigious universities were selected to examine the characteristics of engineering students – İstanbul University, Boğaziçi University and İstanbul Technical University (ITU). Table 6 showed the percentage of students at selected engineering departments in terms of gender, living place, and type of high school graduated, including the overall quota.

Table 6: *Descriptive Characteristics of Students at Engineering Faculty in İstanbul*

University	Department	Quota	Filled Quota	Female	Male	Living place-Different			
						Public School	Private School	Same place-Same	Living place-Different
		<i>n</i>				<i>%</i>			
Boğaziçi	Computer	82	82	17	83	71	29	26	74
Boğaziçi	Electrical	82	82	10	90	71	29	20	80
Boğaziçi	Civil	72	72	15	85	54	46	33	67
Boğaziçi	Mechanical	72	72	8	92	58	42	36	64
ITU	Computer	113	113	23	77	75	25	33	67
ITU	Electrical	41	41	27	73	61	39	37	63
ITU	Civil	195	195	11	89	67	33	33	67
ITU	Civil	62	62	10	90	77	23	37	63
ITU	Mechanical	205	205	8	92	76	24	26	74

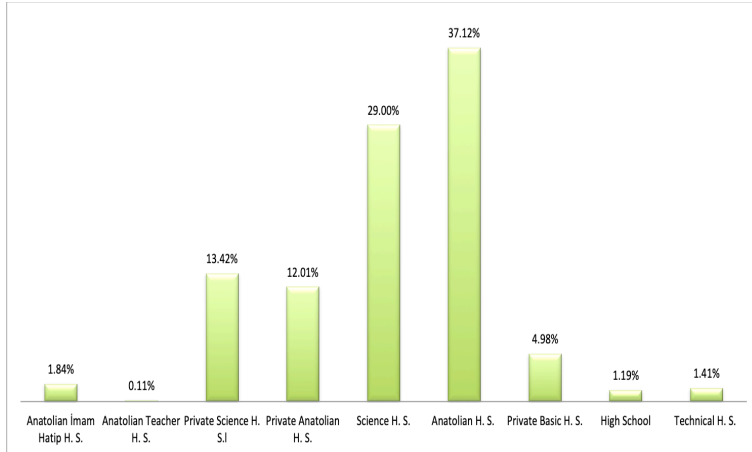
As in the universities in Ankara, all of the quotas were full in these universities as well. The proportion of students who graduated from public schools was higher than the students from private high schools. Most of the students came from various cities rather than İstanbul to each of the departments. Additionally, all the departments in each university are male-dominated. The highest percentage of female students was in the department of electrical engineering in ITU, and the lowest rate of female students was in mechanical engineering at Boğaziçi University. The overall percentage of female students at all selected departments was only 13%, (See Figure 10). Compared to universities in Ankara, the results indicate that the proportion of male students (87%), which is 82% at universities located in Ankara, and students from public schools ranging from 54% to 77% (ranged from 54% to 73% at Ankara) and various cities reported from 63% to 80% (from 32% to 73% for Ankara) was at higher percentage at universities in İstanbul.

Figure 10: *Distribution of Students in Faculties of Engineering in İstanbul by Gender*



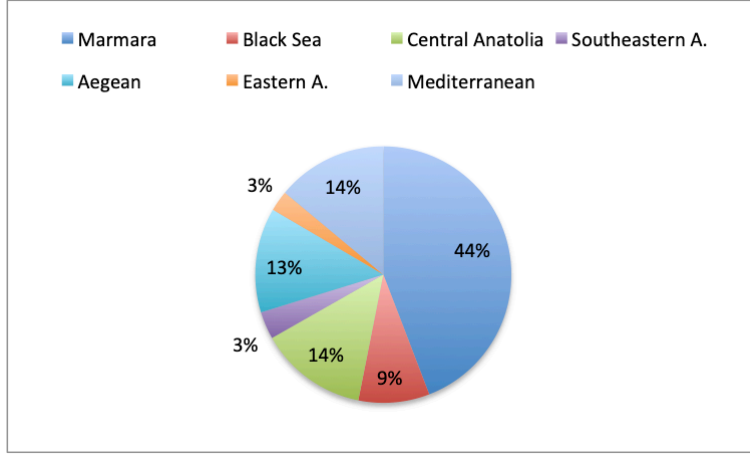
The picture in the high school representation in the engineering departments was not different from the universities located in Ankara. As observed in Figure 11, students who graduated from either private or public Anatolian and Science Schools took the most proportion in these selected departments. On the other hand, a few students graduated from Technical and Anatolian Imam Hatip schools.

Figure 11: *Distribution of Students in Faculties of Engineering in İstanbul by High School Type*



As it could be observed in the Figure 12, the Marmara region in the geographical representation of the students in selected engineering departments at İstanbul is the leading one with 44%, meaning that most of the students come from the Marmara Region to these selected departments. It is remarkable that Eastern and South-eastern Anatolia had low representation at these prestigious universities located in İstanbul with only 3% for both.

Figure 12: *Distribution of Students in Faculties of Engineering in İstanbul by Geographical Distribution*



2.8.1.3 Characteristics of Students at Engineering Faculty at Second-Tier Universities. This part covers the representation of students in second-tier universities in terms of living place, gender, private versus public school, geographical location and school type.

Table 7: *Descriptive Characteristics of Students at Engineering Faculty at Second-Tier Universities*

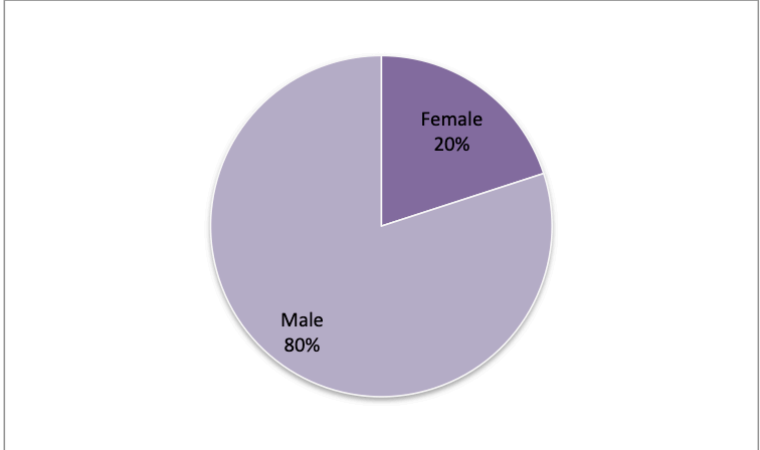
University	Department	Quota	Filled Quota	Female	Male	Public School	Private School	Living place (same)	Living place (different)
Şırnak	Computer	41	4	-	100	100	-	100	-
Şırnak	Civil	41	4	-	100	50	50	100	-
MAU	Computer	21	8	25	75	100	-	88	13
Kilis	Electrical	31	3	33	67	67	33	-	100
Kilis	Civil	82	2	50	50	50	50	50	50
Kilis	Mechanical	25	1	-	100	100	-	100	-
İğdır	Computer	41	5	-	100	80	20	20	80
İğdır	Electrical	31	0	-	-	-	-	-	-
İğdır	Civil	62	7	29	71	100	-	57	43
İğdır	Mechanical	31	0	-	-	-	-	-	-
Siirt	Computer	31	11	27	73	100	-	64	36
Siirt	Electrical	31	2	-	100	100	-	100	-
Siirt	Civil	41	6	50	50	100	-	83	17
Siirt	Mechanical	21	1	-	100	-	100	100	-
Hakkari	Electrical	31	2	-	100	100	-	100	-
Hakkari	Civil	31	3	-	100	100	-	100	-
Hakkari	Mechanical	21	1	-	100	100	-	100	-

The most remarkable result of the analysis is the fact that the universities fail to fill in their quota or even fails to attract one single student. In other words, establishment

of new universities resulted in very narrow reception on the part of students in the newly established universities. In terms of public versus private schools, the representation of the public schools outnumbered the private schools, which was almost in half-shares in the engineering departments of prestigious universities. In relation to the living place, most of the students were coming from the same city, and the representation of other cities was low.

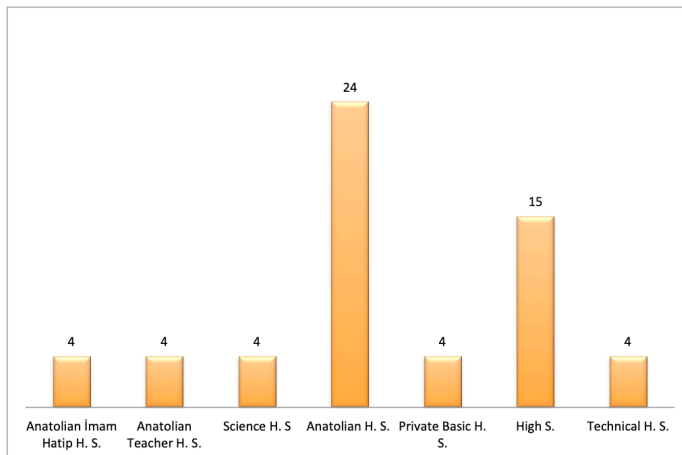
The below displayed the gender representation at the faculty of engineering in second-tier universities at total. As it could be seen in Figure 13, male students outnumbered female students. However, regarding the first-tier universities in İstanbul and Ankara, female students' representation increased from 13% and 18% respectively to 20% in these universities.

Figure 13: *Distribution of Students in Faculties of Engineering at Second-Tier Universities by Gender*



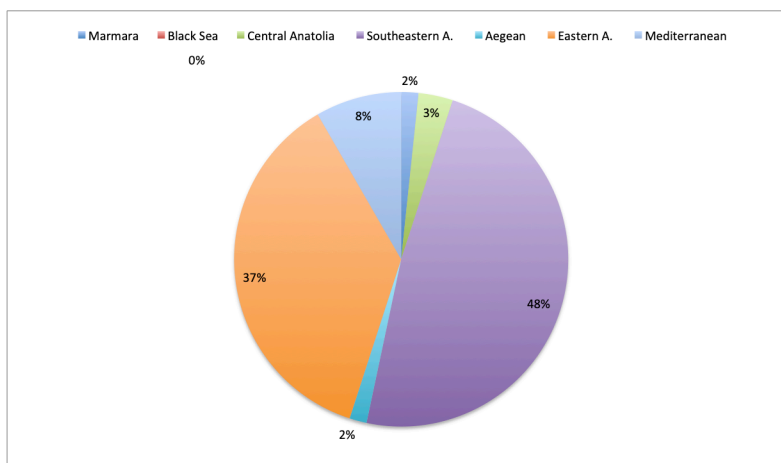
As in the first-tier universities, the highest number of students at these universities graduated from Anatolian High Schools. Additionally, High schools, Technical Schools, Imam Hatip Schools, and Teacher high schools increased their representation at engineering faculty at these selected universities.

Figure 14: *Distribution of Students in Faculties of Engineering at Second-Tier Universities by High School Type*



About the geographical distribution, the situation reversed compared to first-tier universities of which the Marmara and Anatolian region took the most portion while Eastern and South-eastern Anatolia had the low representation. Hereby, the highest representation belonged to the Southeastern and Eastern Anatolia while interestingly there was no student coming from the Black Sea region.

Figure 15: *Distribution of Students in Faculties of Engineering at Second-Tier Universities by Geographical Distribution*



2.8.2 Faculty of Education

This part presents the results on the access patterns to the faculty of education both in first-tier and second-tier universities. Two departments were chosen from the faculty of education as exemplary of the access patterns; science education and math education. The first-tier universities that had these faculties were listed as Hacettepe, METU, Gazi, Boğaziçi and İstanbul Universities while the second-tier universities

were chosen as Muş, Kilis, Hakkari, Ağrı, and Siirt University. The results were given as first-tier and second-tier universities as there was no different pattern observed between universities located in İstanbul and Ankara.

2.8.2.1 Characteristics of Students at Faculty of Education at First-Tier Universities. The results of this part indicated the quota, public and private school, gender, school type, geography and living place representation. Table 8 indicated the frequencies and the percentage of students for each variable.

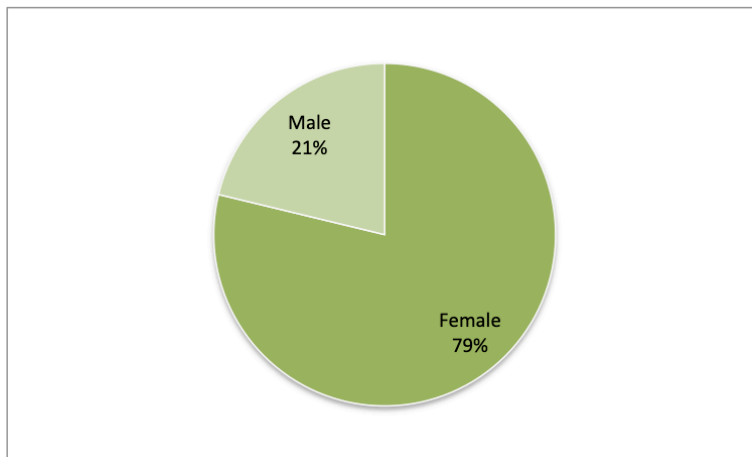
Table 8: *Characteristics of Students in Education Faculty at First-Tier Universities*

University	Department	Quota	Filled Quota	Public School	Private School	Living place (Same)	Living place (Different)
		<i>n</i>				%	%
Hacettepe	Science E.	62	62	77	23	69	31
Hacettepe	Math E.	67	67	84	13	3	97
METU	Science E.	41	41	63	37	59	51
METU	Math E.	52	52	79	21	23	77
Gazi	Science E.	62	62	73	27	42	58
Gazi	Math E.	72	72	89	11	10	90
Boğaziçi	Science E.	52	52	62	38	58	42
Boğaziçi	Math E.	52	52	85	15	15	85
İstanbul	Science E.	62	62	85	15	68	32
İstanbul	Math E.	62	62	79	21	13	87

As it could be observed in Table 8, all quotas in these first-tier universities were filled. In terms of public versus private schools, the students' representation was distinctive from the faculty of engineering in the first-tier universities. Most of the students graduated from public schools both in science and math education in all of the universities. Considering living place, the case was not similar in science and math education as the former allocated students from the same city with the university while the latter mostly allocated students from different cities.

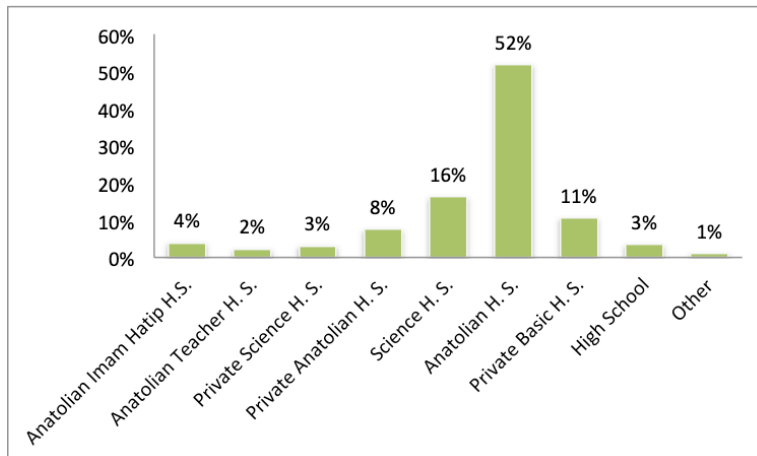
Of particular note was for the gender distribution for which the results indicated faculty of education was female-dominated, unlike the faculty of engineering as Figure 16 displayed. That is to say there was 79% female students in faculty of education and 21% male students while this number was reported approximately 80% for male students at engineering departments.

Figure 16: *Distribution of Students in Faculties of Education at First-Tier Universities by Gender*



Remarking on high school distribution results at these faculties as illustrated in the Figure 17, it was interestingly noticed that students from Teacher Education High school had low representation with only 2% while the furthest representation was for Anatolian High school followed by Science high school. The representation of private Anatolian and Science high schools in the faculties of education (11%) was not as much as those in the faculties of engineering (approximately 25%).

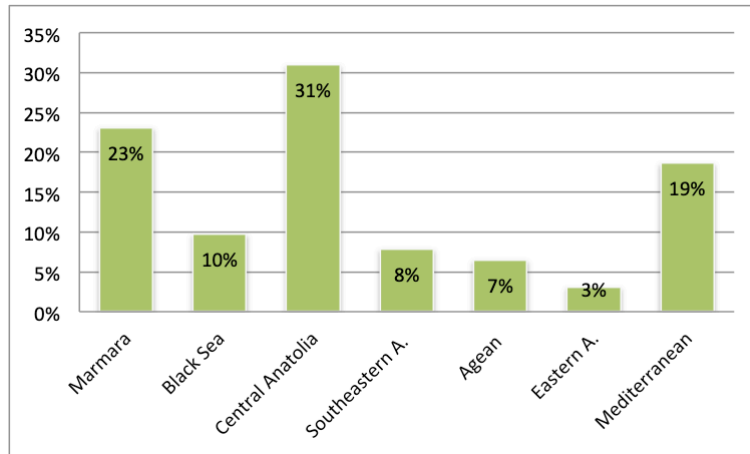
Figure 17: *Distribution of Students in Faculties of Education at First-Tier Universities by Type of High School*



The geographical location that students came from showed that Central Anatolia (31%) and the Marmara region (23%) took the lead by leaving few portions for Eastern (3%), Aegean (7%), and South-eastern Anatolia (8), respectively. That is to say, students were mostly coming from the same or nearby cities to these

universities, and the mobility of the students from Eastern, Aegean, and Southeastern was a few as in the engineering case (See Figure 18).

Figure 18: *Distribution of Students in Faculties of Education at First-Tier Universities by Geographical Distribution*



2.8.2.2 Characteristics of Students at Faculty of Education at Second-Tier Universities. This part depicted the access patterns and quota of education faculty in the second-tier universities.

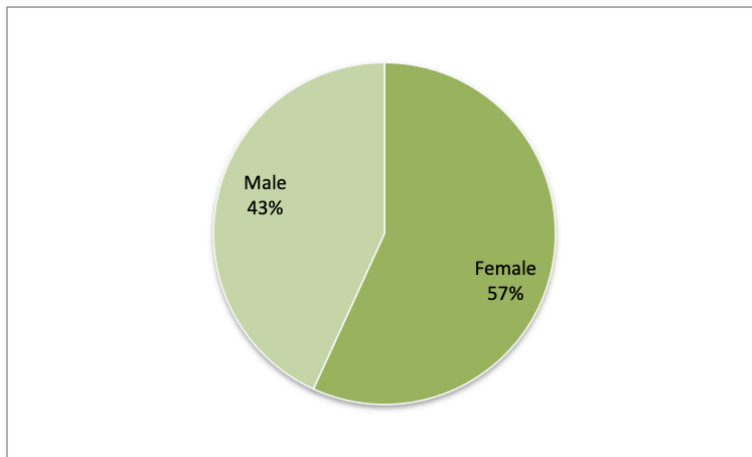
Table 9: *Characteristics of Students in Education Faculty at Second-Tier Universities*

University	Department	Quota	Filled Quota	Public School	Private School	Living place (same)	Living place (different)
		<i>n</i>				%	
Muş	Science E.	21	2	100	-	100	-
Muş	Math E.	41	41	93	7	7	93
Kilis	Science E.	31	6	100	-	33	67
Ağrı	Science E.	21	3	100	-	33	67
Ağrı.	Math E.	62	62	87	13	8	92
Siirt	Science E.	31	9	89	11	44	56
Siirt	Math E.	52	52	77	23	25	75
Hakkari	Math E.	52	52	92	8	2	98

Table 9 demonstrated the quota of the math education and science education departments in the second-tier universities. Interestingly, even half of the quotas in the science education department were not filled in. In contrast, the math education departments' quota was filled by the students, which could be associated with the employability of these fields since the same universities' quota was distinctive. Regarding public versus private school representation, there was a slight

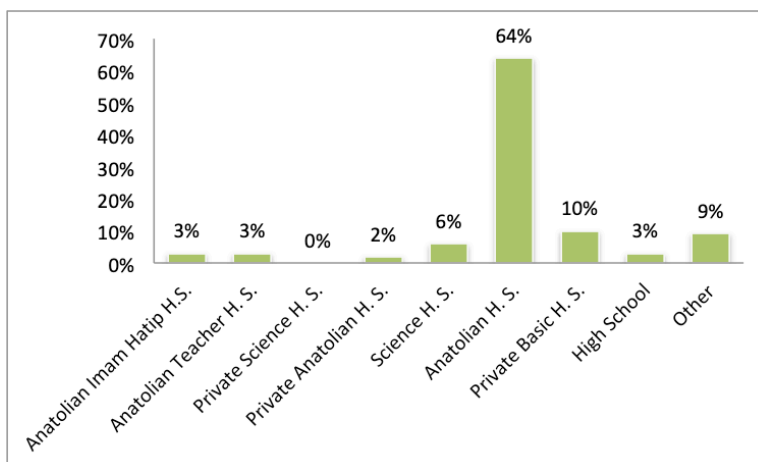
representation of private schools, and students from public schools covered most quotas in education faculties. Lastly, Table 9 indicated that these students were not coming from the same city with the university except for science education in Muş Alparslan University. Also, female representation (57%) was still much more than male students (43%) in faculty of education at second-tier universities; yet, the female representation was lower than the case in the first-tier universities.

Figure 19: *Distribution of Students in Faculties of Education at Second-Tier Universities by Gender*



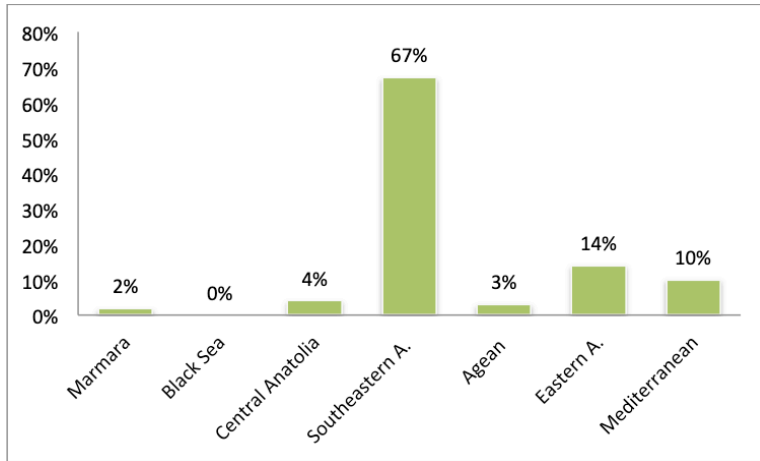
In terms of high school, the Anatolian high school took the lead with 64%, similar to the faculty of education at first-tier universities and engineering faculty at second-tier universities. Also, other universities had really low representation in the selected faculties of education (See Figure 20).

Figure 20: *Distribution of Students in Faculties of Education at Second-Tier Universities by High School Type*



Lastly and not surprisingly, most students come from southeastern (67%) and eastern regions (14%) to these departments, same with the location of these universities. Furthermore, there was not even one student from the Black Sea region as it could be observed in the Figure 21. At this point, it could be asserted that these universities served the students from the nearby cities.

Figure 21: *Distribution of Students in Faculties of Education at Second-Tier Universities by Geographical Distribution*



2.8.3 Faculty of Economics and Administrative Sciences

The results in this part specified the characteristics of students who had access to the department of Business Administration and Public Administration and Political Sciences both in first-tier and second-tier universities. With this purpose, selected prestigious universities were Hacettepe, METU, Ankara, Boğaziçi and İstanbul, while the second-tier universities were listed as Muş, Hakkari, Şırnak, Ardahan, Kilis and Siirt Universities.

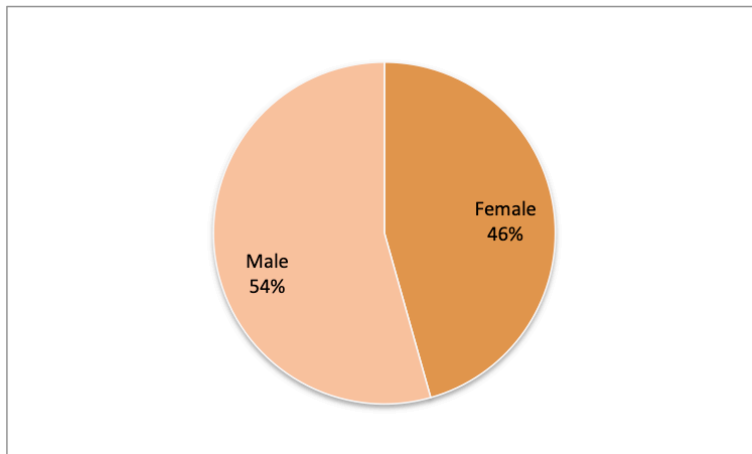
2.8.3.1 Characteristics of Students at Faculty of Economics and Administrative Sciences at First-Tier Universities. All quotas allocated at these universities for each department were full. The students in business administration and political science departments at all these universities mostly graduated from public schools and came from different cities except Business Administration departments at İstanbul University.

Table 10: *Characteristics of Students in Economics and Administrative Sciences at First-Tier Universities*

University	Department	Quota	Filled Quota	Public School	Private School	Living place (different)	
						Living place (same)	Living place (different)
				<i>n</i>		<i>%</i>	
Hacettepe	Business Administration	103	103	60	40	41	59
	Political Sciences	82	82	73	27	33	67
METU	Business Administration	93	93	69	31	30	70
	Political Sciences	82	82	57	43	33	67
Ankara	Business Administration	62	62	56	44	42	58
	Political Sciences	52	52	73	27	37	63
Boğaziçi	Business Administration	103	103	65	35	30	70
İstanbul	Business Administration	298	298	61	39	65	35
	Business-Economics	113	113	61	39	62	38
	Political Sciences	123	123	90	10	33	67

The gender distribution of these departments in all universities was displayed in Figure 22. Although the distribution of male and female students was quite similar, the percentage of male students (54%) was higher than female students (46%) with a slight difference.

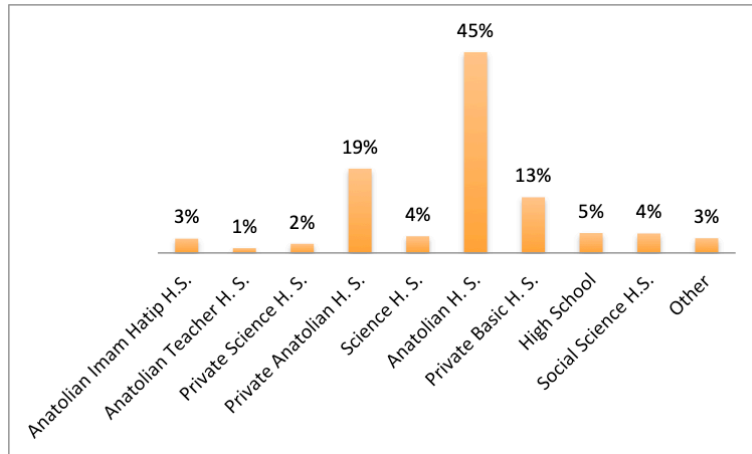
Figure 22: *Distribution of Students in Faculties of Economics and Administrative Sciences at First-Tier Universities by Gender*



Students in this department mostly graduated from public (45%) and private (19%) Anatolian high schools by leaving a few places for students who graduated from

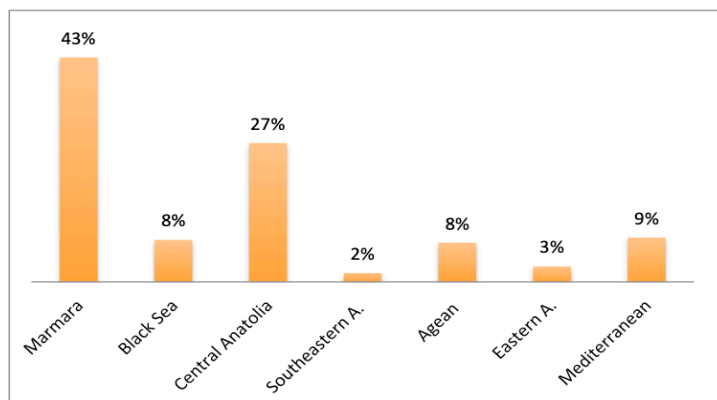
Social Science high school (4%) and Anatolian Imam Hatip high school (3%) as it could be seen in Figure 23.

Figure 23: *Distribution of Students in Faculties of Economics and Administrative Sciences at First-Tier Universities by High School Type*



As it could be observed in Figure 24, the same pattern as in the engineering and faculty of education in first-tier universities was also valid in business administration and political science departments, which was majorly allocated by students coming from the Marmara (43%) and Central Anatolia region (27%). There were only 3% and 2% of students coming from Eastern and Southeastern Anatolia to these departments.

Figure 24: *Distribution of Students in Faculties of Economics and Administrative Sciences at First-Tier Universities by Geographical Distribution*



2.8.3.2 Characteristics of Students at Second-Tier Universities. The table given below represented the access patterns of students coming to these departments at second-tier universities. Even half of the quota of these universities was not filled

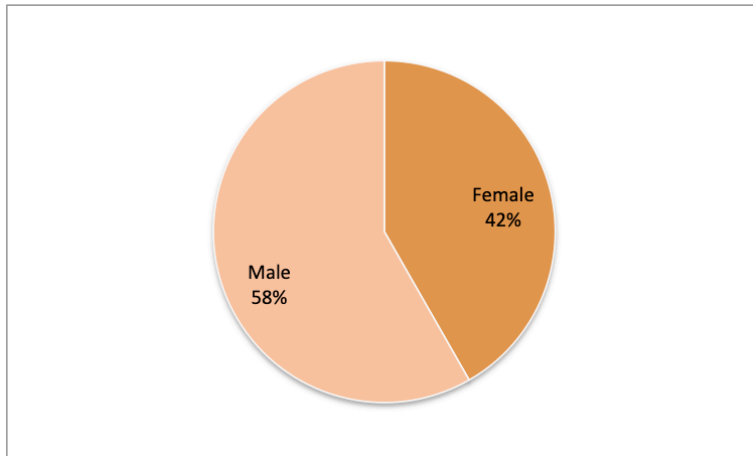
in, except for the political science department at Kilis 7 Aralık University. Only 127 students filled the quota out of 247 places for students. Of these numbers, most of the students came from the same city with the university and graduated from public schools.

Table 11: *Descriptive Characteristics of Students in Economics and Administrative Sciences at Second-Tier Universities*

University	Department	Quota	Filled Quota	Public School	Private School	Living place (different)	
						Living place (same)	Living place (different)
		<i>n</i>		<i>%</i>			
	Business						
Muş	Administration	31	7	100	-	71	29
Muş	Political Sciences	41	25	88	12	68	32
	Business						
Hakkari	Administration	31	0	-	-	-	-
	Business						
Şırnak	Administration	31	3	100	-	33	67
Şırnak	Political Sciences	31	9	100	-	89	11
	Business						
Ardahan	Administration	21	0	-	-	-	-
Ardahan	Political Sciences	21	10	100	-	60	40
	Business						
Siirt	Administration	31	4	75	15	100	-
	Business						
Ağrı	Administration	26	6	100	-	83	17
	Business						
Kilis	Administration	31	12	100	-	50	50
Kilis	Political Sciences	52	51	94	6	35	65

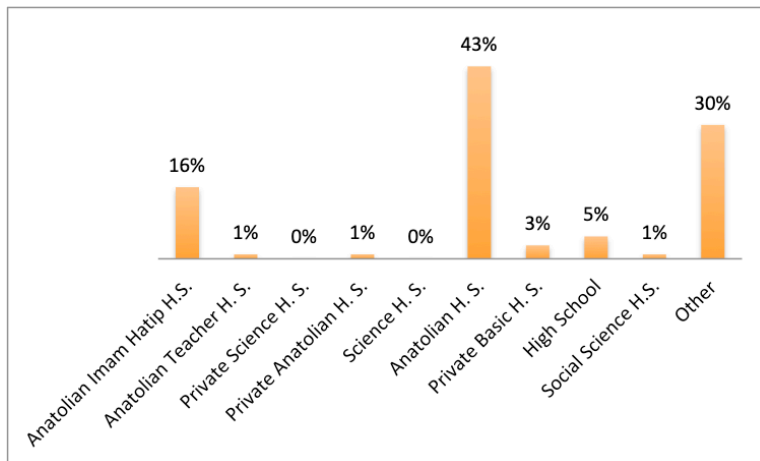
The representation of male and female students in these departments was quite similar to the first-tier universities, in which 58% of the students at these departments in second-tier universities were male, while 42% were female students (See Figure 25).

Figure 25: *Distribution of Students in Faculties of Economics and Administrative Sciences at Second-Tier universities by Gender*



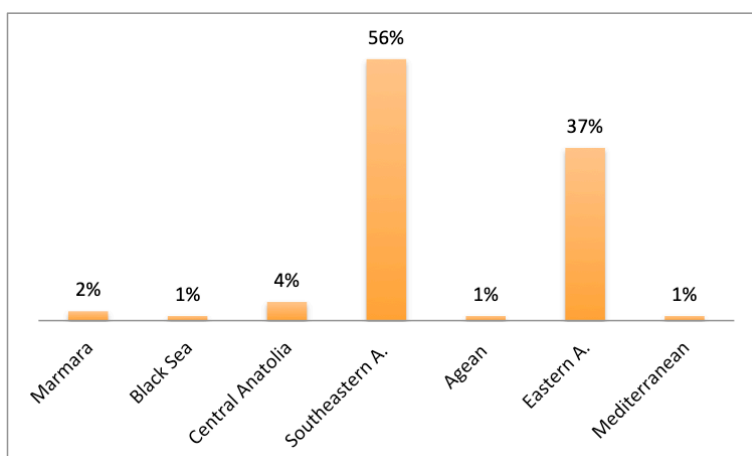
Unlike the first-tier universities, the representation of the students who graduated from Imam Hatip high schools (16%) and other types of high schools, including vocational and technical schools (30%), increased in second-tier universities, and students from Anatolian High schools took the lead with 43% (See Figure 26).

Figure 26: *Distribution of Students in Faculties of Economics and Administrative Sciences at Second-Tier Universities by High School Type*



Geographical representation of the students was not surprising and followed the same pattern with other results in second-tier universities as students living at Southeastern and Eastern Anatolia with 56% and 37%, respectively. As the Figure 27 illustrated, these universities were relatively bounded to nearby cities and had fewer students from other regions.

Figure 27: *Distribution of Students in Faculties of Economics and Administrative Sciences at Second-Tier Universities by Geographical Distribution*



2.9 Discussion

This study basically examined the stratification issue in the Turkish HES by analyzing the access patterns of prestigious universities and lucrative fields in comparison with non-prestigious universities and non-lucrative fields. Overall, this research responded to three main research questions scrutinizing the nature of HE stratification in Türkiye, the access patterns in prestigious and non-prestigious universities with lucrative and non-lucrative fields, and the representation of certain demographics, gender, location, geography, and school type, in these universities and fields regarding access flows and trends. This chapter discussed the findings concerning these three main questions and subsequently clarifies the implications for theory, practice, and research, and ultimately proposed recommendations for further research.

2.9.1 Discussion of the Results

The study overall yielded remarkable results to evaluate the expansion policy of the country. First, the results revealed that the access patterns of prestigious and non-prestigious universities showed significant variation in access to their programs in terms of gender, geographical location, and high school type. Second, there is also a considerable difference between prestigious and non-prestigious universities among different departments. More precisely, the findings demonstrated the fact that female students were underrepresented in remunerative field; engineering departments, compared to less remunerative fields such as education faculty. This difference

between female and male students in the departments is more evident in second-tier universities, meaning that there were more male students in non-prestigious universities. Third, analyzing the access patterns in detail, the results neatly pointed out the fact that prestigious universities and lucrative fields, as well as non-prestigious and less lucrative fields, are skewed in representation. Of notice is the prestigious universities do not effectively represent the population as the quota in these universities in any field were filled by generally male students, the students living in Central Anatolia and Marmara, and the students who graduated from public or private Anatolian or Science School. On the other hand, non-prestigious universities represented the ones living in the Eastern or Southeastern region and students who graduated from Anatolian high school, İmam Hatip high school, and other types including vocational and technical high schools. Lastly, the results disclosed the fact that the second-tier –non-prestigious- universities were not mostly preferred by the students as these universities barely filled their quota.

In Türkiye, the government initiated various policies, as it is the main body responsible for HE development and expansion. To enlarge the capacity of the system and to provide HE opportunities for the students, as it ensured social mobility, economic mobility, and decreasing social inequality, the government removed the tuition fee and enlarged the quota of the universities. The main rationale behind the expansion policy initiated for HE in Türkiye is to provide an equal base for each individual desired to be a HE graduate. In other words, the government aimed to provide SJ and decrease inequality in education through the expansion policy that ended up with building universities across the country. However, the study results indicated the fact that the initiated expansion policy was infertile in decreasing the inequalities as the HES perpetuated the pre-existing inequalities. The potential reason for this is partially related to the philosophy of the government's expansion policy that majorly relied on increasing the quantity with a political desire, meaning that not the aim of decreasing the inequalities but the forces pushed the government to revise the expansion policy. As Goastallec (2008a) indicated, it is inevitable for the governments to expand HE due to economic and political pressure. Thus, Türkiye is among these countries that followed the massification trend with a

political desire; yet, Şenses (2007) remarked the nuance in the expansion policy steered by a political will rather than ensuring the demand for HE in an equal way.

In addition to this political will aspiration, the equity understanding of the policy is not overarching, as it is not covering the full sense of equity paradigm, referring to representing disadvantaged students in prestigious universities and ensuring not only availability but also accessibility. The expansion policy mainly focalized on quantity-based practices to ensure SJ in HE, and this policy resulted in an increase in the number of students in HE. However, this study demonstrated the fact that this increase is an artificial expansion and it is a window-dressing ritual, which only served for the earlier conceptualization of the access (availability, just having a place in HE). The meaning and the policy initiation of the access has been revised for ensuring widening participation and consequently for bolstering SJ that covers the notions of inherited merit, equality of rights, and equity identified as equality of opportunity, respectively (Clancy & Goastellec, 2007). Yet, the expansion of HE is limited with inherited merit and far from an equity perspective.

Firstly, this study put forward that HE expansion breaks the chains of elite only model based on the access of only successful male students coming from urban areas (Goastellec, 2008b; Meyer et al., 2013). Further, this expansion policy opened the HE door for other students, including females and students from underdeveloped cities, making this policy more equality rights-oriented. Secondly, this study recognized the fact that there is an increase in the number of students in HE not only for the elite students but also for female students and students from less-developed cities as well as students who graduated from various high schools. Although this pattern indicated amelioration in HE expansion, this is not equally diversified as this study disclosed. Many scholars in the literature (e.g., Goastellec, 2008b) indicated that the initiated policy as building new universities, not in the capital but suburban areas were not a remedy for equal access as this understanding confined students to fewer resources and less prestigious options. Thirdly, this study also revealed that although there is an increase in numbers in terms of HE enrollment, this increase did not equally represent the society in prestigious universities and lucrative fields as most prestigious universities and lucrative fields in Türkiye are dominated by male students living in developed cities and graduated from the certain type high schools;

Science and Anatolian high schools while this is not the case for non-lucrative fields. In relation to this, the study conducted with 18,226 students from 51 different faculty of education in Türkiye also showed that the faculty of education was mainly dominated by students who had lower-middle SES with lower parental education and having secular-rational values (Aksu et al., 2010). For this reason, the expansion policy in HE is far from being driven by equity in access, and it paid lip service for mitigating the inequalities (Ayalon & Yogev, 2005; Duru-Bellat, 2005; Ichou & Vallet, 2011).

This study also confirmed the horizontal stratification located in the Turkish HES. Many studies (Ayalon & Yogev, 2005; Breannan & Naidoo, 2008; Davies et al., 2014; Duru-Bellat, 2005; Furlong & Cartmel, 2009; McCowan, 2015; Roksa, 2010) have demonstrated that expansion policies do not unravel the inequities in HE but redress them and highlighted for the risk of canalizing the inequities in horizontality referring that selective universities and lucrative fields are dominated by male students, students from an urban area and students from affluent families. The horizontal stratification was defined as the offset of the expansion policy (Nikula, 2017) framed by quantity, and this pattern is also valid in Türkiye as well as many other developed and developing countries, including Germany (Jacop, 2011), Britain (Furlong & Cartmel, 2009; Hutton, 2006; Schendel & McCowan, 2016) and China (Luo et al., 2018; Wu et al., 2020). In other words, the expansion policies relied on an increase in the quantity eventuated other sources of inequality as in the HES of many countries, including Türkiye.

Additionally, McCowan (2015) stated that equitable access in HE needs to cover availability, accessibility, and horizontality, and he further criticized the HE expansion for equity as an illusion since the policies mainly ensured two dilemmas as either cutting the same cake but with different movements or giving bigger cake but distributing it unfairly. The expansion policy initiated in Türkiye lags covering three dimensions as the results showed the prestigious universities and lucrative fields served a certain group of students. More precisely, the expansion policy in Türkiye only ensures availability by increasing the quota in HE so that there is an increasing trend in HE numbers. Yet, this policy left the system with accessibility and horizontality issues as accessibility is skewed, and horizontality reveals the

hierarchy of the quality among the universities (Kavak, 2011; Sallan-Gül & Gül, 2015).

Regarding this conclusion, specifically discussing accessibility in the first step, HE has been criticized for being either “closed shop” (Hutton, 2006) or “secret garden” (Leach, 2013) of the students hoarding the best opportunities. These students are generally the ones coming from affluent families with higher SES, urban area and prestigious high schools, which is also parallel with the present study findings. The literature listed several patterns that acted as a barrier in access to HE such as gender (Bastedo & Jaquette, 2011; Davies & Guppy, 1997), geographical location (Gibbons & Vignoles, 2012, Wells et al., 2018), high school type, (Davies & Guppy, 1997; Frempong et al., 2011, Jerrim & Vignoles, 2015), SES (Astin & Oseguera, 2004; Makulilo, 2010; Wang, 2011) and family background (Argentin & Triventi, 2011; Karen, 2002; Lucas; 2001; Roksa, 2010; Triventi, 2011; 2013a). Consistent with the current scholars, this study also revealed that certain patterns such as gender, high school type, and geographical location are determinative in having access to both prestigious universities and lucrative fields in Turkish HES as well and each factor is discussed respectively.

Firstly, as the results disclosed, a lucrative field in a prestigious university is dominated by male students. There is a massive discrepancy between male and female students in having access to lucrative fields not only at selective universities but also at non-selective universities. That is a drastic evidence of the fact that the quantity-based expansion policy is not efficient and representative enough to mitigate the gender inequalities in HE (Küçükcan & Gür, 2009), although it seems that there is no gender difference at overall number of female and male students in access to HE. Contrary to the study findings of this research, Polat (2017) highlighted the reformative impact of the policy as it decreased the pre-existing gender difference in favor of female students. This finding could be related to ensuring availability, meaning that there was an overall increase in the number of female students having access to HE. Yet, this increase did not guarantee the accessibility of female students. In other words, although female students' access has expanded, this increase is not at lucrative fields and selective universities (Davies & Guppy, 1997).

Secondly, high school type is another factor that had an impact on students' having access to prestigious universities and lucrative fields and even to all types of universities. At this point, this study revealed that both public and private Science High schools and Anatolian High schools are the locomotives of Turkish HE, as they embody the prestigious universities and departments. Especially, students who graduated from these high schools hoarded the quota at selective universities. Furthermore, the graduates of Imam Hatip, Vocational, and Technical high schools had almost no chance and opportunity to have access to selective universities rather than non-selective universities and less remunerative fields. Considering this result, the expansion policy supplied a university ticket for these students at lower-ranked universities and fields. However, representation of students who are female, graduated from vocational and technical high schools and living in southeastern and eastern regions in other selective universities and lucrative departments are not equally distributed. The main reason might be the university entrance exam that is a tool for selecting the most successful students. Science High School and Anatolian High Schools are the two foremost high schools, which have the most successful students. Yet, some scholars indicated that the profile of the students in these high schools is socially and culturally advantageous, which robustly supported the current study findings. For instance, very recent research conducted by Suna et al. (2020) with 103.635 Science High school graduates showed that students at these high schools are from high income families with highly educated parents compared to students who graduated from other type of high schools. Furthermore, they mostly had access to remunerative fields, medicine, and engineering, respectively, considering the past years between 2011 and 2019. Consistent with study findings, various scholars highlighted the fact that high school type affects access to HE (Davies & Guppy, 1997; Frempong et al., 2011, Jerrim & Vignoles, 2015). The study of Frempong et al. (2011) showed the inequality chain as students from low SES backgrounds attend low SES high schools and subsequently coped with inequality in access to HE twice more than high SES students attending selective high schools. Additionally, from another perspective, the literature (Reichelt et al., 2019) demonstrated that school tracking exacerbated the inequalities in education. The more varied the system is in terms of school tracking, the more inequality could be infected into the education system. Considering the TES, there are various types of

high schools, which also cause inequalities in education. Further, these inequalities sharpened and perpetuated by access to HE in which the best options are dominated by certain groups coming from these high schools. In contrast, other students who graduated from vocational, technical, and İmamhatip schools could majorly have access to non-selective institutions and less remunerative fields.

Thirdly, the geographical location stands the most striking access pattern in the current research. The findings showed that in selective universities, the Marmara and Central Anatolia regions, which cover the most developed cities within country, are the main suppliers, and especially there are rather a low number of students from the Southeastern and Eastern regions. Yet, non-selective universities, generally established in the southeastern or eastern part of the country, mostly harbored students from these regions. At first blush, these results would be misleading, implying that there is an increase in the access of students from the eastern and southeastern side of the country, which potentially provide access and equality. Practically, this result is valid since the students' living in this area had access to HE. Considering this, White and Lee (2019) remarked that geography hindered the students' choice in access, referring that the students with financial problems could have a chance to have HE with no obligation for traveling a long distance. However, this situation could be risky and patchy from another perspective. Namely, the students living in these areas are subjected to non-selective universities that have lower quality compared to other universities established in developed cities. In relation to this fact, Bastedo and Gumport (2003) indicated that place-bound students have fewer mobility options, low SES and ethnic backgrounds, have access to non-selective universities, less lucrative fields, and subsequently restricted possible careers. Furthermore, the study conducted by Yu and Ertl (2010) showed that students from rural areas experienced twofold inequality, as they were exposed to low resources and lower-quality education. Consistent with this, the present study also confirmed that the non-selective universities majorly served the students living in rural areas.

In addition to these factors, the literature regarding access remarked that men and younger adults are more mobiles for having access to HE (Wells et al., 2018), which implied the fact that if there were no option for HE in the region, females and adults

were excluded from attending HE. Hillman (2016) referred to these regions as educational deserts. Considering Türkiye, with the impact of the expansion policy of the government, no region could be called educational deserts. Although HE becomes more available, leaving no obligation for being mobile, there emerged another issue in ensuring equity in access related to the horizontality that refers to the quality of the provided HE. Many scholars in the existing literature (Altınsoy, 2011; Arap, 2010; Erdoğan, 2014; Karataş-Acer & Güçlü, 2017; Küçükcan & Gür, 2014; Mızıkacı, 2006; Özoğlu et al., 2016; Sallan-Gül & Gül, 2015; Şenses, 2007) argued the quality of the newly established universities at these regions and concluded that they have various issues including inadequate resources, lack of adequate and qualified personnel, structural and technical problems, quota and quality. Hence, the students in these regions are confined to the universities tackling the quality issue.

The expansion policy that resulted in an increase in the number of universities aimed to increase access to HE as well. Yet, as the literature indicated, the universities suffered from quality issues. Related to this, the most salient finding of the current research is to reveal the fact that these universities could not fulfill the quota due to quality and, consequently and probably employability issues. Further, even the lucrative fields were not selected by the students, and there were many patterns that these universities did not have even one student excluding mathematic education. This finding neatly highlighted the fact that the policy that aims for equality and increasing access in HE failed due to a lack of crafting and sustaining quality.

Taken together, the results of this study revealed that the expansion policy for ensuring access and SJ at HE paid lip service as only increasing the number of students having access to universities and papered over the cracks. Namely, as the results disclosed, the inequalities in HE was masked by accessibility and horizontality. Moreover, considering the patterns in prestigious universities and lucrative fields, HE perpetuated the inequalities that were prevalent in secondary schools.

2.9.2 Implications for Policy and Practice

Expansion of HE, subsequently massification of the HE, has been the main agenda of various countries owing to certain benefits of HE both for individuals and society

(Calhoun, 2006; Furlong & Cartmel, 2009; Skillbeck, 2000). Regarding these potential benefits, many countries revised their policies to include more students and to be more representative. Türkiye is also among these countries invested in HE policy, which basically relied on quantitative expansion with the purpose of providing SJ at the end. Despite the massive expansion in the system, the results indicated that the practical results of the policy are not inclusive and, unfortunately, did not ensure access to HE that equally represented the society. Considering the patterns in access to selective universities and lucrative fields based on the current results, this research strongly implied the need for political revision that should cover not only the availability perspective but also accessibility and horizontality (McCowan, 2015). In this way, the expansion would ensure equal representation of society.

Implicitly, the policy based on quantitative understanding did not ensure a real sense of access and recalls for other steps to be taken for being a socially just HES. In various countries, for instance, England initiated new affirmative policies in order not to be exclusive to the marginalized groups. For this purpose, the selective universities revised their policy and reserved quota for the disadvantaged groups in order to be more representative. Shedding light on the current context, access has been approached as inherited merit and equality of rights, meaning that the more successful students have the right to get the best places irrespective of their social, cultural, and economic background. Hence, this research indicates that the current expansion policy acted as an implicit barrier for students with a disadvantageous background, and there needs to be other expansion policies crafted with affirmative actions.

Finally, another implication that this research has put forward is the quality issue that emerged from the expansion of HE. The government invested in building new universities in each city and allocated thousands of budgets. However, the results indicate that these investments and the budget were wasted, as the students did not prefer these universities. For this reason, the policies and the actions should include both expansion and quality, as they are indispensable in the essence of HE.

2.9.3 Recommendations for Further Studies

Considering the limitations in the research and the potential research questions that emerged as a result of the current findings, some recommendations were made. First, the data utilized in this research were retrieved from HEC Atlas, and the nature of the data only provided frequencies of certain variables. For this reason, the current research could not reveal the access patterns resulting from SES and family characteristics, such as parental education and income. To address this limitation, further studies can be conducted covering other sources of inequality patterns at individual level. In this way, a more holistic frame can be created by revealing the other major sources of inequalities in access to HE.

Second, the findings did not show the individual-level results due to the nature of the dataset. In other words, the study provided descriptive level analysis due to the fact that the data did not present the characteristics of each student having access to HE. For this reason, future research can utilize inferential statistics to demonstrate the probability of certain patterns in having access to prestigious universities and lucrative departments.

Third, this study especially focused on horizontal stratification rather than vertical stratification that refers to years studied in HE. There is a substantial body of literature indicating the fact that there are sharp inequalities among students having access to two-year college or university and majorly asserted that the former had students with disadvantageous backgrounds (Bastedo & Jaquette, 2011; Marginson, 2016a; Roksa, 2008; Roksa, 2010; Triventi, 2013a; Wells et al., 2018). This argument could be further investigated in the Turkish HES comparatively; by including two-year versus four-year departments.

Fourth, this study shed light on the issue of quality in HE, especially with the ones established after the expansion policy was initiated. Although this research did not aim to analyze the quality of the non-selective universities, the findings remarked an urgent need to investigate the quality issue in these universities. Additionally, the results showed that these universities, even the lucrative departments within these universities, were not selected by the students. Future research can be conducted to

understand the reasons behind this issue, and this topic could be discussed within the employability concept framework.

Fifth, mobility of the students for access to HE is a timely fashion topic that needs attention. The results showed the pattern that students generally chose the universities located in either close distance or neighborhoods. The patterns of students' mobility for HE could be investigated as well.

Finally, the literature indicates that access to HE is not limited to having a place at HEIs, but it also covers participation in university and the experiences of the students during their HE. For this reason, the students' experiences from selective universities and non-selective universities should be examined in a comparative way to analyze the discrepancy in their participation in university life.

2.9.4 Limitations of the Study

This study is not independent of limitations resulting from the nature of the data used in this research, the design, and the analysis of one type of stratification. To start with, the data utilized in the present study was retrieved from HEC Atlas, and this dataset provided information with frequencies at the institutional level rather than the individual level. This situation created two limitations for the research. First, as there is no information of each student, such as their family background, previous high school, etc., at the individual level, this research is restricted to giving a snapshot of the access patterns to certain institutions and departments without enabling for further inferential analysis. As the dataset is limited, this research could not state the probability of certain groups having access to selective universities and lucrative fields. Second, the research could not be designed as correlational research due to the restriction in the dataset.

Another limitation results from the scarcity in the variable set of the data. Namely, one of the most salient determinants of access to HE is the socio-economic and demographic characteristic of the students, including SES, family income, and parental education. However, the data do not cover these variables. For this reason, this study is limited to specific variables and provides a narrow frame for access patterns.

CHAPTER III

STUDY TWO

UNIVERSITIES AS KEY RESPONDERS OF SOCIAL JUSTICE

“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

Alexander Den Heijer

3.1 Background of the Study: Enactment of Social Justice

Social justice concept is a phenomenon majorly discussed at the K-12 school level, and many scholars and scholarship as well as politicians perceived and focused on SJ as an agenda of only K-12 structure. In other words, SJ has not been drawn attention at HE levels as in K-12. In other words, the concept has not been noticed at the HE level. With this purpose, there have been two global actions for promoting equity in HE: the expansion of HE from simple access to widening participation and differentiation of the structure, both of which resulted in stratification of the system. Within the SJ scope, the evolution of access with a focus on ensuring equity has transformed HE from elite structure to massification, even universal structure in some nations. Yet, there is further need for enacting SJ. Generally, funding was used as a means to compensate for the inequities in HE. However, such related steps, expansion, and differentiation, fall short in providing a real sense of equity and SJ since it results in stratified systems and, the stratified systems cannot be tolerated by SJ seekers (Reay, 2009).

As Brennan and Naidoo (2008) stated, access is a one-sided approach in the accomplishment of SJ. Many scholars state that equity and SJ require more than increasing the numbers since this issue is twofold. The first part of this thesis is analyzing who has access to HE and digging whether HE is representative of the society. This is also an empirical evidence for the arguments that institutions are the mirrors of the society in which they are located. The second part is in relation to who (students) access to where (to which universities and departments), in other words, it focuses on the quality of the structure and recalls for the remit of HEIs for a perennial and solid SJ notion. For this reason, addressing SJ only from an access perspective is delusive. In other words, in addition to access in HE, which only focuses on the movements and choices of the individuals shaped by their socio-economic and cultural background, SJ should go even further and be analyzed at the institutional level. From the previous chapter, the results have already disclosed that the students having access to various HEIs does not mitigate the impact of disadvantages. Ndebele (1995) highlighted that it is the institutions rather than the individuals who need fixing. Building on this argument, this study asserted that there need to be institutional arrangements, structures, and supporting mechanisms for enacting SJ in HE.

To be more precise, the endorsement of HEIs is essential for locating SJ. Traditionally, the basic responsibility of the HEIs is classified under three dimensions: research, teaching, and community service. However, in today's world, with dramatic changes in demographics and focusing on individual rights and freedoms, universities need to have the key responsibility and a leading role in promoting SJ in society (Furlong & Cartmel, 2009). At this point, Brennan and Naidoo (2008) opened a room by classifying the role of HE under two categories: import and export role. They indicate the import role of providing equity within HE and the export role of HE in its contribution to the community to provide SJ. However, studies in the literature indicate that most of the universities classify their responsibilities under three categories, and they are somehow resistant to expanding their position. Only a few numbers of universities exhibit an ownership to the issue SJ. Reay (2009) draws attention to the distinction between the old and new universities while the latter takes to the responsibility of ensuring a socially just

society; the former relies on teaching and research. In other words, old universities adhere strictly to their core roles with the main concern in decreasing their quality or losing their rank.

This situation points out the fact that the universities are in a dilemma of shouldering the responsibility of SJ, further, there is no reconciliation on the matter due to resistance and reluctance of both faculty members and the institutions. Yet, HE has no difference than the large-scale organizations, and they also need an agenda for sensitive issues such as gender, race, regional dimension, and disability (Brennan & Naidoo, 2008). The concept of stratification may not only be restricted with the results derived from the access and expansion of HE. It has been a known fact that students in different institutions experience and engage with varied opportunities. In this vein, students in prestigious universities and fields hoard valued opportunities. In this regard, there is an urgent need to disclose stratification in HE (Davies et al., 2014) to understand how institutions react to unequal situations in order to ensure SJ and build a socially just system.

The first phase of this research has displayed the factors that inhibit equality in access to HE based on individual factors. The previous study also presented the inequalities at the institutional level due to quality and the opportunities provided by these qualified and prestigious institutions. There is a glaringly apparent difference between increased participation and widened participation, which navigated through the conceptualization of equity. While the increased participation pays attention to several students who are accessing to HE, widened participation regards the access of disadvantaged students to HE. As found in the first study, the Turkish HES developed policies which are grounded on equity as a merit perspective and these policies resulted in an increase in the number of students in HE through stratification. These policy and practices are shortfall and deficit in creating a just HES. For this reason, it is high time for universities to become the key agents and have the core responsibility to ensure SJ by mitigating the impact of inequalities. Hence, this study of the dissertation (Study 2) focused on the question of what the universities do for overcoming difficulties that students face, which structures they use, and what kind of resources the institutions utilize to create a socially just system.

There are a few practices at universities to serve for SJ; funding, accommodation, to name a few and these practices are based on the various theories of SJ, including Rawls' distributions, Young's recognition theory, and Fraser's SJ conceptualizations. These theories, subsequently practices, are substantial to some extent to disclose SJ practices, yet not overarching and sufficient since they embody certain gaps in explaining SJ (Wilson-Strydom, 2015). For this reason, the theories not grounded on social context may be blue-sky for settling the elements of the socially just HES. It is highly necessary for a viable HE that takes to the role of SJ advocacy to be cognizant of the needs of students, mitigates the perennial injustices, and resolve the inadequacy that originated from the current stratified system. Criticizing the perspectives of providing more access and educational resources for SJ, Wilson-Strydom (2015) pointed the capabilities approach as a more complementary approach for SJ, which underlines the relationship between institutional resources and individual's agency in transforming these into capabilities and functioning in return (Walker, 2006). Considering the benefits of the listed theories, it is of need to fabricate them in the same pot to have a more holistic understanding of SJ at HE context.

In addition to these theories, while defining the nature and borders of SJ as well as the enactment of SJ at HE level, Cribb and Gewirtz (2005) highlighted practices and actions rather than theoretical conceptualization. To achieve SJ through HE, there needs to be a cultural change within the institutions and new forms of relationship both inside and with outside of the university, namely society. In their current research, D'enbeau et al. (2020) listed practical suggestions for institutionalizing SJ and stated that people at universities could develop a rubric to evaluate their objectives, practices, and outcomes concerning SJ. On the other hand, ensuring the motivation, commitment, and sustainable cooperation of organizational members for SJ is the most challenging issue in the HE context. Against this backdrop, there emerges a need for examining SJ at HE context by bringing theoretical conceptualization, practices of the institution and the perceptions and actions of the subordinates together to have a more profound understanding of the SJ.

3.2 Problem Statement for the Background

With the turbulent, unstable, and unaccepted changes in the world such as migration, diversified population, increasing inequality, decreasing resources, and indefinite borders with the current technological developments, the predetermined role of the universities; teaching, research, and so-called community service, lag behind to serve the needs of the students and society. Besides, universities are forced by contradictory movements (Jones & Shefner, 2014). Traditional understanding that positions universities as a place serving for the sake of knowledge undermined the universities' capacity to remediate the societal problems. Especially, the older universities resist any attempt that shakes their predefined roles and responsibilities, rooting in the concern of decreasing their achievement and lowering their ranking if they provided SJ by giving more places for students from diverse backgrounds. In a similar vein, Furlong and Cartmel (2009) exemplified older universities as the least successful in paying attention to provide equal opportunities and stated that for many in the UK, SJ is not a prominent and central concern compared to Scandinavian countries, which push for apparent interactions between HE and SJ. In other words, the universities are not willing to shoulder the responsibility of SJ.

Based on the issues listed above, SJ is a very timely concept in these hardship times, and many agree on its necessity but do not have a clear-cut agreement on what SJ constitutes in HE for different stakeholders (Singh, 2011). Further, the role, responsibilities, and position of the universities to enact and provide SJ are nebulous. Cunningham (2007) called universities as having a Janus-faced position in the sense of SJ. The reason was remarked as while there has been an attempt for increasing participation by increasing the number of students, a few students from affluent backgrounds hoard opportunities such as income and future status in the elite universities. Regarding that, Cunningham also drew attention to the gap in describing the features of socially just universities. Relying on this gap, it is high time for enacting SJ within HE by analyzing the accumulated privileges and disadvantaged groups as Bunn and Bennett (2020) indicated that passion is not adequate since systematic analysis and conceptualization of the previous experiences is needed.

To date, scholars of SJ and HE majorly relied on defining access and ensuring that there is equal participation from all diverse groups. In other words, the SJ concept at HE has been discussed from the access point, meaning that there is scant literature (to the best of researcher knowledge) on how to enact SJ at the institution level, and very few conducted studies remarked on possible theory implementation or discourse on building caring and just culture without providing concrete solutions. However, at the university level, the problem is not about universal access but equity of participation (O'Sullivan et al., 2017). However, providing this idea is a newborn baby, as there are a few examples (O'Sullivan et al., 2017), and it needs to be investigated further.

As mentioned earlier, there are studies in the literature in relation to the endogenous and exogenous perspectives of HE for ensuring SJ . While the first one focuses on the member or student distribution within the HE and questions whether it represents the society or not, the latter concentrates on the standing of the HE for providing a fairer society. According to Carvalho (2020), the literature in relation to SJ and HE mostly relies on the endogenous perspective of HE, yet, still, there is scarce research, and studies in the literature recently focalize exogenous perspective. While this study mainly aims to reveal the endogenous perspective of a prestigious university in the Turkish context, there are also additional and unexpected elements and dimensions of exogenous perspective of SJ in the fieldwork, which is a direct result of the fact that these terms are intertwined and hard to distinguish (McArthur & Ashwin, 2020).

Inequalities are not only deriving from the individual characteristics or the environment, or the community, the students are in. Rather, the inequalities are also derived from the outcomes of the initiated organizational practices and policies (Marshall & Oliva, 2006). In a similar vein, Kezar and Posselt (2019) asserted that inequities are located in the fabric of HE. Simply put, the students who have access are already coming with already existing inequalities in society. For this reason, universities need to be cautious in order not to deepen the existing inequalities. Related to this, Trowler (2020) states that in the HE context, deficient recognition of unjust situations can have the potential of being injustices in the distribution of resources. Considering the potential risk, there is a need for structures and mechanisms that can inhibit conversion factors. Especially in the stratified systems in

which various inequalities are nested, new mechanisms need to be initiated for enhancing capabilities due to the fact that providing more place, although necessary, is not adequate to advance equitable HE structures (Wilson-Strydom, 2015). The capabilities approach also put forward which conversional factors perpetuate the injustices in HE settings.

Overall, many scholars accept the fact that there are many issues in society that leads to an unjust structure in the world for which asserting the idea of providing a pure and completed SJ is far from reality; however, any attempt, effort, and endeavors taken for the sake of justice make us move towards greater SJ (McArthur & Ashwin, 2020) by utilizing research for SJ to “get off the fence” (Griffiths, 1998). In relation to this argument, this dissertation, accordingly, did not claim to provide a complete sense of socially just HE setting in such a stratified HES. Realizing the fact, this research asserted moving one step further for enacting socially just systems by revealing institutional and individual practices emanating from SJ understanding and listing the challenges and difficulties in enacting SJ and ascertaining individual, social and environmental barriers encountered. To conclude, enacting SJ in the HE context provides the transformation of the universities and the society through grooming more emphatic and democratic individuals (Ross, 2014). This effort could be achieved by realizing the structures that cultivate SJ.

3.3 Purpose of the Study

As the discussion above asserted, there is a need to embrace a holistic approach for enacting SJ in HE. Hence it is important to understand practices of HE institutions that they implement for enacting SJ in their own contexts at all levels (individual, unit, organization) and in all domains (academic, administrative). Therefore, the purpose of this study is to explore the conducts of HEIs for enacting SJ. In this chapter, the SJ model at the institutional level were manifested through analyzing the socially just-oriented policies and practices. Interviews were conducted with administrators and faculty staff from a selective university, and documents were analyzed to ascertain what universities do to ameliorate the inequalities caused during the process of access, which strategies they adopt to handle the stratification issue, and what roles they undertake to ensure socially just HES.

Considering the aim that stated above, the following research questions were answered:

4. Who has an access to this prestigious HEI?

5. How is social justice enacted in a prestigious HEI?

5.1. What are the dimensions of a socially just HEI?

5.2. What are the structures and practices of enacting SJ in a prestigious HEI?

5.3. What are the facilitators and challenges of enacting SJ in the context of the prestigious HEI?

6. What are the characteristics and responsibilities of academic leaders and faculty to ensure a socially just institution?

7. How is SJ at HE perceived and defined by stakeholders at the university?

7.1. Which roles and responsibilities are attributed to the university to enact SJ?

7.2. What are the required arrangements for building socially just HEIs for the students?

3.4 Significance of the Study

This study expanded the existing literature on SJ in HE setting in some respects. Considering theory, the current research utilized the Fraser's parity of participation theory to disclose the structures and practices of the institution to ensure and enact SJ at HE context. With this regard, the mechanisms and practices that correspond to the dimension of the theory; distribution, recognition and participation, were further investigated. This investigation and analysis provided the literature to cover whether the theory is applicable to HE setting to understand SJ and whether the existing dimensions are adequate in explaining and covering SJ practices. Moreover, this study provided deeper insight for recognizing the related dimensions of the theory that need further consolidation or arrangement for SJ.

Also and more importantly, the current research contributed to the theory of Fraser by adding one overarching dimension as the results pointed out the necessity of the institutional culture to enact the dimensions of the theory. That is to say; the current research has theoretical significance as it pointed out that the three dimensions of Fraser's theory are important and a must in enacting SJ; yet, the theory did not count on the strength of the institutional culture which could potentially act as a catalyzer and a prerequisite for the fulfillment of the dimensions at the institution. Thus, this study put forward the fact that the Fraser's theory needs to be extended by adding cultural dimension in the framework.

In terms of research, this study, to the best of our knowledge, could be the first one that examines the SJ concept, mechanisms and practices at HE level by utilizing two-complementary framework. Many scholars (Bunn & Bennett, 2020; Singh, 2011; Wilson-Strydom, 2015) draw attention to the barren literature on SJ at HE context. Although the concept is due course, the existing scholarship on SJ at HE and institutional mechanisms is infertile. Furthermore, there is a need for research concentrating on the characteristics of the socially just institution. At this point, this study narrowed the gap in both international and national literature on SJ at HE context.

Moreover, not only the scholarship on SJ at HE level but also the ones about the characteristics, roles and responsibilities of SJ leaders at HEI are scarce in the literature. Realizing this research gap, this study shed light on the roles and responsibilities of the socially just leaders (SJL) in HE concepts, which will also guide the literature to make comparisons between leaders at K-12 and HE setting. Lastly, this research included various stakeholders; faculty, administrative staff and academic leaders, to disclose the nature of socially just institutions and leaders.

As for practice, the current research identified the most valuable; in a sense efficient structures and practices that served the enactment of SJ at HE setting as well as the ones that provided SJ for the students. In the existing scholarship, researchers remarked that SJ is a nebulous concept and the roles and responsibilities are not clear for enacting SJ (Singh, 2011). However, these results offered practical implications for policy-makers, universities and university management about how to enact SJ for

students and which structures to build or strengthen for advancing SJ. Further, the current research might also provide practical information for the leaders and faculty about being SJL.

3.5 Literature Review

3.5.1 The Definition of Social Justice

Social justice is a concept that has many facets with multi-dimensional characteristics and context-bound forms. Many scholars and theorists put effort to frame SJ by providing a concrete prescript to apply to society to build socially just nations, systems, and institutions; however, the nature of SJ is hard to define in such a sharp way without considering the contextual differences and circumstances. Considering this, as an emerging SJ researcher, it is essential to accept and be aware of the fact that SJ is a complex, ambiguous, indefinite, and multi-facets term (Scanlan, 2012).

In a similar vein, Bogotch (2002) specified that SJ has no precise meaning and has been periodically reformed and enriched from the early times so that the definition of SJ may change depending on time, context, and theoretical framework. Many scholarships put effort into defining SJ from their own standpoint. However, there is still no theory or theorist that explains SJ in a holistic way as each theorist relies on different dimensions of it (Furman, 2012). Going back to the earliest one, according to Novak (2009), SJ was firstly uttered by a Sicilian Priest in 1840, and following this, it was announced by Antonio Rosmini Serbati in “La Costituzione Civile Secondo la Giustizia Sociale” after eight years. From 1840 to these days, the literature is rife with the very meaning of SJ without one stable definition. In his first things definitions, Novak (2009) identified three essential features of SJ as collective work, social term, and being neutral. In other words, SJ needs to be a collective work for the good of other people by being ideologically neutral.

Novak’s conceptualization of SJ is overarching and gives the essence of what SJ cares for. Highlighting the unstable nature of SJ that means different meanings in different contexts and with different theories, Zajda et al. (2006) indicated that equality and solidarity are the key proponents of SJ conceptions. Revealing the nexus

between education and SJ, Zajda et al. (2006) ask the question of “How can we contribute to the creation of a more equitable, respectful and just society for everyone?” (p. 13) and listed three misconceptions as (1) SJ has a linear definition, (2) it is achievable in any society and (3) there is a conflicted relationship among state, stratification, and SJ. Instead, they asserted that SJ is a multi-dimensional concept with semantic ambiguity that leads to the historical roots (Rizvi, 1998) and is not reachable in capitalist society. Overall, with its primitive definition, SJ is the equal distribution of the roles and responsibilities; however, the main issue is defining and deciding what means a fair distribution, which changes in terms of the theoretical approach (McGrath Morris, 2002).

In addition to the base in the SJ definition, this term has been gathered under alternative perspectives such as distribution-based definitions, recognition-laden explanations, participation-focused interpretations, and definitions based on the vagueness of the term. Although there have been theories that explain SJ with its dimensions, Gewirtz (1998) claimed that SJ is an “under-theorized concept” (p.469). The initial definition of SJ was shaped by Rawls’ theory of justice, in which he defined SJ as fairness and explained fairness through distributive justice (Rawls, 1971). According to Rawls, SJ can be ensured through distributing material goods and social positions equally.

From another perspective, Young criticized Rawls’ definition since it falls short in covering SJ as well as explaining injustices in society. The distribution of material goods was not adequate for actualizing SJ. Although the recent distributive theorists refer to the distribution of social constructs such as respect and care rather than the material goods (Young, 1990), still distribution perspective does not rely on injustices. Adding on the distributive justice of Rawls, Young (1990) explained SJ through injustices and listed five faces of oppression as exploitation, marginalization, powerlessness, cultural imperialism, and violence. She argued that the discussions on justice start from oppression and domination, and SJ is required for identifying the oppressed groups in the society.

According to Young (1990), SJ is “the degree to which a society contains and supports the institutional conditions necessary for the realization of these values”

(p.37), which are identified as the development of an individual's capacity and participation in decision-making in individual's actions. From this standpoint, she concluded her own definition of justice as hindering one to develop herself/himself with institutional obstacles as a way of oppression and institutional obstacles of self-determination as domination.

On the other hand, Fraser (2009) pointed out the necessity of multi-dimensionality of the SJ theories that embrace political, cultural, and economic dimensions of distribution. Additionally, she described justice as the parity of participation, which questions who, why, and how, participates in decisions and, remarked that a theory of justice needed to be three-dimensional as distribution, recognition, and parity of participation.

With the contribution of Young to the conceptualization of SJ, there is no argument that the distribution perspective is among the dimensions of SJ, which was enlarged with recognition of the social relations, institutional rules, and regulations. Inspired by Young's disposition in defining the term and enlarging Fraser's cultural justice, Gewirtz (1998) referred to justice as the umbrella term and expanded it by adding relational justice rather than providing one definition of SJ since she believed that the time is for including or omitting new principles.

While all of these descriptions locate individuals as the central point, Goldfarb and Grinberg (2002) remarked institutions as the main provider of SJ and defined it as the institutional arrangements based on principles of equity, equality, and fairness in a range of dimensions from social to the individual level. Additionally, by remarking on the institution point, Bogotch (2002) defined SJ as an "intervention that requires the moral use of power" (p. 3). Whether it is an individual level or institutional level description, McArthur (2013) contemplates SJ in four aspects as a complex and multifaceted term, covers both process and outcomes, cannot be displaced from the social relationships, and desire for more SJ in society.

Considering all of these definitions and the attempts to resolve the confusion and tension in relation to the nature of SJ, it has been lately accepted that educing a concrete, stable, and uniform definition is meaningless as this cause constraining the sentiment and fall short in embracing diversity (McArthur & Ashwin, 2020). For this

reason, as the literature indicates, the definition and the conceptualization of SJ is a challenging process since the term is elusive, contested, and unstable. Further, various theories explain SJ from different perspectives; for this reason, it is reasonable to assert that SJ is an incremental and accumulated concept. Although scholars proposed different aspects, there are outstanding principles that each individual needs to take into account while describing SJ. In a nutshell, SJ requires;

- the fair distribution of material goods and social power,
- the recognition of oppressed and disadvantageous groups,
- giving a voice for all individuals including disadvantageous and marginalized groups,
- defining the features of context and the social relations.

3.5.2 Social Justice and Education

Social justice is a multidisciplinary term with various ontological and epistemological perspectives (Cambron-McCabe & McCarthy, 2005) used by scholars in law, sociology, philosophy, political studies, and education. Although SJ as a term was initially used in the 19th century, it has become a mantra in education at the beginning of the 21st century (Furman & Gruenewald, 2004), and since then, SJ and education have been inseparably related (Pazey & Cole, 2012).

The theories of SJ have been applied to different disciplines regarding their core principles, and education was among them as well. For instance, Rawls defined SJ as distributing material goods equally in society. Young (1990) criticized the normative function of distributive justice in theorizing SJ in education. In the education context, distributive theories defined SJ through distributing educational opportunities equally, such as books, bursaries, and all education materials, which is narrow-scope in conceptualizing SJ since SJ is wider than distribution and recalls for realizing the opportunities with social relations.

At this point, Bates (2006) highlighted the importance and necessity of two SJ discussions for education: distributive and recognitional justice and remarks that distributive justice is needed for diminishing inequities while recognitional justice

cares for the cultural differences with respect. On the other hand, Furman and Grunewald (2004) put effort into expanding the scope of SJ by benefiting from eco-justice literature as they asserted that the current notion of SJ is narrow. They dismantled SJ discourse into common dimensions in various definitions as critical humanist perspective, which depicts inequities and discusses ways to prevail these inequities, ensuring achievement and economic wellbeing and domination of Western thought. Based on three dimensions of SJ discourses, they offered a model for critical pedagogy and leadership for addressing inequities in education.

There are also some terms that are constantly mentioned in education as a step for reaching SJ; equity, activism, and social literacy. Equity under the framework of SJ in education recalls for fairness, equal experiences, and outcomes. Activism refers to being ready for the movement and change and even participating in the situation for what is unequal. Lastly, social literacy is the relevancy among your identity, context, and conditions that we are surrounded by (Ayers et al., 2009).

Additionally, there have been many approaches that discuss education and SJ from different standpoints, providing equal distribution recognizing the needs or the power structures. Whatever the standpoint is, the main argument of SJ in education is to provide equal access to opportunities regardless of the student's background. However, all these attempts to define SJ clearly show that the recent efforts are far from reaching a universally approved definition and providing steps and taking actions for enacting and ensuring SJ in an educational context. Yet, the primary and initial step for SJ is to recognize the injustices since “injustice anywhere is a threat to justice everywhere”, no matter in which context they are, as Martin Luther King emphasized (King, 1963; p. 1).

3.5.3 The Role of University

Social justice has been discussed in the K-12 school context for so long, and the scholarship mainly focuses on the ways of achieving SJ through schools as well as the analysis of structures that impede advancing SJ and further create disadvantageous and inequity such as gender, family background, school type, and SES. However, SJ has been currently a mantra in the HE context, and even there are

discussions on the roles of HE; yet, there is no consensus on the SJ role of the universities.

Traditionally the role of the universities has been limited with research, teaching, and community service. These three-pillar roles of universities had been historically identified of which activities and practices of the institutions are arranged within this framework. Further, the universities are mainly responsible for these roles and accountable for practicing their responsibilities with excellence as much as possible by producing high-impact research, raising students equipped with the required skills of their field and profession, and eventually having an impact in the broader society. Even the universities experience challenging times for adapting their third mission of community practice; new forces emerged that ask for an urgent need for widening the remit of the universities and questioned the traditional and voluntarily deactivated position of the universities within the society. The role of modern universities has been questioned and decided upon the fact that universities are not only for research, the economic welfare of the country, and enhancing individual skills (Furlong & Cartmel, 2009). In other words, the universities are pushed for being in charge of advancing SJ within the institution and for the society, and many scholars have initiated a discussion and query on the remit of the university for shouldering SJ (Brennan & Naidoo, 2008; Culp, 2016; Furlong & Cartmel, 2009). Although there are many pressures for enlarging the role definition of the HE, SJ has never been a core value or at the center of HE, but the notion drilled into the system as a public good (Kezar & Possell, 2019) covers community engagement and decreasing the societal inequalities for full participation (O'Sullivan et al., 2017).

Considering this debate, the universities are at a very fragile point that leaves them in the midst of a fight (Bunn & Bennett, 2020). The discussion on the HE roles and purposes that has shifted from traditional paradigm to modern university classification is a contested issue among the stakeholders, including politicians, universities, and stakeholders of the universities. The most heated debate on this matter has been actualized between Cambridge vice-chancellor and Universities Secretary in the United Kingdom. The government asked for the universities, especially the elite universities, to be more representative and responsible for the social matters, which were opposed by the Cambridge vice-chancellor, and she

indicated that the universities are not “engines for promoting social justice” (The Guardian, 2008). However, the university secretary countered this statement as she insisted on the university's impact for promoting SJ and recalled universities as “the most powerful tool” to actualize SJ. Although the universities in England were reluctant to revise their mission and actions up to this date, this debate could be seen as a trigger for revision of the access policies concerning SJ as well as accepting the SJ role of HE.

Contrary to the situation in England and many other countries, Furlong and Cartmel (2009) remarked that the universities and the policies of Scandinavian countries and Denmark are more receptive to the SJ mission. In so doing, these countries provided explicit bonds between HE and SJ to ensure a democratic and fair society by eliminating or decreasing the inequalities. Yet, it is of notice that these countries and universities are remarkably a few. However, at this current stage, the universities seem to accept their role of SJ that is majorly practiced at two stages.

Initially, in order to ensure SJ that is related to social mobility, knowledge production, and knowledge economy, the governments push institutions to ensure increased participation (Singh, 2011) through revising their access policies. However, this trend is not adequate to advance SJ, and Connell (2019) criticizes the universities, as they act Janus-faced in a sense that while universities discuss issues related to SJ, they are the ones that control the subaltern population in the university. Regarding that, Connell (2019) highlighted that distribution of places or access is inadequate; there is a need for structures. For this reason, the second trend is for providing widened participation of students regardless of their background. The following title indicates how SJ is located in HE.

3.5.4 Social Justice (and) in Higher Education

One of the most popular discussions on SJ in HE was put forward by Zajda and his colleagues by asking the critical question, “How can we contribute to the creation of a more equitable, respectful, and just society for everyone?” (Zajda et al., 2006, p.13). To ensure the argument in the question through HE, various scholars indicate diverse ideas depending on the standpoint and theory. While some scholars indicate the university's role in providing SJ for society, some mainly focus on enacting SJ

within HE. From a broad perspective, some scholars locate SJ at the heart of HE, meaning that they wove it into the fabric of teaching, research, and community service.

The theories and approaches developed by Rawls, Young, and Fraser to conceptualize SJ constitute a base for discussing and explaining SJ at and within HE. However, some scholars criticize these approaches in scrutinizing SJ in HE due to the practical limitations. These scholars, additionally, make use of Sen's capabilities approach to frame SJ in a HE context. Regardless of a theoretical lens, D'Enbau et al. (2020) defined SJ with regard to HE as individuals' attempts and efforts to provide a just and equitable society for each individual. They ascribe an activist position to stakeholders of the university to reach a socially just society by creating a socially just system and a verbal meaning of acting and doing, as explained by Griffiths (2003). Moreover, this definition gives responsibility to each member of the university to realize SJ.

Applying Rawl's theory to HE, SJ means distributing the resources in admission and within HE. However, this definition is restricted in explaining SJ in HE settings due to its high reliance on equal distribution and ignorance of the needs of the oppressed, individual agency, and institutional features. In HE, SJ is mostly handled in admission policies by increasing participation to universities from different groups. Nevertheless, this approach creates a discrepancy since diverse actors may have a different understanding of access, the aim of HE, and SJ (Furlong & Cartmel, 2009). Distributional justice could be one and the complementary dimension of SJ, as the universities regard SJ from one dimension of SJ; distributive justice and Cunningham (2007) called universities as the right places for distributive justice since they decide the ways for distributing the benefits. In addition to this perspective, Wilson-Strydom (2015) expanded SJ conceptualization in HE to individuals and institutions by highlighting the transaction between individual's capacity and agency and institutional conditions that provide opportunities for various groups.

Although the initial theories of SJ, including distribution, recognition, and participation, provided a well-grounded base, SJ at the HE level requires a more

overarching approach that also covers and includes the agency of other stakeholders. With the aim of providing more just HE through building a just culture and creating a just environment, Wilson-Strydom (2012) utilized a capabilities approach that identifies key points to impede social injustices through institutional arrangements. The author listed four fundamental elements for providing SJ at the university level as; (1) creating a learning culture that cares for students' wellbeing and achievement, (2) encouraging courage and spirit of learning at university, (3) practices of teachers in ensuring the university readiness and (4) enlargement of the role of the university. Additionally, Furlong and Cartmel (2009) highlighted that SJ cannot be confined to equality and remarked on Sen's (1992) conceptualization of SJ with context and socio-economic backgrounds. According to contextualized concept and perspective, while SJ represents having the opportunity for HE and hindering downward mobility for working-class and middle-class families, respectively, it refers to verifying favors and having long-standing positions for the privileged class.

Realizing the necessity of providing SJ in HE and criticizing the inadequacy of distributing resources for SJ, Wisker and Masika (2017) developed an informative taxonomy for the practices of SJ HEIs which piled up under six categories as "epistemological access, values-oriented curriculum, critical pedagogies and professionalism, student engagement and belonging, critical inquiry, and communities of practice, real experience, senior management leadership, and ethical leadership and strategic embedding of practices." This taxonomy provided more overarching approach for SJ and broadened the practices of SJ at HE setting from distribution to leadership and institution level practices.

On the other side, McArthur and Ashwin (2020) indicated the necessity for conceptualizing SJ as a theoretical notion for which they utilize four aspects of SJ put by McArthur (2013). McArthur (2013) proposed four aspects for utilizing HE for SJ. She remarked that HE needs to engage with various and complex forms of knowledge. The second aspect is providing active participation that ensures engagement with knowledge. The third form of SJ is conditioning opportunities, and the last aspect is about the complexity between theory and practice. According to McArthur (2013), these three aspects are not dependent on one another. Also, McArthur and Ashwin (2020) remarked that SJ is not distinct from research and

teaching. Rather it is at the center of the main practices of HE. Additionally, SJ cannot be confined to the HE setting as if the benefits of HE are only for the ones who have it or who work for it. Building on this, McArthur and Ashwin (2020) located SJ in HE settings as well as transmitted it to the social realm through HE by getting the power from teaching and research. In a similar vein, Carvalho (2020) indicated the two perspectives in SJ: (1) endogenous that refers to SJ within HE and ponders whether both staff and students represent the society, (2) exogenous which regards HE as a contributor for a better and just society.

Overall, with the changes in society and pressures for change, universities begin to rearrange their teaching, research, and practices for the sake of equitable and just society through analyzing and detecting the inequalities that originated from the historical accumulation of certain groups to lucrative HEIs as well as patience and dignity (Bunn & Bennett, 2020).

3.5.5 Social Justice and Leadership

Education needs for individuals who attribute meaning to education more than carrying out a job in business but a meaning that resonates with SJ (Brown, 2006). Social justice is not only prominent in education but also has a key function for the practices, roles, and responsibilities of the educational leaders (Bates, 2006), and it is a construct that needs for active and transformative individuals to enact and provide it at their institutions. In an educational context, principals and teachers are mostly perceived as agents of SJ. As mentioned earlier, although the roots of SJ go back to Plato's times, it is no earlier than the 21st century that it has been discussed in the field of education, dominantly at the K-12 level. For this reason, well-documented research is nourished from the fieldwork in ascertaining the traits, roles, and responsibilities of the leaders, principals, or teachers in ensuring SJ (Furman, 2012; Theoharis, 2007; 2008).

Providing SJ in education is very prominent for the life of individuals, specifically for marginalized groups. To reach the aim of socially just institutions, subsequently socially just society, leaders are in the front line of enacting and providing SJ (Theoharis, 2007). For this reason, there have been many attempts to put forward the characteristics of leadership for SJ. Considering these efforts and characteristics,

many scholars highlight some trait patterns in the literature. If the SJ leader is the one individual, s/he needs to integrate humility and have the profound visionary desire, sustain a commitment to SJ, and nurture staff (DeMatthews & Mawhinney, 2014; Theoharis, 2008). Further; SJLs are equipped with empathy; passion, creativity (Ylimaki et al., 2007) as well as they are tolerant, caring, and patient individuals (Zeybekoglu-Çalışkan et al., 2017).

In addition to these personal characteristics of the social justice leaders (SJL), there is a required list of roles and responsibilities that the leaders need to be carried out by leaders for SJ. Initially, SJL needs to disclose and understand the power structures to cope with the existing inequalities. Relying on the analysis, they should take action and set a vision for raising students with respect and wisdom (Harris & Hopson, 2008). Secondly, SJ leadership ensures that each student has access to resources that encounter their needs (Harris & Hopson, 2008)—realizing the issues in education majorly deriving from the unequal access to specific resources and power, many scholarships call for SJ leadership as the central point which aims to disclose unequal situations for the disenfranchised groups and provide actions to eliminate inequalities (DeMatthews & Mawhinney, 2014). In a similar vein, as one of the leading scholars in the field, Theoharis (2007) clarified SJL by relying on the disadvantaged and marginalized groups and indicated that the leaders who are responsive to issues of marginalized groups in their visions, actions, and leadership practices could be SJLs. By making a clear distinction between good leadership and SJL, he asserts that SJL needs more than being good leaders (Theoharis, 2007) and uses a t-shirt metaphor to distinguish SJL and good leaders in which SJL resembles the t-shirt made with dyed thread as SJ woven into their individual being while good leaders look like a silk-screened t-shirt that silk-screen will never be part of the t-shirt but will be on the top as good leaders do not internalize SJ but take actions for it (Theoharis, 2008).

The literature provides a general overview of SJLs and agreements defined as the ones who are crafting equitable school structures by analyzing the unequal distribution and marginalized groups, yet it is a narrow definition of the notion (Rivera-McCutchen, 2014). Social justice leadership is a mindset to decide the previously made wrong decisions and defined as a moral outreach that calls for active standing (Rivera-McCutchen, 2014). It is not restricted to setting vision and

taking structural actions, but it also includes decisions on the curriculum (Furman & Shields, 2005), and leaders ensure equitable teaching and learning of all students. In so doing, SJL initially makes self-reflection on their mindset and challenges the status quo.

In addition to this literature, Furman (2012) provided a conceptual framework for SJ leadership that involved all mentioned practices: praxis, dimensions, and capacities framework. Praxis includes action and reflection around several dimensions listed as personal, communal, systemic, and ecological, which surrounds all other dimensions, as the person is at the center. Furman also remarked that leaders need to develop their capacities to practice these dimensions and underlines the necessity of SJL programs designed in a holistic manner. Furman's conceptual framework for SJL aims to build a socially just society through reflecting and acting starting from the micro-level as individuals that spread to macro level, society. The initial step is the leaders who need to know their "shadow side" (p. 206) as well as develop and transform themselves for being SJLs. Afterward, these leaders build trust-based communication with other stakeholders through which they also create a community that pays attention to democratic and inclusive actions. Overall, these leaders are critical to the current situation and transform themselves, other stakeholders, and the school for being more democratic, conscious, and inclusive and realize the interconnectedness of SJ to wide context; sociopolitical, environmental, cultural, and economic; to name a few. The three-step framework demonstrates concrete prescript embedded with reflections and actions for leaders to be socially just.

There has been a substantial body of scholarly research that investigates the SJ praxis based on normative arrangements and indicates the ways to decrease the inequities. However, the scholarships do not give adequate conditions for creating a learning community for SJ (Scanlan, 2012). Social justice leadership indicated the effort for creating a culture of care and belonging (Cooper & Chickwe, 2012) and an environment that each individual feel respected, safe, and valued regardless of their background, and leaders are the ones who ensure emotional, physical, and social safety and transforms the mindset of stakeholders and equipped with SJ practices (Wang, 2018). Capper and Young (2014) indicated the educational leadership's limitations for SJ in the definition of inclusion, the focus on student achievement, the

distinction of heroes from the community, and lack of collaboration of policy and practice. Realizing these deficiencies, they call for SJ educators that promote collective participation (Bertrand & Rodela, 2018; Goldfarb & Grinberg, 2002) to ensure SJ by identifying an agreed definition of inclusion that covers inequalities.

3.5.6 Social Justice Leadership in Higher Education

Although there are a handful of studies in relation to SJ leadership in the K-12 education context, there is a glaring gap in defining the roles and responsibilities of SJ leadership at HE context (Diaz, 2011), which could be arisen from the fact that SJ has not been internalized in the HE context. Realizing the lacunae in the field, Kezar and Posselt (2019) indicated that creating SJ campuses through academic freedom, critical thinking, and open thinking is necessary; yet, there is a need for more. For this reason, they highlighted the role of administrators in creating a socially just environment. At this point, Kezar and Posselt (2019) provided a lens for HE administrators to enact equity and SJ in their administration practices.

They remarked that all administrators could utilize their roles for encapsulating SJ and equity in HE. They framed a socially just and equitable HE administration through enacting seven principles listed as the definition of equity and SJ, mindful administrative practice, wisdom in judgment, critical consciousness about power, positionality, student-centeredness, and routinizing mindfulness and wisdom. Their definition remarked that all these phases are accumulated. Initially, SJ leadership recalls a clear definition of equity and SJ through being equity-minded, which means being mindful of realizing the exiting inequalities in actions, decisions, outcomes, and strategies. Secondly, the decisions could be made by evaluating the ethics of the situation and taking collective values and goods into account. Thirdly, the administrators should be conscious of identifying the power and their positionality and should be student-centered in their decisions. Lastly, the scholars remarked that these steps should be permanent, sustainable, and routine for the leaders.

Additionally, Diaz (2011) conducted research on leadership for SJ in HE settings and clarified SJL as a transformation process of the institutions, leaders, and the communities. Social justice leaders are the ones who need to be more than intermediaries between the institution and HE stakeholders and need to be the one

who creates cooperative dialogue, are representative by voicing all, specifically marginalized groups, have critical consciousness, and understand their positionality. To emphasize the building community for SJ, Cambron-McCabe and McCarthy (2005) assign HE administrators a responsibility to be role models for their students, empowering faculty staff to adapt their pedagogy and practices.

Coupled with SJ leadership at K-12 schools and HE settings, SJL recalls for more than one person's heroic leadership and certain personal characteristics, such as will, passion, and courage, are not adequate for advancing SJ; additionally, there is a need for coalitions, mutual support, and networking supported by the large group of people in order to oppose status-quo and identify entrenched privileges (Marshall & Oliva, 2006). Overall, SJL is a collaborative work of individuals equipped with certain characteristics and wisdom.

3.5.7 Theoretical Framework

There has still been no more comprehensive theory that explains SJ with all details. Both theory and practice in explaining SJ are mutually needed as the theory without practice is barren while the practice without grounded on a specific theory is plain (Walker, 2003). Regarding this and more, analyzing SJ at institutions by adhering to a particular theory would be a blue-sky approach since SJ, by itself, is a complex, elusive, contextual, and multidisciplinary concept. Furthermore, reaching a universal theory of justice seems to be challenging and constrained since the theory of justice should be nourished from the social context and, being just, are based on political and social foregrounds (Young, 1990). For this reason, the approach to SJ in this thesis is built on the dimensional framework of Fraser (1997), distribution, recognition, and parity of participation, and Amartya Sen's capabilities approach (Sen, 1999). While the thesis mainly utilized Fraser's perspective, Sen's capabilities approach was used as a subsidiary and adjunct of Fraser to explain the students' perspectives and experiences of SJ. The reason for utilizing an eclectic approach by merging two theories is related to the arguments of Leibowitz (2009) that he remarked the fact that SJ is not one-dimensional as it is not something HE provides for the students. Instead, it is a mutual process and needs for an individual agency that is why two theories are covered as they are complementary.

3.5.7.1 Theoretical Accumulation of Social Justice. Social justice has been a historically accumulated concept. Conventionally, it was defined as distributive justice, and over time, SJ is defined as an umbrella term with various dimensions. Initially, Rawls indicated the concept of distributive justice, and this concept was enlarged by Young as recognitional justice. However, this thesis is based on Fraser's concept as it proposed a multidimensional perspective for SJ (Wilson-Strydom, 2015), and it covers three concepts of SJ as redistribution, recognition, and representation, and the dimensions of the theory were explained further by giving place for the theoretical accumulation of each dimension.

3.5.7.2 Distributive Dimension. Distributive justice can be taken as the starting point of SJ theories. By and large, distributive justice is conceptualized as the synonym of SJ, although it is only one dimension of the concept (Gewirtz, 1998). As discussed, beforehand, SJ is an umbrella term with various dimensions, and distributive justice is the first and base of all. John Rawls is the pioneer theorist of distributive justice and basically defined distributive justice as the way of institutions for allocating the rights and responsibilities. In his book, named "A Theory of Justice," John Rawls (1971) addressed justice as fairness, which embraced three units; the equality of people in rights, the equality of opportunities, and maximization of the benefits of most disadvantaged through the arrangement of financial inequalities. Further, he identified primary goods, means, and resources, which need to be distributed equally (Wilson-Strydom, 2015).

Enlarging the traditional definition of distributive justice of Rawls, Gewirtz (2006) added the distribution of social and cultural resources as well as material goods by indicating the limitation in the initial definition of SJ. Gewirtz (1998) highlighted relational justice as the other branch of distributive justice, which stands for Fraser's cultural justice. Relational justice "refers to the practices and procedures which govern the organization of political systems, economic and social institutions, families and one-to-one social relationships" (Gewirtz, 1998; p. 471) as well as the fair distribution of relations and power.

Lastly, Fraser calls these dimensions redistribution, and she mainly identified the concepts based on injustices. At this point, redistribution covers injustices deriving

from political and economic reasons. Basically, redistribution justice is defined as the distribution of resources, including material goods and opportunities, to the ones who have been economically, politically, and socially marginalized (Wilson-Strydom, 2015).

3.5.7.3 Recognitional Dimension. Realizing the restrictive nature of distributional justice in theorizing SJ, some scholars enlarged the definition by identifying another dimension. Initially, among these scholars, Young (1990) criticized distributional justice and remarked the need for a broader theory. Although she used recognitional justice as a critical start, she did not imply that distributional justice is unnecessary. Rather, she highlighted it as a necessary starting point; yet, not efficient and adequate in conceptualizing SJ so that she referred to oppression and domination conditions as a form of injustices. Recognitional justice, as Young put it, means identifying the marginalized groups and providing a space through participating in the process (Young, 2006). In a similar vein, Fraser (1997) refers to underrepresented groups, and she identified recognition as the patterns in representation. This dimension includes disrespect for the differences and displaying the underrepresented, marginalized, or excluded groups.

3.5.7.4 Representation Dimension. Realizing the gap in Rawls' and Young's conceptualization of SJ, Fraser (1996; 2009) added one complementary and overarching theory of SJ as economic, cultural, and political dimensions. She defined justice as parity of participation and asserted that the political dimension regards who is included or excluded from the practices, resources, or relations within the framework of economic and cultural dimensions. All these dimensions are interwoven and cannot be separated, according to Fraser (2009). Moreover, she underlined that sufficient SJ theory needs to be three-dimensional since their distribution and recognition are far from reality without representation. Her initial dimensions, redistribution, and recognition, were mentioned in the early stages. The last dimension is representation, which indicates the injustices originating from political reasons. In other words, Fraser (2009) defined representation as to the third political dimension of SJ that covers who has taken part in decisions and is represented in the society (Wilson-Strydom, 2015).

3.5.7.5 Capabilities Approach. The aforementioned theories of SJ majorly rely on groups, institutions, and procedures rather than the agency of individuals as well as their real-life experiences (Wilson-Strydom, 2015). Realizing this gap, some scholars (Wilson-Strydom, 2015, Walker, 2006) utilized the capabilities approach developed by Amartya Sen (1985) and Nussbaum (2000) in HE context as it cares for the agency of individuals and it has the multi-disciplinary function of capabilities approach that covers the field of education, business, sociology and economy (Unterhalter & Walker, 2007). Mainly, the capabilities approach focuses on the wellbeing and life quality of the individuals as well as their abilities and reasons (Wilson-Strydom, 2015). It has dimensions that explain the essence of the approach, such as capabilities, functioning, and conversion factors.

Functioning means outcomes and the achievement of something to which an individual gives value. Sen (1999) basically defined functioning as “being and doing,” while Robeyns (2005) elaborated on this definition and indicated that functioning is the aspirations individuals have a desire to do, such as work, being able to read and write, being a community member. Capabilities refer to diverse functioning that can be available and accessible for individuals. In other words, capabilities can be defined as freedom of opportunities and freedom that an individual has for utilizing functioning to reach wellbeing (Sen, 1999). There is a slight distinction between functioning and capabilities. While the former highlights the realization of the freedoms meaning that they are achievements, the latter refers to freedoms to choose among possible actions (Robeyns, 2005). This approach analyzes the policies regarding their influence on the individual’s capabilities. For instance, it scrutinizes whether people have access to high-quality education and whether there are required resources available for this functioning, such as financial, political, and physical resources (Robeyns, 2005). Overall, Sen (1987) remarked that “a functioning is an achievement, whereas a capability is the ability to achieve” (p.36).

In the capability approach, there are also the concepts of conversion factors. Sen (1999) highlighted the differences and indicated that the differences do not cause inequality, but inequalities emerge when these differences affect capabilities. The reason is the fact that the differences have an impact on converting opportunities into

functioning (Sen, 1999; Wilson-Strydom, 2015). In other words, not every student with diverse backgrounds can utilize the opportunities in the same way, which results in achievement due to their differences. The factors that affect transforming resources into functioning are called conversion factors.

There are various conversion factors; personal, social, and environmental conversion factors. Personal conversion characteristics are derived from individual qualifications or reasons such as physical condition, sex, and intelligence, whereas social factors are socially constructed, such as gender roles, discriminating actions, power structures, and hierarchy. Eventually, environmental conversion factors can be listed as geographical location, physical structures, and climate (Robeyns, 2005). To exemplify the impact of conversion factors, Wilson-Strydom (2015) indicated the blind student example and explained it as follows. The blind students need Braille textbooks and other learning materials to convert their capabilities into functioning compared to other students. If not, injustices emerged as the personal (disability), and environmental conversion factors (no textbook available for these students) emerged.

The capabilities approach provides a more holistic framework by highlighting diverse factors during the process. For this reason, Mahlangu (2020) indicated that increasing access in HE is not a solution for enabling students what they aim since they look for not only financial but also personal development and betterment for which she highlighted the capabilities approach as a normative framework that handle SJ from the perspectives of individual wellbeing, institutions, policies and contexts (Kato et al., 2017).

3.5.8 Theories Application in Higher Education Setting

Wilson-Strydom (2015) presented how various theories of SJ can be applied to HE context and asserted that Fraser's approach is the one that is functional to grasp the complication of the university access due to the limited nature of Rawls and Young's perspective. Applying the redistribution dimension to the HE context refers to the students' funding and demographics, representing the diverse groups in access and allocating financial support for the students at risk. Unfortunately, the recognition dimension is less cared by the institutions (Wilson-Strydom, 2015) that recalls for

the identification of the at-risk students; for instance, giving special care for the problems deriving from learning a new language, identification of students' characteristics by administrators and academic staff and welcoming students at their first years. Lastly, the representation dimension is the level of participating in decisions or the representation of the diverse groups by student leaders, as the study conducted by Wilson-Strydom (2015) put it.

Furthermore, in her implementation study, Wilson-Strydom (2015) asserted that Fraser's parity of participation theory is limited, as it does not cover the individual agency. While Fraser highlights more structural assets at the institutional level, Sen's capabilities approach relies on individuals. Applying the capabilities approach to HE accesses necessitates identifying students' abilities, reasons, and values for HE. First, the student's experiences within HE should be analyzed, and second, the conversion factors derived from personal, social, economic, and environmental reasons which acted as impediments for students' wellbeing and performance need to be disclosed (Wilson-Strydom, 2015). Additionally, this approach requires further policies and practices enacted by the universities to disclose corrosive disadvantages and replace fertile functioning (Wolff & de-Shalit, 2007). As a scholar guiding SJ researchers to apply theories in a HE setting, specifically, Fraser and capabilities approach, Wilson-Strydom (2012) remarked personal and social conversion factors as impediments for creating a culture for preparing students for university.

3.5.9 Studies about Social Justice in Higher Education Setting

As previously noted, there has been still discussion on whether HEIs are primarily responsible for locating SJ in their mission, research, curriculum, and teaching to overcome or decrease the historical and pre-existing inequality, or they are the machines for sharpening the inequalities. While there is a related body of research on the latter, on inequalities in HE and how these inequalities are carried on and become persistent through differentiation and stratified HESs, there is thin literature on the role of HE to enact and advance SJ.

Considering this perspective, funneling SJ in HE, Bozalek and Leibowitz (2012) developed a theoretical framework for a socially just institution by listing the arrangements for ensuring the equal participation of the students regardless of social

class, religion, disability, sexuality, language, and race. They remarked that ensuring SJ within the institution recalls a holistic and systematic perspective by focusing on the needs of the stakeholders. Further, they asserted the fact that for realizing SJ, the capabilities approach, three-dimensional views of Fraser, distribution, recognition, and representation, and Toronto's political ethics of care that implied caring institutions need to be applied. Also, these three theories jointly highlighted democratic dialogue for SJ in HEIs. Overall, Bozalek and Leibowitz (2012) indicated that creating a framework for socially just culture necessitated settling caring institutions.

In addition to this theoretical framework, more practical suggestions for building socially just HEIs are listed by Furlong and Cartmel (2009). They remarked that SJ could be ensured through integrating it into policies, access, funding, and curriculum. First, they remarked on the need for a policy refreshment with integrating underrepresented groups and ensuring their participation, involvement, and social mobility. Regarding this purpose, the need for a policy that would create a modern university has been emphasized, and the required policy and the universities need to ensure social mobility and create opportunities for cross-class socialization. Second, who has access to HE, to the prestigious departments and fields should be analyzed for ensuring SJ. Third, funding should be allocated not to exclude anyone due to financial barriers. Fourth, the curriculum should be flexible for integrating possible HE careers and involving underrepresented groups.

In addition to this perspective, O'Sullivan et al. (2017) listed the factors that inhibited equal participation and SJ as financial, social, and cultural factors and highlighted that universities have the moral responsibility to abolish potential factors. According to their perspective, the universities could break the inequality cycle by creating a collaborative culture and crafting a bridge between the university and the community so that excluding groups can make sense of what universities like, and it would be no more an ivory tower for these groups.

3.5.10 Arrangements for Social Justice in Higher Education

Recently, there have been small but crucial steps taken by institutions or governments to advance SJ in a HE setting. In conjunction with providing the

fulfilment of SJ remit of HE, the studies listed several attempts of the government or the institutions, including policy revisions and institutional arrangements such as creating mechanisms, funding, and change in teaching practices.

First, the policy revisions for enabling SJ in HE is mostly based on either increasing the number of places in HE for the students or ensuring that these places are equally represented in society. For instance, Oxford University revised its access policy and reserved a quota for disadvantaged groups. Similarly, the Australian government and policy-makers aimed to increase the population with university qualifications so that they revised their policy to include the participation of underrepresented groups, identified various groups such as women, socioeconomically disadvantaged students, disabled students, non-English speaking background, Aboriginal and students from rural areas (Dockery et al., 2016). This policy mainly intended to ensure equity in HE, and various research indicated the increase in access rates of the underrepresented groups in HE (Koshy, 2013). Majorly, the policies for advancing SJ mostly relied on providing more places from the universities.

Second, there are also studies conducted to indicate how universities enact SJ at the institutional level (Leibowitz & Bozalek, 2015), going beyond the quantity-based access but focusing on widening participation. For the institutional arrangements and mechanisms, there is a foundation provision program in South Africa that aims to improve equity in access and outcomes for the first-year disadvantaged students (DoE, 2006). However, this program is criticized by Leibowitz and Bozalek (2015) as it is deficient in defining disadvantageous and limited in the allocation of the funding, confining its practices only for first-year students and subsequently disregarding other challenging experiences during HE. Contrary to this practice, they proposed Universal Design and Capabilities Approach as the main framework for the institutions as they focused on outcomes, resources, and opportunities and indicated a need for integrative and holistic solutions for coping with inequity. Both include the idea of crafting accessible learning environments, materials, and responsive and flexible programs not for specific groups but diverse groups of students.

In addition to the policy of a few governments that ensured quota for disadvantaged groups, the institutions used other strategies for ensuring widened participation, such

as providing outreach activities to increase the awareness of the underrepresented groups for HE, defining the interpretation of being a widened participation student, providing financial and another source of resources (Hoare & Johnston, 2011). In their research for investigating the impact of this policy in the achievement of widened participation, Hoare and Johnston (2011) found out that the policy was successful for giving a chance for these groups to ensure their potential for which the policy listed underrepresented groups as personal characteristics including gender, ethnicity and disability, family/household circumstances, neighbourhood, and schooling.

Unfortunately, there is scarce research about locating SJ in various fields and teaching practices in HE (Osei-Kofi et al., 2010). The main reason is related to the dilemma in the role of HE for embracing SJ. Additionally, the fields are positivist and grounded in white and male-dominated epistemologies (Lincoln, 1991 as cited in Osei-Kofi et al., 2010), and the scholars in the field are not experienced in the discussions on SJ (Kezar, 2004). Osei-Kofi and colleagues (2010) are among the scholars that integrate SJ in HE as a program. Although it is a crucial step for awareness, they indicated various challenges derived from inadequate human and financial resources, the organizational structure that inhibits the collaborative network building with activist scholars, and the domination of the conquering and hegemonic knowledge that left no room for SJ. Further, the university was unwilling to accept SJ as a legitimate field. In the light of this fact, there was no systematic and holistic approach as well as institutional effort for advancing SJ despite the interest in the policy reports of the university.

Overall, there have been movements for approaching the aim of SJ at the policy and institutional level. However, these movements and practices were not at as expected level and systematic, for which they mainly stayed at the well-grounded plan.

3.5.11 Social Justice in Turkish Higher Education

Social justice is a well-established concept at the K-12 level in Türkiye as many related scholarly works investigate the issue from various perspectives, including theoretical perspective and policy (Çam-Tosun, 2021; Tabak, 2019), school-level practices (Gürgen, 2017; Tosun et al., 2020), student's experiences, leadership

(Bozkurt, 2018; Kondakci et al., 2021; Özdemir & Pektaş, 2017) and measuring SJ (Karacan et al., 2015; Özdemir & Kütük, 2015). However, there have been glaring gaps in HE literature considering SJ; yet, there are small steps at the policy and institutional level to ensure enacting SJ.

First, in addition to providing free HE for students, the government enacted policies to increase the access of each student for HE to provide SJ. With this purpose on the agenda, a great number of universities were established. While these universities directly increased the number of students, the quality has been emerged as an issue in these universities, leaving a discussion on whether they provided adequate training and resources for the students. Considering these arguments, the government recently initiated the HEC Anatolia Project, which matched newly established universities with old universities to increase the students' capacity, including their employability.

Second, there are a few steps for enacting SJ at the institutional level across the country. Higher Education Council indicated a requirement from all universities to establish a center for disabled student units with the aim of securing accessible education for all. Regarding this, each university in Türkiye established a unit for disabled students. This practice is compulsory for all universities across the country. Further, universities may implement different practices for advancing SJ for students. Namely, universities generally provide scholarships, accommodation, food vouchers, sports centers, student clubs, and academic facilities, including a library for the students; yet, the capacity and the quality of these services differentiate among the universities.

Third, in addition to enacted policies and intuitional practices, there has been scarce scholarly works in SJ at HE. These scholarships majorly focused on the perceptions of university students' about SJ (Aslan & Gülaçtı, 2013; Yıldırım, 2011), equality of opportunities, including structures such as scholarship and accommodation (Çeribaş, 2020; Değirmencioğlu, 2008; Kurul-Tural, 1995; Sağlam, 2020) accessibility of the campus, specifically disability issue (Özfindık et al., 2020; Tural, 2018), inclusiveness and democratic school environment (Altunoğlu, 2010; Caliskan et al., 2020; Taneri, 2014). More specifically, the studies conducted to reveal the perceptions of university students about SJ indicated that they defined SJ as equality

of opportunities and identified fair distribution, gender equity, and citizenship among the principles of SJ (Yıldırım, 2011), and students further elaborated on SJ as behaving every citizen with mutual respect without marginalizing people due to the differences (Aslan & Gülaçtı, 2013). These studies remarked that university students conceptualized SJ as focusing on distribution and recognition dimensions. Considering the democratic school structure, Taneri (2014) found out that students characterized democratic university as an idealized world and structure that encompass freedom of speech, respect, tolerance, and justice. In a similar vein, another study focused on the characteristics of democratic university environment put forward that gender equality, sense of security and access to university opportunities are evaluated as the core elements of the democratic university environment by the students (Çalışkan et al., 2020). Further, the same study also revealed out the reality that participation in decision-making and promotion of tolerance are least enacted democratic elements of the university. Lastly, regarding the scholarship on the distribution dimension of SJ, Çeribaş (2020) found out that socio-economic issues created inequalities in the society and financial supports partially ensured equal opportunities, as university students indicated. Overall, the SJ concept at the HE level in Türkiye remained untouched, and there are very few listed scholarships above.

3.6 Method

This chapter presented the research design, case, sample, and sampling procedure, data collections tools, procedure and analysis of study 2.

3.6.1 Design

This research was designed as a case study to examine the enactment of SJ for the students within a prestigious university, including the conceptualization of the SJ, structures, process with facilitators and challenges, and characteristics and responsibilities of SJLs within the case. A case study is defined as examining the phenomenon, an event, one setting, or a single subject in a deep way within its real context as the phenomenon and the context are inextricable (Bogdan & Biklen, 2006; Yin, 2018) and interwoven. For this reason, this study utilized case design to examine the SJ enactment in this specific university as the researcher observed the

fact that this university provided various opportunities for the students, which strongly ensured a transformation and equity for the students, especially for the deprived ones. Based on these observations during seven years, the researcher aimed to dig for the patterns and practices of SJ within this specific case ensuring equity within this HEI for the students. Considering the contradictory discussion on the role of HE for providing SJ or intensifying inequalities for the students, this case study provided empirical evidence of how a prestigious university has the potential to cope with and mitigate long-standing disparities.

More precisely, this research was designed as a holistic single case study as the unit of analysis is a unique case defined as one of the most selective universities within the country and has top quality with a higher ranking. During her experience in the same institution, the researcher realized the distinctive characteristic and culture of the university, so she specifically utilized a single case design to investigate the process and practices of initiating SJ. Further, holistic case design was employed since the main focus was examination the nature of the university (Yin, 2018) rather than identifying pre-existing subunits as in the embedded case design. However, it was of notice the fact that during the analysis of the single case with a holistic standing, there emerged embedded structures/units within the main case during the data collection process, such as the school of foreign languages, scholarship unit, disability support office, center for teaching and learning and students' clubs. These structures were analyzed for strengthening the examination of the single holistic case.

3.6.2 Research Questions

The main aim of this research was to contribute to the existing literature by supplying insights, perspectives, and empirical evidence for the enactment of SJ at HEIs. For this purpose, the following researcher questions were investigated:

4. Who has an access to this prestigious HEI?
5. How is social justice enacted in a prestigious HEI?
 - a. What are the dimensions of a socially just HEI?

- b. What are the structures and practices of SJ in a prestigious HEI?
 - c. What are the facilitators and challenges of enacting SJ in the context of the prestigious HEI?
6. What are the characteristics and responsibilities of academic leaders and faculty to ensure a socially just institution?
 7. How is SJ at HE perceived and defined by stakeholders at the university?
 - a. Which roles and responsibilities are attributed to the university to enact SJ?
 - b. What are the required arrangements for building socially just HEIs for the students?

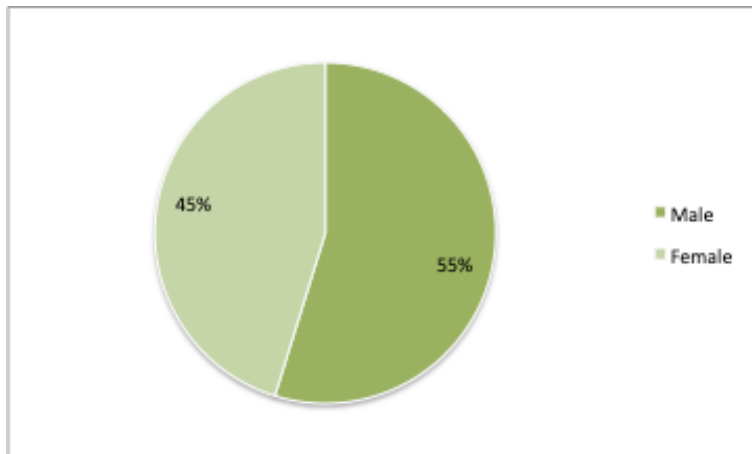
3.6.3 Case

The context of this research was one unique case, which was purposefully chosen by the researcher. To protect the confidentiality of the case and the participants, the case – the university- was named Riverside University within this research. This case was a state university founded in the twentieth century, and it was regarded as one of the old universities in the country. The mission of the university covers the benefits for society, nature, humanity, and universal values and aims to raise intellectual citizens, teach, conduct research, and serve the community. Furthermore, the university highlights the aim of transforming the region and the world. To reach this mission, a list of tenets and values are identified, such as cooperative individualism, self-reliance, merit, respect for humanity, being sensitive for nature, credibility, social responsibility, commitment to campus heritage, scientific freedom, merit, seeking investigative approach, high academic quality, innovativeness, and leadership. Although these tenets and values are comprehensive, there is no direct highlight for SJ.

Concerning the human resources of Riverside University, there is more than two thousand staff, including faculty, instructors, and research assistants. The number of students was approximately 30.000 that cover undergraduate and graduate students. In 2020, there were more than three thousand undergraduate students enrolled in this university (these numbers do not cover private programs). Of these students, 45%

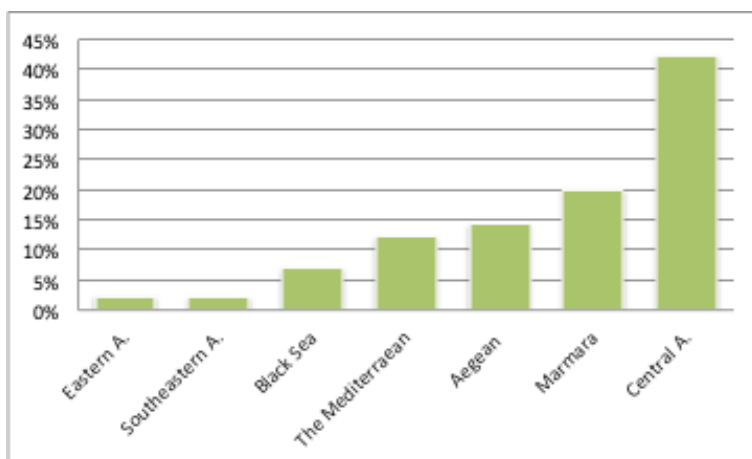
were female, while 55% were male students, as specified in Figure 28. The following figures represented the characteristics of the student population in the university and based on the data in 2020 retrieved from HEC (YÖK Atlas, n.d.).

Figure 28: *Distribution of Students' Gender*



Considering the students enrolled in this university in 2020, most of these students (42%) came from Central Anatolia, whereas the representation of the regions, Eastern Anatolia (2%) and Southeastern Anatolia (2%) were pretty low. There were a few students from these regions, as could be observed in Figure 29.

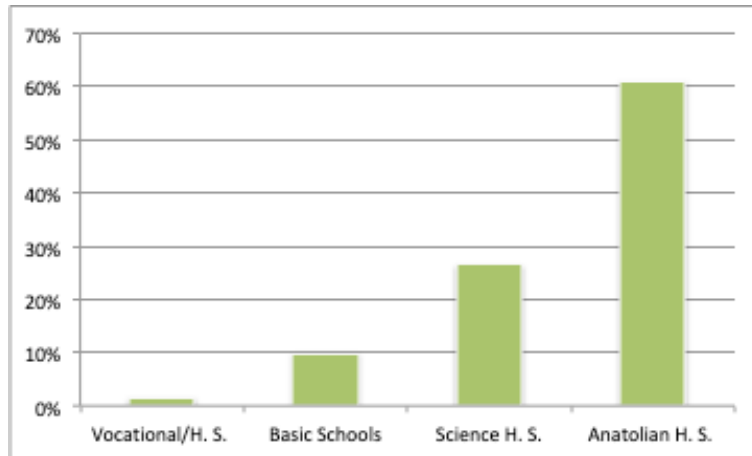
Figure 29: *Distribution of Regions that Students Come from*



The unequal distribution of students in terms of the region was also valid for graduated high schools. The student population within this case graduated from Anatolian and Science high school in general. However, the students who graduated

from Vocational, Imam Hatip, or Technical High School represented only 2% in the overall student distribution.

Figure 30: *Distribution of Type of High Schools*



In addition to these students' characteristics, as for academic capacity and resources of the university, there were five faculties; engineering, education, architecture, administrative sciences, and arts and sciences that provide 41 undergraduate programs in total. The medium of instruction at this university was English, and the university offered foreign language education for two years at most for each student. This sampled case was also a top-quality HE and ranked in the 501-600th band in the World University Ranking 2023. It was also selected by the most successful students in the university entrance exam.

Considering the physical and social structures of the university, there were more than 400 laboratories, over 300 classrooms, and had approximately eight thousand dormitory capacities for the students. There were more than one hundred student clubs, 15 sports centers, and almost 50 sports teams within the campus. Furthermore, Riverside University provided over seven thousand scholarships for the students. There were various academic and social services enabled for the students and the faculty, such as library, medical center, disability support office, career planning center, research center, center for advancing learning and teaching (CALT). Additionally, social, cultural, art, sport, and transportation services were supplied for the students within the campus.

There were a couple of reasons that the researcher purposefully chose this university as a case. First, this university was selected as the case study on the basis that, as well as being one of the most selective and prestigious universities, the facilities and resources provided for the students were by far the most compared to other universities. However, it was of notice that this case could not be identified as the representative for other selective and prestigious universities as it had a unique culture and did not share the common characteristics of the other prestigious universities. Second, as the researcher was the insider and had at least seven years of experience both as a student and as a research assistant, this university was sampled as a case in order to provide an insider perspective. Third, being an insider allowed the researcher to reach the participants and ensure comfort for the key informants since both, researcher and participant had similar roots and institutional jargon. Most importantly, the latter reasons secured and eased the data collection process for the researcher and ensured getting rich data.

Last but not least, this case had certain characteristics that matched with the purpose of the research. Simply put, as the main focus of the research was to investigate the characteristics of socially just HEIs, this case was picked as the researcher observed many unidentified practices and mechanisms that changed the life flow of the disadvantageous students. Although some scholars (Furlong & Cartmel, 2009, e.g.) indicated the selective universities as the trigger for deepening inequalities, this case was intentionally there to provide empirical evidence for the university's being stepping-stone by initiating SJ mechanisms as a contrary argument.

3.6.4 Sampling and Participants

The data in this study came from the administrative and faculty working and teaching in the specified case. As the main argument of this thesis was to examine the SJ practices of the university provided for the students, the process of enacting SJ with challenges and facilitators, and the characteristics of socially just academic leaders and faculty, 24 academic and administrative leaders, and faculty were purposefully sampled. For the recruitment of the participants, snowball sampling was employed, which enabled to select the key and rich informants from the suggestions of each individual interviewed. First, the researcher identified the key informants by asking two supervisors and the faculty who actively involved in university activities

and meetings. Specifically, the researcher asked for the names that were well known as being active, advocate and sensitive in SJ besides enacting SJ for students within the university. Based on their suggestions, the researcher specified the common names and contacted these possible participants. Also, the researcher paid attention to certain characteristics of the key informants in the selection process: First, the distribution of the departments; second, the years of experience within the university; third, the teaching or administrative position they had. In the second phase, the researcher asked the interviewed participants, “who knows a lot about SJ practices of this university? and who are the SJ advocates for the students within this university?” As Patton (2002) remarks, the chain of recommendations got bigger as the data collection proceeded. Among the recommendations, repeatedly mentioned names were selected as the key informants. The personal characteristics gathered indicated that more than half of the participants ($n=19$) were female, while a few ($n=5$) were male. This unequal distribution in the sample came as no surprise as Ashwin and McArthur (2020) asserted that the nature of SJ is more female-oriented. Considering the frequency of participants’ position in this research, eight had currently administrative position; 12 were faculty staff, and four participants had dual position; administrative and faculty, meaning that those four participants provided the perspectives of both administrative and faculty as they were assigned as academic leaders or administrative in addition to their teaching position beforehand.

Participants were from various administrative departments, including the CALT, international relations office, student affairs, disability support office and scholarship office, and academic departments, such as faculty of education, engineering, economics, and administrative sciences and the school of foreign languages. Of the sample, the years of experience, in this case, ranged from five to 30 years. Seven participants graduated from other selective universities, while most of these sampling groups graduated from this university and were also students in the same university beforehand. Since they had the experience of being a student within the same university and some also had a low socio-economic and cultural family background as a student at one time, participants provided deep and rich information in relation to student perspective by cultivating the data with their lived experiences. Although the researcher did not set criteria of being graduated from this university in the

sample selection process, the fieldwork demonstrated the impact and impetus of having student experience in the same university. (See Table 12).

Table 12: *Demographic Characteristics of Administrative Staff and Faculty Members*

Participant	Status	Gender	Department	Position	Experience (with years)	Scholarship Committee Affiliation
P1	A	M	The School of Foreign Languages	Director	19	No
P2	A	F	International Relations Department	Expert	16	Yes
P3	A	F	Centre for Advancing Learning and Teaching	Expert	10	No
P4	A	F	The school of Foreign Languages	Assistant Director	15	No
P5	A	F	Department of Sociology	Vice Dean	12	No
P6	A	F	Faculty of Economics and Administrative Sciences	Vice Dean	20	Yes
P7	A	F	Disability Support Office	Director	30	Yes
P8	A	F	Disability Support Office	Director	5	No
P9	F	F	Scholarship Committee	Expert	23	Yes
P10	F	F	Student Affairs	Director	33	Yes
P11	F	F	Faculty of Economics and Administrative Sciences	Assoc.Prof.	11	No
P12	F	F	Faculty of Education	Dr.	14	No
P13	F	F	Faculty of Economics and Administrative Sciences	Dr.	10	No
P14	F	M	Faculty of Engineering	Prof. Dr.	14	No
P15	F	F	Faculty of Economics and Administrative Sciences	Prof. Dr.	17	No
P16	F	F	Faculty of Education	Assoc. Dr.	9	No
P17	F	F	Department of History	Assoc. Prof.	27	Yes
P18	F	F	Faculty of Education	Dr.	11	No
P19	F	M	Faculty of Economics and Administrative Sciences	Dr.	10	No
P20	F	M	Department of Sociology	Dr.	9	No
P21	B	F	Engineering Faculty	Vice Chair/Faculty	12	No
P22	B	M	Engineering Faculty	Charity former Faculty	30	Yes
P23	B	F	Faculty of Economics and Administrative Sciences	Department Vice-Chair / Faculty	19	No
P24	B	F	The School of Foreign Languages	Assistant Director/Teaching Staff	25	Yes

Note. Status: A = Administrator; F = Faculty; B = Both. Gender: F = Female; M = Male

3.6.5 Data Collection Tools

For this case study, the qualitative data were collected through semi-structured interviews. The researcher prepared two types and equivalent interview forms for each group of participants. Considering the literature, the researcher utilized the theory of Fraser and Amartya Sen's capabilities approach to frame and design the dimensions in the interview form. By reflecting on Fraser's three dimensions as distribution, recognition, and participation, the researcher wrote a list of sample questions. Considering the capabilities approach, the researcher added questions about the students' capabilities. With these sample questions, the researcher got feedback from the chief supervisor and revised the questions and the statements. After the first revision, the interview forms were resent to both chief and co-supervisor for feedback.

After getting the confirmation from the supervisors, the interview forms were sent to two experts in the field of education, HE, and educational sociology. Following by getting the written feedback, the researcher asked the expert in educational sociology for a videoconference with the aim of getting his opinions, remarks, and feedback with the participation of the supervisor. The researcher interviewed the expert and got more detailed comments on the interview form. Additionally, another expert in education gave detailed feedback about revising the questions as they were reiterative, and the number of questions was far too much. Realizing this fact, the researcher crafted the interview protocol and form by deleting some questions and adding prompts and probes. In the end, the interview protocol covered guiding questions and probes, and there were, overall, twenty-five questions in each interview protocol.

Administrator Interview Form: This interview form was developed for interviewing administrators in order to ascertain SJ practices, barriers, challenges, and facilitators at the institutional level. The interview form included six parts; demographic questions, distribution, recognition, participation, the capacity of the institution, and leadership dimensions. Sample questions were as follows: Which type of economic and social support do you provide for students at this university? What are the main needs of students at this university? What are the main traits of leaders in order to ensure SJ at HEIs? (See Appendix A)

Faculty Interview Form: The academics interview protocol had seven dimensions; demographics, distribution, recognition, participation, capacity, teaching, and academic staff dimension. These questions mainly focused on the practices and perceptions of academics in ensuring SJ at the university level. The sample questions were as follows: Which type of approach do you adopt to ensure SJ at your courses? What are the main challenges you face during teaching disadvantaged students? What do you think about the SJ practices of this university? (See Appendix B)

In addition to the interview forms, the researcher utilized the information provided through emails and the website as supplementary data. In other words, the emails sent by rectorship about students, specifically accommodation, scholarship, and institutional practices about students, were stored by the researcher. As the researcher was an insider, she had the opportunity to reach this data source. Moreover, the institution's website was also analyzed in order to confirm/disconfirm or enlarge the information provided by the informants about the mechanisms enacted at the institution.

3.6.6 Data Collection Procedure and Ethical Perspective

After organizing and finalizing the interview forms, the researcher applied to the ethical review board for research ethics committee approval. After one month, in January 2021, ethical permission was taken with no revision (See Appendix C). The researcher prepared an incidental participant list in January, and right after taking the permission, she sent an email to the sampled faculty and administrators with a standard email text that covered the aim of the research, expected time, their potential contribution, and the way of interview format (See Appendix D). The researcher scheduled a time with the participants through email.

The data were collected through semi-structured interviews, which enabled the researcher to unfold the experiences, views, and attributed meanings of the participants (Bogdan & Biklen, 2006) as well as digging the reality underlying the fact that “behind each closed door there is a world of secrets” (Oakley, 1981; as cited in Patton, 2002, p. 41) that cannot directly be observed. For that reason, the researcher employed the interview as the main data collection tool. Specifically, the interview guide approach was utilized during the data collection process. This

approach allows for more systematic, organized, and extensive data collection in addition to paving the way for exploring new issues that come up during the interview (Patton, 2002).

The researcher followed almost the same protocol in each interview, starting with a general description of the research and providing information about the aim of the study, the reason for having contacted the informants, the flow of the interview, their rights, and how to ensure confidentiality and anonymity (See Appendix E). Following the basic and standard small talk, the researcher utilized an icebreaker question for which she asked whether they had any comments or questions about the study. These specific questions enabled chit-chat, which facilitated the development of a rapport (Bogdan & Biklen, 2006; Patton, 2002) and broke the silence. Furthermore, before moving on and digging for how and what questions, the researcher employed demographic questions as an icebreaker as well. Afterward, the main questions were asked in turn; however, at some points, the researcher changed the order of the questions. Moreover, the researcher also benefited from the probes and prompts either to eliminate the necessity for interviewer judgment (Patton, 2002) or to gain richness for the information. Lastly, all interviews were conducted by the researcher on the online platform and recorded by taking the permission of the informants. The interviews took place from February to March 2021, and the time of the interview ranged from one hour to two and half hours. There was no serious challenge faced during the data collection process except for technical problems deriving from the low internet connection. At those times, the researcher asked the questions twice or confirmed the last sentence by asking the informants.

3.6.7 Data Analysis

The data, interviews, emails, and websites were analyzed with content analysis by utilizing the framework of Miles and Huberman (1994), which categorized the process into three main steps: data reduction, data verification, and display procedures. The content analysis enabled data reduction into smaller and sense-making segments drawing from the consistent patterns in the data set (Bogdan & Biklen, 2006; Patton, 2002). More specifically, inductive content analysis was employed to uncover the patterns, themes, and categories based on the interpretations of the analyst through open coding (Strauss & Corbin, 1998), in a sense through

being receptive to the data rather than following a predetermined framework (Patton, 2002). This technique enabled the emergence of new patterns and themes by not restricting the data into a solid framework.

In the initial process of data analysis, the researcher familiarized with the data. With this purpose, the researcher transcribed the whole data verbatim, which took almost one month, and this process helped the researcher realize patterns and form codes as well as develop further insight. However, the researcher abstained from establishing “premature conclusions” (Patton, 2002; p.436); for this reason, she took notes for general interpretations in relation to the interviews. In the familiarization stage, the researcher also read the raw transcripts, listened to voice recordings, and revised the field notes and research questions. Of note is the fact that during the transcribing process, the researcher was also careful not to disclose the personal information and used pseudonym to ensure the anonymity of the informants.

For the data reduction phase, the researcher utilized initial coding, writing memos, developing themes and categories, respectively. To uncover the patterns inductively, the researcher read the raw text line by line regarding the research questions and coded the data to resolve complexity and draw manageable classification. In general, the codes were named by using the classification and identification of the sampled participants. In this initial coding step, the researcher drew a conceptual framework and merged the similar codes under general themes. In the end, the researcher had an initial code list and general themes.

In the secondary coding steps, the raw dataset was inserted into the data analysis program, MAXQDA (VERBI Software, 2020), which facilitated the organization, management, retrieval, and linking of the data, codes, and themes (Patton, 2002). In this program, the researcher coded four interviews based on the initial code list, and she also added more codes. After coding sampled interviews, the researcher got feedback from the supervisor, and they discussed the interpretations and the coding list. Resolving the conflicts with the supervisor, the final code list was prepared, and the data were analyzed in MAXQDA, which provided time and energy for the researcher since it presented the codes and themes in an organized way. By using the

program, the researcher used the same colors for the same codes, and this helped to merge the codes under the same categories and themes.

In addition to coding, the researcher used memos to gain deep insight and reflect on their research by allowing the researcher's interpretations (Bogdan & Biklen, 2006). During the coding process, the researcher also jots down memos to keep reflections, personal feelings, and interpretations, and the connections among the various codes.

After the secondary coding phase, the researcher named categories and themes, respectively. At the end of the data analysis, seven main themes emerged from the data as follow: 1) setting the scene, 2) multi-dimensional structures of SJ within HEI, 3) intersection of SJ practices at the HEI, 4) meaning attribution to SJ and the role of the university, 5) leaders for SJ, 6) facilitators and challenges of enacting SJ, and 7) institutional arrangements for building socially just HES (see Figure 31).

3.6.8 Trustworthiness

This study utilized various techniques to ensure trustworthiness, mainly focusing on whether the interpretations cohered with the collected data. To ensure the trustworthiness of this research as much as possible, the researcher utilized many approaches for credibility, dependability, and transferability.

3.6.8.1 Credibility. Credibility is also called internal validity, refers to whether the findings are congruent with the reality investigated (Lincoln & Guba, 1985). Different paradigms have their own unique techniques to secure internal validity or credibility. That is to say, in quantitative research, numbers reflect reality while the words make the same interpretations in qualitative research (Merriam & Grenier, 2019). Focusing on the design in this study, the researcher is the key person who reflects her interpretations of the case of interest as she collects and analyses the data. For this reason, it is of notice to present various empirical evidence to show whether the interpretations of the researcher ring true. With this purpose, I specifically benefit from *triangulation*, *peer check*, and locate *subjectivities* through explaining the *researcher's position* and *prolonged engagement*.

- *Triangulation* refers to the use of multiple sources to verify the emerging results. This study utilized the triangulation of data sources by benefiting from

different data, interviews, and documents, which also strengthened the construct validity of the case (Merriam & Grenier, 2019). While the interviews formed the main data source in the study, documents, including emails sent by rectorship and the university website, were the secondary data to confirm the emerging codes, themes, and results from the interviews. These documents supplemented the interviews, especially in analyzing the sub-structures within the case. The researcher retrieved the lack of information, corroborated the main data, and resolved the conflicts from the analysis of the website. Also, the interviews and the results of the Study 3 validated the results of this section based on students' lived experiences.

- *Peer debriefing.* This technique refers to collecting comments and perspectives from another knowledgeable person about the coding, themes, and interpretations of the researcher (Yin, 2018). Peer debriefing in this research was assured by the chief supervisor as he examined the data analysis of five interviews. After his examination, the supervisor and the researcher made a meeting about the coding and discussed how to name the specific codes and how to craft the themes. Additionally, the researcher also got feedback about whether she did the analysis in the proper manner and whether there were any biases.

- *Prolonged engagement.* The researcher spent adequate time both in the field and with the data. Most of the interviews lasted more than one hour; in a sense, the researcher settled prolonged interviews with the informants and talked with sufficient interviewees to catch saturation in the data collection process. Furthermore, the data were collected, transcribed, and analyzed by the researcher so that she engaged with the data to observe the connections.

- *Researcher's role.* The role, characteristics, and skills of the researcher gain utmost importance in qualitative research, as s/he is the key person in making sense of the data from crafting the questions to analyzing the data. Realizing this fact, this part explained the characteristics, roles, and skills of the researcher during this journey. First, I located myself as both an insider and an outsider in this research. Trowler (2020) make an effective discussion on whom insider and outsider are in HE research while examining SJ. He classified three dimensions of being an insider as location, time, and subjectivities. Location means the distance between the

researcher and the site while time regards whether the researcher examines backward or current in time. Last, subjectivities are related to the question of who has the power. Considering this perspective, I, as a researcher of this study, question my position, where I stay, how I am getting involved in the study, what my observations are and how my background shapes the process. At first, I located myself as an insider since I have been in the same institution for more than seven years. Being a part of the institution helped me contact the participants quickly and efficiently and facilitated the process of building trust as we, the researcher and the participant, spoke the same language and a member of the same family. Even some participants highlighted the fact that they would not participate in this research if I were an outsider. Furthermore, as an insider, I, being a student in the same institution, experienced the practices that the informants mentioned so that I could easily establish a connection between these practices and the culture of the institution.

However, I realized the fact that the previous experiences I had in other non-prestigious universities guided me to state the problem and signify the research. For this reason, rather than choosing one point of binary position, insider or outsider, I make use of both by switching my roles and perspectives, taking the lens of endogenous and exogenous, as leaning on one does not help go after SJ research (McArthur, 2020). I could firmly assert that having a stable position of insider would restrict the findings since the researcher was unable to examine the practices outside this university. For me, I was an outsider in formulating the research questions and analyzing the data. I could easily differentiate the unique position of this university owing to my previous experiences, which also ensured making salient interpretations.

Not only my standpoint in this research but also the experiences and skills I have in qualitative research ensured the credibility of the study. Namely, I conducted many studies, including master thesis, projects, and articles that utilized qualitative research so that I am experienced in formulating research questions, doing fieldwork, and interpreting the results. Also, I worked on a project specifically focused on ethics in research, which further gave me insight into ensuring an ethical perspective in a study. I benefit from these experiences during my research. I was also cautious about not directing interviewees, dominating the process, and asking vulnerable questions.

3.6.8.2 Dependability. It corresponds to reliability in qualitative research, which indicates to what extent the data and the interpretations of the researcher are consistent with the real world (Bogdan & Biklen, 2016). As the researcher is the key person who interpreted the data, the skills, training (Merriam & Grenier, 2019), and awareness of the researcher are essential to ensure dependability. Triangulation, member/peer check, researcher's position, and audit trail are among the main suppliers of dependability. This research specifically utilized triangulation, peer check, and the researcher's role mentioned in the credibility section, audit trail, and the case study protocol. Yin (2018) highlights that to ensure reliability; the researcher needs to conduct the study as if someone is watching each step. Each step of this research, including identifying research questions, crafting the interview forms, sampling, analysis, and interpretations, was closely followed by two supervisors. In other words, the researcher was always responsible for the decisions she made.

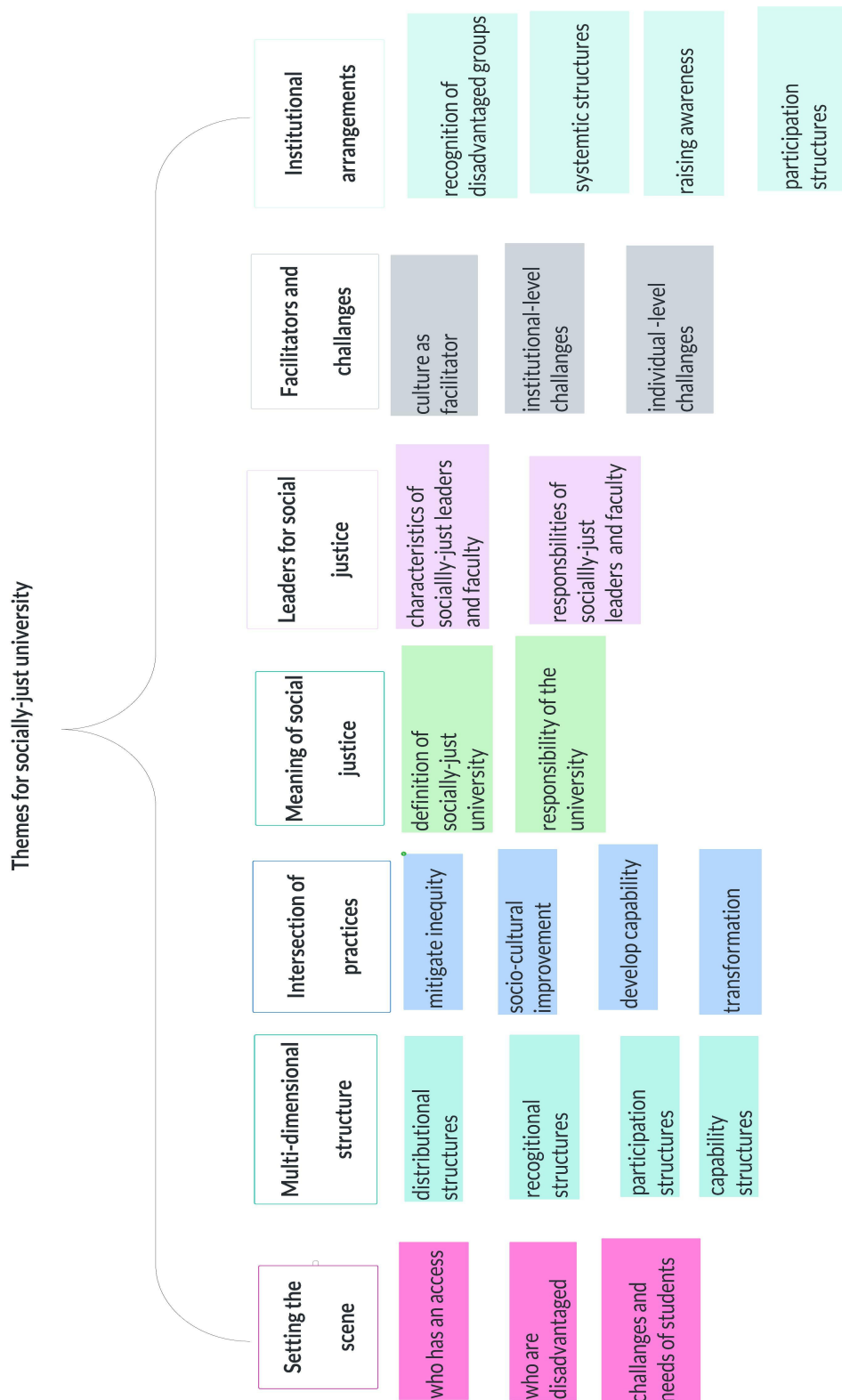
- *Audit trail:* Audit trail is an explicit way of showing how the data are collected, managed, and analyzed (Marshall & Rossman, 2016). With this purpose, the researcher gave a dense description of the sample, instruments, and the coding process. Additionally, the instrument form was presented as an appendix to maximize accuracy and minimize possible bias.
- *The case study protocol:* The researcher also utilized the case study protocol proposed by Yin (2018) to strengthen the reliability of the case design. The suggested protocol has four phases, of which the first three parts were included; overview of the case study, data collection procedures, protocol questions, and tentative outline for the case study report. Regarding the first phase of the protocol, the researcher presented a dense description of the case and materials as well as the rationale for selecting this specific setting and its alignment with the research aim and questions. For the data collection procedure, each element, including forming the questions, sampling process, and instrument protocol, were explained in detail. For the question part, the researcher stuck to the interview form and prepared prompts to ask if needed.

3.6.8.3 Transferability. It is also called external validity, pertains to the generalizability of the data. In qualitative research, as the sample is small and purposefully selected, it is not possible to make statistical generalizations as in quantitative research. For this reason, the researcher provided the required conditions for the reader's generalizability in which the readers determine whether this case or researcher could be generalized to their setting. To enable transferability for the lens of readers, the study applied rich and thick description, dense case explanation and maximized the variation in the sample. As mentioned earlier, both case and each step of the research process were explained in detail. Furthermore, the perspectives of the various participants, faculty and administrative, from different disciplines were covered to secure the diversity in the perspectives and the case (Merriam & Grenier, 2019).

3.7 Results

The purpose of this chapter is to examine how SJ is enacted for the students at a flagship university in Türkiye. The results revealed seven categories to dissolve the phases, structures, practices, and barriers of enacting SJ. These categories were presented under the following headings: 1) setting the scene, 2) multi-dimensional structures of SJ within HE institution, 3) intersection of SJ practices at the HEI, 4) meaning attribution to SJ and the role of the university, 5) leaders for SJ, 6) facilitators and challenges of enacting SJ, and 7) institutional arrangements for building socially just HES. This chapter addresses the research questions based on the qualitative data collected from faculty, administrative staff, and academic leaders.

Figure 31: *Themes Emerged from the Data*



3.7.1 Setting the Scene: Students' Profile from the Perspectives of Faculty Staff and Academic Leaders

This part put forth the characteristics of the students' profile by relying on the perspectives and the descriptions of both faculty and administrative and academic leaders which also gives answer to research question about who has access to this university (RQ4). Initially, the general attributes of who has access to this prestigious university were specified. Following this snapshot, disadvantaged students, their characteristics, needs, and challenges they face were examined to make sense of which students are disadvantaged.

3.7.1.1 Who is the Insider, and Who Has Access? The literature highlighted that highly prestigious universities, in other words, elite universities, are populated mainly by advantaged students (Hutton, 2006; Leach, 2013; Roksa, 2008). Subsequently, they are hoarding the opportunities within the institution; thus, these institutions are far from being representative of the society they are in (Hutton, 2006; Leach, 2013). In that sense, these institutions play an important role in the reproduction of social inequalities in society. Considering this argument, the perceptions and descriptions of the faculty and administrative staff in relation to the student profile within this case were examined. The descriptions of the participants demonstrated who has access to this prestigious university. Students' previous education (type of high school), their geographical origin (e.g., urban vs. rural, Eastern part of the country vs. Western part of the country), socio-economic background, and international students emerged as factors playing a role in the access of the students to this prestigious university.

First, there are various types of high schools in Türkiye. Among these, students mostly came from Science High Schools and Anatolian High Schools, the most prestigious high schools in Türkiye. Additionally, it is essential to note that the students in the case of this study came from the Anatolian high schools located in the developed provinces of the country, such as Ankara, İstanbul, and İzmir, and these schools are the ones that inhabited by the most successful students based on the entrance exam. This situation was indicated by one of the participants: “...*The students at this university are the most successful ones from various schools specifically dominated by Anatolian and Science High schools (P7).*”

In relation to the mobility of the students from their hometown to this university, almost all participants remarked the fact that most of the students had low mobility since they were mostly coming from the capital, the same city with the location of the university or the nearby cities as stated by one participant: *“I know it for sure since I just examined. Most of the students are coming from Ankara, but the one who is coming outside Ankara is generally nearby cities (P1).”* Although the university is mostly populated by large-scale and nearby cities, some participants defined it as representative since there are students from all over the country despite the fact that the rate was low for some regions.

In line with that, some participants highlighted that this university did not have a geographical representation of the entire country since there were a few students from eastern, south-eastern, and black sea regions, the relatively underdeveloped parts of the country. This situation is highlighted by one of the participants from the engineering department as follows: *Every year, we specifically pay attention to whether there is any student from cities located in the eastern part, such as Kars, Ardahan, Erzurum, Hakkari. There is one student in each year, and we say how nice. We examine the distribution of the cities each year. (P21).*

Second, according to the participant, students’ socio-economic background was characterized as middle-class to lower-class families. Participants indicated that the students mostly have parents who work as state officials, such as teachers or working-class families. In other words, the students at this university generally did not have white-collar or affluent families. Considering both socio-economic situation and geography, this university was characterized as diverse, heterogeneous, representative of the country and rich in terms of socio-cultural and geographical situation, however, there was a wide range that covers students from affluent families to working-class families and from all cities of the country although there was low representation for some groups. One participant explained these diverse groups as follows: *“There are students in our university coming from diverse backgrounds. (I mean) like geographical location, SES. Students come from each geographical location, economic status, and belief group. (P17).”*

While describing the profile of the students at this university, the participants shared their observations about the changing student profile over time. According to these observations, the general student profile of the university became less representative of society compared to early times by giving more place to students from large-scale cities, affluent families, and private high schools. They highlighted the difference in students' use of the second language and stated that the newcomer students mostly graduated from private high schools and went abroad, which explicitly reflected their language skills. This changing profile was characterized as follows: "I observe that students come from more metropolitan cities and more colleges than in the past (P14)."

My observation in terms of change over time is actually more. Here is the shift from public schools to private schools. I observe that there is a shift from the middle class, from the civil servant class to the upper-middle class, and especially towards the college, that is, from the Anatolian and Science high schools to this university. This shows that the students' use of English as a language is getting better, and this shows me that the students I write references in various ways showed that most students have an overseas experience. The number of students who had experience abroad in high school and then went abroad for a holiday is increasing. Of course, I observe a severe change in their use of English as the number of college graduates increases. (P15)

Usually, I don't know the thing, I can't predict the balance between private school and public school, but we have a team like that, half of the class speaks English well, and the rest of the class maybe learn English through preparatory schools at this university. (P13)

Third, while describing the case, the international student's profile of the university was rated low by the participants. Although this university is prestigious and ranked in international rankings, international students' profile is not as internationalized as other prestigious universities. International students in this case were described as either Turkish students from Europe or students from the Middle East or Turkic Republics that came for degree-seeking purposes. Furthermore, parallel to Turkish international politics, there was also a shift in the profile of international students as one participant, working with the international student's department, clarified:

There is an extensive international student profile. When I first came, it was more European-based, now it has started to be a little more east-based. As far as I observed, when I first came, we had students from Germany, especially from the Balkans; now it's as if we have students from the Republics of Türkiye, Malaysia, Indonesia, Africa, who are Muslims. (P16)

Lastly, disabled students were also included in the descriptions of students' profiles within this case. However, the number of disabled students, including the visible and invisible disabilities, was quite a few since they were eliminated in the university entrance exam due to the challenges they faced. One of the participants who were

particularly responsible for the disabled students on the campus stated that there were almost 25 identified disabled students at this campus (P10), of which reason was explained by another participant as:

Of course, there is such a thing once in our university. The number of students with disabilities is few. In other words, they are dealing with so many disadvantages that it is not an easy process to come to a much better university, so we were interested in fewer student groups. (P7)

Another distinctive point was the emphasis on the stratification of students' profiles regarding the departments they have access to. The departments listed as covering remunerative and lucrative fields had students with high socio-economic and cultural backgrounds compared to students in less lucrative fields. Not only were there differences among the departments, but also there were certain variations in the same faculty, which was voiced, as "There is not one-type homogenous Riverside University. There are disjointed many Riverside universities" (P5). To exemplify this stratification, participants mostly stated that the students in the engineering departments were the ones from affluent families while the students in the education faculty were on the other end. For instance, one participant explained this situation in the education faculty by stating: "you have already known, the situation at the university and education faculty is different. Yes, both the department and the faculty are intellectually and physically isolated from the back of the campus" (P18).

Additionally, the stratification in humanities was visible among the departments such as psychology and sociology that the former mainly represented the students from high SES. However, among all, education faculty was mostly seen as disadvantaged in terms of students' backgrounds. "I think that the faculty of education is the faculty with the lowest socio-economic level compared to other faculties. Others probably have a little more above-average profile. We're a bit more like the lower middle class, too" (P16).

Of note was the discrepancy between the descriptions of faculty and administrative staff as well as their perceptions and the actual numbers within the case. The results showed that faculty members were not as confident as the administrative staff while describing the profile of the students, and their descriptions did not rely on data as the administrative staff did. However, some faculty had special attention to students' profiles and even tracked the change in time, specifically within their academic field.

On the other hand, the description of administrative staff was more comprehensive by comparing the similarities and differences among the departments based on data.

Although participants drew attention to the certain stratification resulting from SES, geography, high school type, and disability, they still ascribed a representative standing to the university that was reasoned as:

Because they can say; it should be close to my home, should be a good university...It may be preferred for geographical reasons. The Riverside University is not so. Wherever you are, you prefer this university. Because it is a university with a very serious reputation, in that sense, I think it is a university that can attract students from all over Türkiye. (P2)

Overall, relying on participants' observations about students' profiles, the results disclosed specific points parallel with the literature that there was sort of stratification among the departments resulting from SES, geography, type of high school, and external factors that make this university less accessible for some groups including disabled students. Moreover, the profile is changing day by day and perceived as becoming less representative for low SES families, as participants clearly highlighted. Overall, it is certain that there were students from all over the country with various backgrounds, which made this university diverse, heterogonous, and representative for the participants; yet, the rate of these students is far from reaching widened participation.

3.7.1.2 Who are Disadvantaged Students within the Case? Rather than providing a clear-cut and explicit definition for the "disadvantaged" term, the participants' definition was utilized to determine the meaning of being a disadvantaged student within this case. Based on their observations of the student profile at the university, the participants defined the disadvantaged from a broader perspective rather than restricting it to the definition to economic or physical barriers. In other words, the meaning of being disadvantaged was defined by an array of characteristics, including economic, physical, sexual orientation, multi-facet adaptation, and cultural barriers, to name a few.

At the basic level, one participant defined the disadvantaged term as “What do you mean with disadvantageous? In fact, it does not take advantage of the opportunities that their peers can enjoy. (P13).” Building on this definition, another participant remarked on the importance of the adaptation process:

I define disadvantageous based on adaptation. That is, the needs of the disadvantaged students are as if they have needs related to adaptation to the university, they have academic needs, they have psychological needs, and maybe they have social needs. There are also financial needs, of course. (P16)

As the quotes indicated, being disadvantaged meant conditions and situations that form barriers for the students. Considering these definitions and examinations of participants from the interviews, the most highlighted disadvantaged terms, in this case, were characterized as socio-economic background, disability, having low capital, first-generation students, certain locations, gender, and academic issues, listed from the most highlighted to the least.

In line with these terms, disadvantaged groups were classified under demographic-based and academic-based disadvantaged categories. The demographic-based type represented the disadvantaged derived from individuals' socio-economic background and environmental factors as well as their individual characteristics. The most highlighted disadvantaged groups in this case were students with low SES. This group represents the students who essentially had financial problems and exemplified by one participant stating, "You know there are students in this university who cannot afford lunch" (P11). Additionally, to overcome the financial problems, some of these students had to work, which doubled their disadvantages, as one participant specified:

Apart from that, I think that students who have economic problems and have to work to overcome this hardship are at a disadvantage situation because it's really hard to run both at the same time; both to work and to follow the lessons. (P12)

According to the participants, these students commonly come from middle and low socio-cultural background families, which means that their disadvantaged were not restricted with economic capital. The financial barriers were also intertwined with other sorts of disadvantageous such as being a first-generation student and having low cultural capital. One of the participants linked this situation with social class and indicated that these students were disadvantaged as they came from working-class families with financial problems, while another participant highlighted that these students were disadvantaged since they were primarily first-generation students; consequently, they were lack of adequate information about behavioral codes and patterns about university life that hinder their adaptation. To elaborate on this, the students from working-class families were mostly first-generation students, so they

did not have both social and cultural capital that provided a virtual network and knowledge to survive and adapt to this prestigious university.

Secondly, students coming from less-developed cities or southeastern or eastern parts of the country were also listed as disadvantaged not only because they were low represented within the case but also they previously had deficient opportunities to improve themselves academically, socially, and culturally. Moreover, participants draw attention to regional disparity and unequal growth of the regions as one participant remarked that: "They are disadvantaged both for geographical reasons and because they have started their lives more disadvantaged" (P15). Additionally, students coming from the village or less-developed cities had adaptation problems largely due to the challenges of living in the capital and large campus as well as language issues since they almost did not have the opportunity to develop their second languages skills as well.

Thirdly, disadvantages derived from individual characteristics are related to gender and disability. As for gender, women and LGBT students were specified as experiencing challenges. Specifically, women students could be marginalized in the engineering faculty as this job was mostly interpreted as a men's field. On the other hand, participants stated that LGBT students were marginalized and had difficulty voicing their needs. Participants stated that this situation was not evaluated independently from the country's political attitude toward LGBT students. The fact that these students were not tolerated by some faculty members and subsequently marginalized as participants declared: "Apart from that, I thought that LGBT students were in the disadvantaged group because somehow they are identified from the outside look and inevitably exposed to a negative attitude" (P12).

So, such was the case with female students. We don't talk about it much, but the (negative attitudes) for LGBT are very high. So that would be discrimination. In other words, it is separate from the woman thing, but that intolerance is very high. Nobody says it aloud. (P14)

Apart from that, there is a lot of pressure on LGBT individuals, and these students have difficulties revealing their identities and sheltering at school. I have had lesbian students. In this process, they do not have difficulties in the campus environment, in their near circle of friends, but I know that they have a lot of difficulties with discourse in the campus environment. Or sometimes they know that they have been subjected to psychological violence. (P3).

Disabled students were also defined as disadvantageous within the case. Participants mentioned both visible impediments such as physically handicapped, blind, deaf

students, and invisible impediments including bipolar and students with other kinds of psychological problems as being disadvantaged within the case. They particularly underlined the fact that the students who have invisible types of disability were much more disadvantaged compared to students with a visible disability, as one participant explicitly indicated:

You know, first of all, yes, we can define groups with visible and invisible disabilities as disadvantaged. Those with visual disabilities may receive more support compared to invisible disabilities, but there are also invisible disability groups. Those with mental disorders, bipolar and those who have difficulty in focusing, or those who have hearing difficulties, but this could not be understood from the outside. On the other hand, a visually impaired or orthopedically handicapped person is a bit more advantageous compared to other groups. I think that's how it is. (P12)

There is a serious perception gap between visible disability groups and invisible disability groups. Since everyone knows, sees, defines, and accepts the visible disability groups, their attitude is very different from the attitude towards the invisible disability group. And besides, the invisible disability group can be psychological disability groups such as schizophrenia and bipolar disorder. People have an incredible bias in this kind of thing. A person who has this should not be a teacher. The person who has it should not have a student anyway. There are already patterns like this. It is tough to deal with it. (P8)

Under the heading of disability, the participants mostly mentioned the psychological problems of students. While some participants remarked this situation under disability, most participants had questioned whether to list these students inside the disadvantaged groups. However, they noted the increasing number of students with psychological problems and highlighted the suicidal attempts and cases within the campus. “But there is such a situation; I've been observing a lot in recent years. There are many psychological disorders of our students. Their mental health was impaired. The Riverside University is tough, and conditions are academically and financially challenging” (P9).

Another sort of psychological issue was related to students identifying themselves as genius. Yet, when they got into this prestigious university, they felt that they were not the only ones with this capacity, so they experienced adaptation problems, which are explained by participants as:

Yes, that student was very bright beforehand in his/her context, but when he comes here, when all students are the most brilliant ones here like him/her, other categories emerge among the students. Therefore, students may experience adaptation problems and culture shock (P 17).

In addition to the demographic reference point in the definition of disadvantaged, there is an academic reference point to the definition of disadvantageous. According to participants, students with low academic skills and low English language skills are

commonly disadvantaged. These students are typically the ones with low SES backgrounds and came from less developed cities. Especially, the language problems were the most highlighted issue as the medium of instruction was English within the case. Students had pressure to pass the language examination in two years; yet, some had severe problems learning a new language. Participants highlighted the relations between students' background and language problems, and they asserted that students with low SES backgrounds needed more language support. This relation was explained by participants as:

In particular, the socio-economic status of our students placed in higher-level English classes is better. Generally, these are the ones who graduated from private high school, Anatolian high school, or who have gone abroad before. Maybe there is such a link. Our student in low-grade levels starts without knowing any English and have financial difficulties. They come with weak language skills and low socio-economic background. (P4)

It is out of the question for me to say anything on the basis of numbers. I don't want to mislead you on that, but students who are coming from modest families in our groups have low-level. On the other hand, students with higher rates have a slightly higher literacy rate. That child comes from a family with two children or a family with only one child. I can say very broadly that. (P24)

To summarize, in contrast to the standard definition of disadvantaged around economic status, the participants defined a broad array of “disadvantaged” groups and highlighted the intersectionality. Disabled students, students from a low socio-cultural and economic background, women students in specific departments, LGBT students, and students having adaptation problems were listed as the disadvantaged groups within this case. However, participants persistently highlighted that these disadvantaged situations were not derived from the university; yet, these were the disadvantaged situations that came and nourished by the society. On the contrary, both faculty members and academic leaders asserted that this university reduced or sometimes even eliminated the disadvantaged status of the students rather than reproducing it. This is a strong point in case for enacting SJ. More findings on the enactment of SJ in the case are presented below in the SJ dimensions.

3.7.2 Challenges and Needs of the Disadvantaged Students

This part presented the challenges of disadvantaged students in conjunction with their needs since two themes were interrelated from the perspective of academics. In this part of the study, the participants mainly remarked on the challenges students face and their needs around university life adaptation. Baker and Siryk (1989)

referred to the fact that institutional attachment was provided by the success of multifaceted processes; academic adjustment, social adjustment, and emotional adjustment. Likewise, the current research results revealed that students faced academic, emotional, and social challenges, which differ based on their background and the disadvantage they have.

Of challenges, some participants attributed the highest meaning to emotional adjustment as it had a direct influence on other adjustments, which is explained by one participant as follows:

It is generally assumed that academic adjustment is very important here, but that's not how it works. In fact, there is this emotional adaptation, first and then the most basic thing is a social adaptation, that is, can the student establish a relationship with his friends there? Can he establish a relationship with his teacher? Can he feel like part of the community here? Can he feel a sense of belonging to the institution? These are prioritized, and academic adjustment is the latter one. If he adapts, there is success in lessons as well. But if he can't adapt, even with socialization, especially if you don't feel like you belong in that class, there are students who have a lot of difficulty in attending classes. (P12)

Academic anxiety comes much later, you know? These students at the Riverside University, actually come with their study habits. They do not have problems with being disciplined or working. They have problems with adaptation and with the process of disciplining themselves. Often adaptation is a complete in the process of disciplining themselves. Most of our students actually succeed. There are only an average of 400-500 students out of 3500 students who repeat the classes. This is a huge success. (P4)

Considering the utmost adjustment of all, emotional adjustment, the results disclosed that students were challenged by adaptation to university life, and some felt homesick and had issues regarding adapting to metropolis and campuses as well. Especially, the students coming from less developed cities had more difficulties compared to others, and this situation mainly occurred in the first years of the university. Some participants voiced students' challenges as follows: "This is what I've determined; being separated from the family creates trauma for some students" (P10).

When it comes to the disadvantaged, for students coming from very small places, life on a big campus can be a big disadvantage. They come from a very different culture...there are those who come with very difficult conditions and very difficult financial conditions. Their lives are to keep up with this world and keep up with this campus life. These are actually groups that started as being disadvantaged. (P7)

In close relation to emotional adjustment, another challenge was derived from social adjustment. The results showed the fact that some students, especially the first-generation students, disabled students, and students with low socio-economic

backgrounds, had issues in social adjustment to college life since they did not have the required knowledge regarding the codes and myths of the university. For this reason, the adaptation process of these students became even more challenging and longer compared to other students. One participant explained what students experienced concerning challenges during social adaptation as follows:

In other words, they feel a very serious deficiency academically, intellectually, and culturally in themselves. There is such a thing. There is an area that Bourdieu also says, in that area, they feel a little helpless, a little lonely, a little excluded, so they are on the sidelines. Because they can never be included in the rules of that game, this shows itself even with clothing. So maybe they can't express themselves better with better clothes. Some of them are wearing headscarves. They either have a fashion, or they can't adapt to it. There are others who are bothering themselves because they can't adapt to it. It's a constant state of being self-conscious. So this is something that reflects on their bodies, from the choice of attire to their stance. From the way they speak in class to the way they speak English; this is something that is reflected in everything. (P18)

Actually, there is something like this. Students coming from very rural areas have some shyness at first. For example, about the size of the campus or the large shopping mall around the campus. A student told me so; it was the first time that I saw such a place (A big shopping center); for the first time in my life. He said I had to raise my head from the bottom up and look for hours. You know, there are students who are in this situation, but when they stay in dormitories, students can socialize with each other and get through this. (P10)

Coupled with emotional and social adjustment challenges, it was almost impossible not to have issues in academic adjustment. The results stated that some students had academic anxiety, especially due to the deficiency in language skills. As the medium of instruction is English in the research case, students need to have a good command of the English language. For this reason, the most frequent academic adjustment issue was specified as language, and most of the participants highlighted the relation between students' background and language issues. In other words, the students coming from general high schools with low SES backgrounds had more problems in language.

After all, the needs of the students were shaped in relation to the adaptation challenges. That is to say, students had psychological, social, and academic needs. The results of the research demonstrated that students basically had the need for recognition that could be ensured through supporting, guiding, and networking to respond to their adaptation challenges. Following participants clarified this situation related to students' social and psychological needs, respectively:

It's more like there are obstacles due to social capital, and the student is looking for support from there. He needs a consultation. I feel that students who will go abroad or apply for a scholarship but who do not have a network, who have no one to consult on such things come to me for this,

and I am generally very helpful there. (They say), I have not done such a thing in my life, I can't ask anyone how I can do this, and these students were mostly the ones with low social capital, and I support them the most about the problems they experience. (P16)

I think they need more psychological support. In other words, they want to see that they are loved and that the university takes care of them. It is very important to touch the lives of young people in this sense, really. Because the money and materiality are handled in a way; for example, we give scholarships. (P9)

In addition to adjustment needs in three perspectives, depending on their disadvantage, students were in need of different things. That is to say, their challenges and needs within the institution differed from one another. For instance, students, especially the ones coming from low socio-economic backgrounds, did not only have adaptation-based challenges; they also had issues encountering their basic needs; food, scholarship, accommodation, technical support such as internet, computer, etc. For this reason, the first things that these students' need are related to fulfilling their basic and essential needs. In addition to these students, disabled students were majorly challenged by physical barriers, having access to some course materials, specifically visually impaired students, and access to psychological support. Considering these impediments, the results demonstrated that disabled students were in urgent need of structural support.

3.7.3 Multi-dimensional Structures and Practices of Social Justice within Higher Education

The literature indicates financial, class-based, social, and cultural factors that boost inequity for which institutions, potentially universities, are specified as responsible for unravelling and subsequently decreasing these sources of inequity. Accordingly, the results specified the structures and the practices serving different SJ dimensions and subsequently enacting SJ within this case. Distribution, recognition, participation, and capabilities dimensions of SJ were practiced within this case, all of which are complementary in essence, although some dimensions, especially distribution, were more salient than others. This section of the research with these listed dimensions answered the research question about how SJ is enacted in this university including the dimensions, structures and practices (RQ5).

3.7.3.1 Distributional Practices. To embrace a socially just university culture, the distributional dimension could be regarded as the initial step as it hoards opportunities to resolve financial problems at a basic level. Considering the research

case, the results put forward that there were economic, physical, and technical structures within the case that distributed the opportunities in an equal way.

Economic Mechanism (Structures) / Scholarship Department. The most prominent and well-established structure was the scholarship department as the primary source of distributing financial facilities. All participants remarked the three core opportunities provided by the scholarship department to students were accommodation, cash, and food voucher. The university supplied the students' basic needs, and the participants highlighted the importance of this structure and indicated the fact that this structure was functioning in an organized way and it was the most powerful structure of the university. Also, the university paid particular attention to supplying food for all students who asked for it, which was explained by one participant as: *"As far as I know, there is something like this. At least, that's what the university administration says. Dormitory and food scholarship is given to everyone who applies. There is no distinction between the successful and the non-successful..."* (P16)

As mentioned earlier, the main rationale was to provide these opportunities for all students who require; yet, the resources were limited. For this reason, some participants remarked on the economic and family background issues, while a few participants identified success as the main criteria for selecting students in need. The participant responsible for allocating scholarship stated that they examined many criteria, most of which were based on economic and family background characteristics while distributing the resources. On the other hand, a few participants criticized the success criteria for giving scholarships since this situation penalized the less successful students, which may derive from socio-economic problems they were already coping with. However, one participant, a member of the scholarship committee, clarified this situation by stating scholarships were tailored to students' needs:

You have to balance whether to give the top scholarship or the lower, and some scholarships are success-based scholarships. Some companies say that at the end of the period if the GPA is below the average, the scholarship will be cut. Considering that the student who has come to the metropolitan city for the first time may have difficulties in adapting to the big city, he should not be dependent on GPA. The family situation of some students is very bad, so there are students who say that I buy a bagel, I eat half in the morning, half at noon. You really have to give this student a

scholarship, and it should not be cut when his success level decreases. You should arrange such a scholarship for him. (P10).

Considering the criteria for allocating scholarship, it was observed that the already used criteria fall short in covering all disadvantaged students listed by the participants and majorly focusing on students with economic issues.

Other Source of Distribution Structures. In addition to the scholarship department in the university, there were also other departments within the main case that provided distributional mechanisms by themselves. For instance, some departments such as the school of foreign languages, engineering, and administrative sciences established structures that provided scholarships for either successful or economically disadvantaged students. Additionally, participants expressed that scholarship for books was also offered at the school of foreign languages, as these books are quite expensive.

Another critical factor was the supportive mechanisms such as alumni association and charitable foundation, which ensured extra resources and launched pipelines for the case as expressed by one participant:

As you know, The Riverside University Development Foundation supports us a lot. There is a support association for the students of this university. In addition to this, there are many alumni associations such as Ankara, Istanbul, Ege, Mersin Alumni Association... but mainly our Istanbul Alumni Association, it gives scholarships to approximately 450 students. Apart from that, we have graduates from all over the world, well-established foundations and associations in our country, such as Koç, Sabancı Foundation. Companies founded by students at our university, the relatives of our graduates, and our teachers are sometimes subscriber. We collect these in a pool and distribute them to our students. So, we give scholarships. Now, scholarships are given by associations, individuals, foundations, graduates, especially in our university. Since consciousness is at a very high level, this has also increased in society in recent years. (P9)

As the participants in this quote referred, there were various suppliers for this case, which may most likely originate from the prestigious university.

Physical Mechanisms. The physical mechanisms were listed as campus environment that included laboratories, library, working options, computer labs, free internet, sports centers, transportation, health center, cafeteria options, study places, and working options. The utmost attribution was stated as being a campus university as the students did not have to put much effort to reach the opportunities inside the campus, and the transportation was free and available. Being a campus university eased the lives of the students, as indicated by one faculty member:

Apart from that, it is a serious thing that they are in a campus environment, that is, not having to spend something like commuting or transportation. In any way, the university can make them live at less cost. I think having a campus is an advantage. (P2)

Furthermore, all of the opportunities listed above were free for students; for this reason, participants remarked that students could mostly live inside the campus without going outside and spending more money.

The library provided books, internet, and computers for students, and the health center and sports center had also required adequate options for students. All of these opportunities and facilities were either free or required low money. Furthermore, working options for the students such as a library, laboratories, or students' affairs were also remarked by the participants since students could gain extra financial support by not being tired compared to working outside the campus for long hours.

Technical Mechanisms. In addition to the structures inside the library, there were also technical facilities such as software and distributing computers and internet for the students due to the Covid-19 issue. Normally, students had the chance to use computers and the internet inside the campus; yet, these students mostly went back to their homes during the pandemic, so they needed extra technical materials. The results showed that the university took immediate actions to provide computers or internet for the students in need. First, they identified these students through surveys and distributed the resources for these students by activating the related mechanisms.

One of these mechanisms was previously established by the university, which aimed to provide financial support for the students who had societal or academic projects, to distribute economic goods such as food, computers and to organize social activities and recalled by one participant as a “*systematic mechanism for collecting scholarships*” (P12). Both participants' reflections and the analysis of the institution's webpage remarked that this structure enacted calls to be the remedy for students' needs. One participant explained this structure as:

In terms of students who are academically disadvantaged or socio-economically disadvantaged, these can reflect on their academic life. For example, computer support, book support, etc. There are newly initiated programs such as “Step” I know that there are also of projects sourced by this structure. (P15).

Overall, the results concerning distribution mechanisms revealed various structures and practices inside the case that had material goods from financial to living resources, which were allocated depending on the economic conditions of the participants. Rather than this, other source disadvantageous students were not embraced. However, this dimension of SJ was the most forcible one as the structures were well organized, established, and stable. These structures ensured the basic living conditions and materials for the students. Furthermore, the university put effort into extending the goods and options through launching innovative practices.

3.7.3.2 Recognition Practices. Young (1990) indicates that injustices in the society derived from the inadequacy of recognizing the individuals per se as recognition is basic to providing equal opportunity for all groups regardless of gender, religion, race, or any kind of distinctive character. The data of this case revealed that gender, location, disability, economic, socio-cultural (including first-generation students), and psychological characteristics might result in being disadvantageous in this university; however, not all forms of disadvantage were recognized. Among these, there were certain practices to recognize disabled students and students with psychological problems. Regarding this, most of the participants emphasized that there was not any sort of structure that recognized the students' needs, such as examining the needs of first-generation students and subsequently operating the essential structures or guiding students to solve the issues they faced. At this point, one participant states that:

It could be anything. I don't know it could be an academic unit, but people don't know where to apply. For example, when I am harassed, I should apply here. When we are in financial difficulties, I should apply to this unit. When I am disabled... what should I do, I should apply to this unit. In general, I think that a road map is missing. They don't start with something like this. I feel it because I have so many questions in that sense. I have to explain them all one by one each time. But I think this can be done in a more methodological way. (P6).

This quote showed how this case fell short in delivering a guiding map for all students, including disadvantaged students. Yet, there were certain structures that care for disabled students with learning, adaptation, and psychological problems.

Disability Support Office (DSO). DSO, within this case, was the first office for disabled students founded in Türkiye at the university level. Nowadays, having a disability unit at university is an obligation proposed by HEC. However, this

university had this structure previous to the regulation made by HEC. DSO served students with visible disabilities such as physical impairment, blind or deaf students, and invisible disabilities, including students with psychological and health problems. This unit functioned as a case within the main case since it functioned and arranged all forms of SJ dimensions from distribution to participation. That is to say, this unit made physical, economic, and academic arrangements in the campus, essential changes in the structure of the courses, and amelioration of the living conditions to facilitate the lives of the disabled students.

3.7.3.2.1 Distributional Mechanisms of DSO.

Physical arrangements. The unit identified the physical barriers inside the campus that hinder students' mobility, and for this, they had an activity called "hunt for disability" that cooperated with all stakeholders to detect barriers and announced them to the DSO. Considering these notes, they arranged the physical space and buildings. Additionally, they supported the mobility of disabled students through free transportation and vehicle bought for the needs of disabled students. They also let these students use a taxi if needed, and they allocated extra budget for this transportation.

For accommodation, there was a special dormitory room allocated for those with physically disabled students that were suited for mobility, and even some students could stay with their family members. However, the only problem was the lack of adequate dormitory rooms for these students since there was only one room for physically disabled students.

Economic arrangements. About economic arrangements, scholarships were provided for these students as well. Some organizations were specifically asked for disabled students to deliver financial support. Except for this type of scholarship, the same procedure was managed for disabled students, and the students who had urgent financial needs were provided scholarships. One participant, responsible for the disability center, clarified the situation by emphasizing the distinction between rights and privilege and stated: "But when there is a scholarship, especially for the disabled, that becomes a privilege. We in no way want their services to actually pass into that privilege dimension" (P8).

3.7.3.2 Recognition Mechanisms of DSO.

Academic arrangements. There are numerous practices enacted by DSO in order to orientate these students academically, to inform both faculty members and the students during the academic year, and to equalize the existing conditions. Firstly, the orientation of these students was ensured by the university, through the orientation program given to all students and by the DSO given to the students who took support from this office. After the orientation, they also organized events to gather the students and created an environment to share experiences and to help them to socialize.

As a part of their academic orientation, note-takers, course partners, and student assistants were employed or provided to these students regarding their specific needs. These activities were classified as jobs rather than helping activities to guarantee the rights of both sides. The participant in this office explained the process as:

Apart from that, sometimes there may be problems in motor skills, or there may be the limited vision. There may be paraculis. It can also occur in psychiatric disability groups such as attention deficit and hyperactivity disorder. Someone needs to take notes for them. In other words, they do not have the ability to be in that class, listen and take notes simultaneously. At this point, the course partner becomes very critical. Again, they have such academic needs as we provide note-taking service with course partners and assign student assistants. (P8)

Moreover, the office also supplied academic materials, syllabus integration, and academic adaptation for the students by utilizing their resources or communicating with the faculty members. This process was called "*academic accommodation*" by one administrator (P7), which covers the adaptation and integration of all learning processes such as learning tools, teaching techniques, learning materials, and assessment practices as explained by the responsible participant:

There are some adaptations taken in order to follow the courses, to access the lecture notes, to adapt the exams of the course in line with their disabilities and their special needs. We call it academic adaptation (accommodation). They need to be "reasonable", so it has to be really reasonable in accordance with their disability. (P7)

Overall, up to now, this unit has specialized in recognizing the needs and specific characteristics of disabled students.

Secondly, the unit did not only serve for recognizing the needs of the disabled students, but also it served as a mediating mechanism between instructors and the disabled students, additionally, informed and supported faculty staff during the

academic accommodation process. Considering this, at the beginning of each semester, the unit sent an informing letter to instructors that included academic adaptation tailored to students' needs so that instructors could easily follow the steps and directions and integrate these students' needs into the teaching process. However, not all instructors were willing enough to make changes in their courses, and even some have negative attitudes or perceptions about disabled students as one participant put it:

We are now gradually overcoming the physical barriers for visible disability groups. Their solution is obvious. A physical solution is already a material solution. When there is a financial solution, of course, managers step in. But at least you don't have to change anything in people's minds. You have to change the environment. This is something that can be done, but on the other hand, it is very, very difficult to change the perception. I will say this for both. It is very, very difficult to change the perceptions of our teachers for both visible and invisible disability groups. They are not open to changing their style. They justifiably don't want to take extra workload. Because there is too much workload, I can understand this to some extent. But I think that we do not perceive that this is a matter of rights as human beings. Unfortunately, this is a situation we encounter very often. (P8)

The participant in this quote elaborated on the challenges they faced while encountering the needs of these students, and the perceptions and the behaviors of the faculty surpassed the technical and physical issues. In order to overcome this problem, they constituted sub-mechanisms inside each department and chose representative faculty members who guided them for academic adaptation regarding the core features of the department and acted as a bridge and facilitator between the unit and department.

Although there were some forces derived from the resistance of faculty members, some faculty and administrators appreciated the effort of the unit and indicated how this unit eased their job while communicating with the students. One of the participants expressed that:

Because when I have such a problem, when I call and ask what I can do, there are two highly competent people and one of our professors, a clinical psychologist, and a psychological counselor, both doing their doctorate. They work together with our academician, and when you want support, you can get support as a faculty member or as an office worker, office manager. This is a very beautiful thing. (P2)

Lastly, this unit had the mission of making necessary arrangements to equalize the conditions and ensuring that each disabled student could have an equal chance to make use of functioning opportunities within the case. The participants, basically responsible for this unit, emphasized this was not for affirmative action for the

students; instead, it was for serving their rights. For this reason, this structure functioned as a recognition mechanism for the needs of the disadvantaged group within the university and removed the potential barriers that hindered the academic and social development of the students. One of the participants remarked the position of the unit as:

We already offer services in that framework. These are their rights, and we give them their rights. In other words, if accessing the course materials is a right for one student, we offer it to the other student if perhaps something additional is needed to support their state and development. You put a visual in your presentation, but there is someone who is visually impaired. You have to tell it to reach this student. We need to describe. Whatever additional process is required; we supply. Maybe a course partner is required to take notes in the class, or maybe a certain additional time is needed to complete the homework on time, I don't know. But these are their rights because of their disability; because they are the things that restrict them. But when there is a scholarship, especially for the disabled that becomes a privilege. Well, in no way do we want their services to pass into that privilege dimension. (P8)

3.7.3.2 Participation Mechanisms of DSO.

As for participation of the SJ dimension, this was the only unit that formally ensured the involvement of the students in the decision-making process and voicing their needs in a formal setting. Disabled students elected representatives who would represent their ideas and state their needs on the unit's board. In this way, they had a direct chance to take part in decisions by giving votes. Furthermore, there was a student representative in each department who represented these students at the department level. Lastly, the unit utilized a satisfaction questionnaire through which students specified their requests or complaints.

To summarize, this unit specifically focused on recognizing disabled students, including visible and invisible types and enacted structures that cover SJ dimensions. To remove the barriers and ameliorate the conditions, physical, economic, and academic mechanisms were settled.

3.7.3.3 Centre for Learning and Teaching (CLT). Another structure that recognized the needs of the students was the center for learning and teaching, which was the first structure established in Türkiye. Different from the DSO, CLT did not identify a certain disadvantageous group of students; instead, the unit served the needs of all students within the campus who had social, psychological, and academic adaptation, engagement, and learning problems, and this situation was clarified by one participant within this structure as:

Also, we do not do anything for disadvantaged groups; for example, there is not a psycho-education group for LGBT individuals. Because this segregation is not very likely and not suitable for many due to possible reasons. That's why we do our best so that they don't feel alien in the environment they come from, they don't feel different, whatever it is, sexual ethnicity, family pathologies, or the culture of the environment they come from, we do our best to make someone feel and live the knowledge that they are not alone. We are trying to use the part in student activities. (P3)

As the participant stated, this unit embraced all students regardless of their certain characteristics. Adaptation and engagement programs to the university's social and academic life were proposed by the unit for the students with adaptation problems. These students were given individual or group counseling sections as well as adaptation seminars such as procrastination, time management, and test anxiety by the expert within the structure.

Additionally, the analysis of the related documents showed that academic achievement support groups were organized by the unit to guide students to solve their academic problems and support their learning process. The same data analysis remarked that more than one thousand students were utilized from these 700 seminars, including individual and psychological sections. Two participants clearly explained the practices of the CLT by saying:

In fact, we were giving seminars separately to the preparatory groups during the semester, both in the undergraduate, graduate, and senior years. Some of them are also common. If they want to participate, we do not prevent it. But in general, we give this seminars by determining it according to grade levels. Because their needs differ. Procrastination, time management, effective ways of studying efficiently, learning English, exam anxiety... In other words, there are intense concerns; the first year is already in preparation. In order to prepare for that exam, we actually give a seminar on how to develop a skill. We repeat these seminars often. We don't do it once. For example, we repeated the procrastination seminar three times during the fall semester (P3).

In my unit, I was responsible for the university life integration program. There are some different events going on. Here is the adaptation to dormitory life. We used to give seminars there, like an academic support group. Again, I conducted psychological counseling sessions for students. (P12)

Psychological Units. Students with psychological problems were indicated as the disadvantaged groups by the participating faculty and administrators. Psychological units inside the campus served to recognize these students in need. There were two main structures, one of which was free for students, while the other required money. Both provided individual or group counseling for the students. One of the participants explained this structure:

There are medico services for psychological wellbeing. They also open groups about romantic relationships. They are more in the wellbeing since we are only conducting academic activities. They open psycho educational groups and provide group-counseling services. They really provide

one-on-one therapy support, which I think is a very important resource. Students sometimes complain to us, sir, I applied, they made an appointment for three months later, but they are very busy, and there is nothing they can do. (P15)

As the participant noted in this quote, there were technical problems in running this unit due to lack of adequate personnel and overcrowded campus which also results in lack of access to these mechanisms by the students.

Most remarked that no matter that there were options for recognizing the psychological needs of the disadvantaged groups, it was almost impossible to arrange an appointment in an emergency. The results of the recognition dimensions of the SJ put forward that this dimension was not well-functioned as in the distributional dimension as it was ill-equipped to cover the limited aspect of disadvantaged students. In other words, the dimensions in this structure were not inclusive enough and only gave place for the disability issue. Although there were certain formal identification issues in recognition dimensions, existing units such as DSO and CLT functioned fine-grained practices for a handful of students. In this vein, the recognition structures did not inclusively represent and covered all forms of disadvantageous situations. While the economically disadvantaged students were in a spot in the distributional dimension, students having a disability and adaptation problems come forth in the recognition dimension of SJ.

3.7.3.4 Parity of Participation. The parity of participation was the least effective SJ dimension enacted by the university. The university's direct reply of almost all participants for ensuring the participation of students - regardless of disadvantageous characteristics- was unfavourable.

Despite the deficiencies in the dimension, participants highlighted two distinctive and formal features that secured the participation of the students; student deanship and student representative board. Both had been operationalized for either voicing students' needs or including them in the decision-making process. However, these structures were not valued and embraced by the students and faculty as the student representative board was dominated by one group of students that alienated the board from its fundamental purpose. Furthermore, most of the participants did not have any opinion concerning the legal structure of the board, and they, by and large, found it

not functional, ineffective and evaluated this structure as not coherent with the institutional culture as stated by some participants:

Because, for example, you know that they have this student representative body as for participation. I think there is a difference between its existence (formal being) and its implementation. There is a system that is a participant on paper but not in real life and does not allow students to use those mechanisms too much. (P16)

There are almost 500 students in humanities. Those five people voted, and all those who voted are already friends of the chosen student. A political group is taking over because it is an official identity; it is using it on behalf of those students... This is how corporate political mobbing is done in this country. Students were coming and complaining then. But we were always saying; friends, go and vote. I mean, it's not just sitting in the canteen. We set up ballot boxes, send emails three times for voting. After that, we got organized, and other groups had the power. Then, another student became the President of the group; he caused a lot of incidents. Therefore, its tools are inherent in the culture of the university, it does not need to be institutionalized. (P20)

It was for sure by the participants that this formal mechanism was not functional enough; yet, there were informal structures that outdistance the formal structure within the university. Also, it is quite important to point out that participation dimension proposed by Fraser does not cover the informal structures that are found out in this study. These informal structures were student clubs and societies, social media, and faculty-level initiated practices. One of the participant's statements displayed how the formal structures were invisible and clarified the distinction between formal and informal structures, as the latter was more salient than the former:

So, are we talking about an official channel? I mean, I don't think there is an official channel. Maybe they make their voices heard on social media, but in this sense, they can express their demands, where they can co-write, or I don't think there is a platform where they can transfer information. (P9)

So, I guess it's only for students with disabilities. There is an office where they can go directly, but I have no idea what other people can do. Now I think if a student comes to me and says, what can I do... Where can I lead them? No, there is no such mechanism. So their opinions were taken. I don't think there is a place where it is said what you need, what you want. I think this is a shortcoming. (P2)

Among these informal structures, students' activities were the most potent and target practice for participation. No matter was the situation in the inefficiency of the formal structures, students made their needs heard by the top-level management by means of acts and students clubs they were engaged in as one faculty member remarked: "But I think students are more challenging to become participants in their own. The students themselves demand it more than the administration. I think students are very active in this sense" (P16). As an example of how students pushed

the top-level management and directly had an effect on the decisions, students' activism, organization, and collectivism were indicated. To make this concrete, both faculty members and administrators referred to the pass-fail decision, which was urged by the students, and they carried out this process on social media.

Within the university, students are doing this to rectorate in a similar way as it is what happened just today. The last time I saw it again, I saw it on social media. Students have collected many signatures for the pass-fail system, but the administration is not doing what the students want. Yes, we do not give that opportunity, but students take it, I think it is something about the education system, so we always say it. (P13)

On the other hand, one administrator indicated that, as the students could not find legal structures to voice their needs, they enacted other sorts of practices of which legitimacy could be questioned.

I think it was a very interesting process anyway. A 3rd year computer-engineering student organized it there. They operated a very dynamic process. In fact, it could be said, based on which authority are you doing this? By what authority do you provide this organization? There should be no need for this if there was a functional student representative institution. The rector would contact them, they would do this together, and no one would have to look for a legitimate basis. It would have existed automatically. Now, goodwill has been carried out here, okay, the university is taking care of its students; it shouldn't be necessary. (P1)

At the enactment of informal structure for parity of participation, the utmost meaning was attributed to the democratic culture of the university, which also enabled the students' activism despite its legitimacy issue. Students were encouraged by this democratic culture so that they were quite open to express their ideas, and this democratic culture was described as:

I can't deny that there is a democratic environment that is not available in many universities that this university provides. I said beforehand that they do not participate much, but after all, there is a very salient student community. The university has a very powerful action potential. There are students who can come together and take action, protest, call for a boycott, and shut down the departments when there is a serious incident. This university has such a structure and such a democratic tradition. (P9)

Furthermore, participants explained that there is no necessity for formal structures for participants as the democratic culture of the university enabled open communication, and the faculty members were available and open to communication. For this reason, students may also directly indicate their concerns and need to faculty members and departments. On the other hand, although this democratic culture was the bone and sparkle of the parity of participation, some participants stated their concern about losing the impact of democratic culture within the university by giving fewer places for students.

Is the student representative election democratic enough, or how can it be more democratic? I don't know very well if they are more legitimate. But as far as I heard from the students, the influence of student societies, which is one of the cultural codes that make this university, is gradually decreasing. I mean their voice... What is reserved for them is dwindling. So, I don't know if the money given to them is decreasing, but they have less say; I understand this from what they say. (P11)

In addition to students' clubs and societies, some departments created mechanisms that supported the participation of students, such as student representative board at the department level, satisfaction surveys, collecting students' needs and concerns, social media platforms, and having an open-door policy. Considering these practices, participants mostly highlighted economics and administrative sciences and engineering departments, as they were the most caring faculties for students' participation. One of the administrator participants from the engineering department indicated the process of creating a participation mechanism as a reply to students' participation demands.

Our students said that “We also want to establish a student representative committee this year. We want to inform the management about our problems.” We said no need at all. There has been no such thing for years. Students are telling us in class what they need; do we need a representative? A while later, we said, okay, it makes sense, so you compile and collect the majority of your friends' ideas and convey the problems to us. This year they did something like that. They talked to our department assistants. They were able to participate a little more about the exams, and homework during the pandemic... We're really listening, too. What problems do they have from their point of view, how do these things look? They also feel more taken into account in the decisions. In that sense, I think it's good...(P21)

Not only mechanisms in the department but also voicing their needs to faculty members were classified as adequate to participate in the process. Participants remarked that democratic cultures settled in the campus and departments enabled sharing ideas as well so that there was no need for formal mechanisms. They clarified this situation as consciousness and sensibility, as one participant put it:

Even if we don't build it, they have such an opportunity, and we evaluate it...So it's not just about the lectures. I mean, I don't know, a seminar will be held in the faculty, but for example, the rectorate forbids it...We are trying to operate a mechanism there as well. But these are not formal mechanisms. This is an understanding...it is actually a part of the department's understanding of education. It is something about the management mentality in participation. Therefore, even if there is no mechanism, management who has such a perception can do this. There may also be a perception that does not operate the mechanism even though it is there. (P13)

However, it was necessary to note that some participating faculty members and administrators emphasized such democratic practices were pressured, consequently destroyed, and even disappeared day by day. To summarize, the parity of participation dimension of SJ was not perceived as the formal mechanisms, and

primarily informal mechanisms were ascribed meaning, which was supported by the democratic structure initially created in the campus. At most, these dimensions were not functioning by the university governance, and it was left to individual attempts.

3.7.4 The Capability Sets and Structures for Developing Capability Sets

This part includes two sections: the capability set of the students and the institutional structures for realizing these capabilities.

3.7.4.1 Capability Sets. Professional knowledge, individual characteristics, and intellectual characteristics constituted students' capability. In our case, remarking on the expected capabilities of the students, both faculty members and administrators insistently focused on the individual and intellectual characteristics since the professional knowledge was the default capability set for the students of this university. As for individual traits, mainly mentioned features were humanity, confidence, being respectful, critical, sensitive, responsible, and activist. Among these features, utmost importance was given to respect differences and various ideas. Considering this capability set, participants highlighted the transformative impact of the university on students' development and the observable change in their characteristics. The following quotes indicated the expected capability set as well as how the university provided the development of these sets by different participants:

So, we do not give you a job in this department. In this department, we say that we are trying to give you the ability to question, analytical thinking, and an understanding where you can create your own framework and view of the world from various approaches. I'm pretty sure we did it to a certain extent. (P13)

Well, I think that he should have the ability to express himself socially, communicate well, and cope with difficulties in academic or social life. From this point of view, I think we can partially give this at this university. (P15)

Also, respectful, and what I mean by respect here is differences. They are very aware that a campus is a diverse place, and it teaches them the concept of respecting differences. Students of this university should be the one who understands and respects diversity. (P16)

Additionally, students within this university were expected to be world citizens by knowing their rights and responsibilities and created a mindset for utilizing opportunities to learn; in other words, they were learning how to learn driven by their curiosity.

A professional capability set was also mentioned starting from learning a foreign language as a first step. Following this, these students must have a good command of professional knowledge, practice this knowledge, and support them with an interdisciplinary perspective.

Therefore, the first thing that the university should do is to provide a solid method for the student in whatever field they are. First of all, I think that this university has already embraced such a university mission. It is a university that is built on such a tradition and continues by constantly reproducing such a tradition. (P23)

3.7.4.2 Structures for Developing Capability Sets. There were various structures at the university that supported students to develop their professional knowledge, individual and intellectual capabilities. As in the description of the capability sets, participants placed much emphasis on structures that flourish students' socio-cultural capacity, basically students' clubs and institutional culture, to name a few. Participants remarked that this university could be the prominent one in the country in terms of the variety of the student clubs through which each individual had a chance to develop their capabilities. One participant explained the interaction between capability sets and structures by stating: "Another feature of the student is that he/she needs to develop himself/herself really well in terms of socio-cultural aspects. Again, the institution provides this through communities/student clubs" (P2).

Furthermore, another participant elaborated on the importance of students' clubs' impact on students not only for personal development but also academic improvement as follows:

I think communities are very valuable. I'm putting everything aside. It is also a major factor for almost all students to find answers to the question of who she is as well as ensuring their personal and academic development. They become part of a commune and have self-confidence. (P3)

The participants' points regarding capabilities and the impact of the university on students' capabilities further indicated in the following theme and in the third study from students' perspectives.

3.7.5 Intersection of SJ Practices at Riverside University

This theme put forward how four dimensions of SJ within this case intersect and ensure the enactment of SJ. The results clearly showed that the interplay among the dimensions of SJ and the structures and practices listed underneath resulted in

mitigating already existing barriers and inequities, consequently resolving disadvantageous and transforming students during their experiences within this university.

3.7.5.1 Mitigating Inequities. All the structures mentioned earlier, specifically the distributional mechanisms, were reflected as the first step to recognize and resolve the inequities students faced and equalize the students' conditions regardless of their characteristics. First, participants emphasized that this university provided the basic needs of the students, such as accommodation, food, transportation, scholarship, health, and sports centers, and all these facilities were gathered at one campus. Namely, being a campus university with the provision of the basic needs was the core facilitator of the SJ enactment process and also decreased the living expenses of the university as participants put it:

In fact, having a campus brings an advantage. Living on the campus itself equalizes some situations; especially we experienced this during the pandemic, I think, in terms of accessing technology on the internet and computer. It reduces being disadvantageous by providing the resources that students normally do not have, benefiting from living on campus for disadvantaged students. That's why I think having a campus, a dormitory, providing internet and a computer lab are positive things for students who have certain disadvantages. For example, the existence of a library as well as a dormitory, food, and shelter makes difference. (P16)

Apart from that, it is a serious thing to be in a campus environment, that is, not having to spend something like commuting or traveling money. In any way, it can make for students live at less cost. I think having a campus is an advantage. (P2)

Additionally, the university included socio-economically disadvantaged students and created structures to resolve the economic barriers of these students as follows: “In this university, there are mechanisms to reverse the material disadvantages, such as scholarships” (P1).

Secondly, there were various academic opportunities and facilities for students to develop their capabilities within the campus, including libraries, laboratories, seminars, technical infrastructure, supported research projects, quality academic staff, taking interdisciplinary courses, and learning new languages. All these facilities were accessible so that students did not have to pay for these academic opportunities. They could take one additional language or other interdisciplinary courses from qualified instructors without spending extra money. The students who were academically and culturally deprived could benefit from these resources to

equip themselves as one participant pointed out how the atmosphere within this university supported academically deprived students:

In the school environment, this university is a suitable place for this. I see people trying to complete it. So we get a lot of emails like this. It was very futile during this period. I have never been able to improve myself. However, I was going to go to a language course. Do you have a suggestion? What should I do? Then you say follow the language courses like online... Because they don't see it as social capital. In my opinion. He sees it as a CV and increase his qualifications. Some people ask this. But then again, they seize that opportunity a lot. In other words, after I came, for example, he started working in a non-governmental organization, I don't know; he does a certain amount of volunteering. Then he does an internship at the municipality. On top of that, he participates in what the municipality does for three more years. Well, or what I don't know, the fact that we have clubs and student societies in the university increases these types of things a lot. When I was a student, including myself, we knew that we could take a second foreign language as a free elective. (P13)

Thirdly, the socio-cultural improvement of the students was supplied by the student clubs, cultural events, networks, and the university's culture. The participants stated that this university effectively utilized informal settings to develop the students' capabilities in addition to formal settings. Some of the participants even emphasized that these informal settings were much more effective than the formal settings as they increased the social and cultural capital of the students. One participant indicated how this university created this informal setting by referring to the historical perspective of the university:

I think Riverside University is a very good place for that. It is not always an easy thing to plan this. Sometimes when you say I do it, you can also distort it. Yet, Riverside University is a school with a certain institutional history and historical tradition. In other words, among much sociability that we do not notice and observe from time to time, it actually draws students into a social environment. From spring festivals to student clubs. (P23)

The role of the case as an impact on the students was specifically realized during the COVID-19 pandemic. Being away from the campus university manifested the inequities and being more explicit by the university staff. Students who returned to their homes became directly away from these economical, technical, academic, and socio-cultural resources, which hindered them from developing their capabilities.

3.7.5.2 Transformation of the Students' Lives. Following by setting the basic standards and removing the barriers, this university enabled students to flourish by utilizing the resources in the campus setting and realizing and internalizing the institutional culture. Considering this, participants stated that this university had a transformative impact on students, which opened the path for social mobility. These transformations cover the changes in personality characteristics and conception of

life, and participants expressed that this was not a formal and intended target of the university; instead, it was hidden and implicit in the democratic, inclusive, and respectful institutional culture.

As for the transformation of the personalities of the students, students become more self-confident, aware of their rights and responsibilities, respectful to differences, and extravert as a result of their university experiences. Participants specified that they explicitly observed even the students who were introverts become more confident and social person during HE experiences.

It is definitely a place that gives you self-confidence... So, it's a place that looks discouraged in itself and creates the fact that I am a student at Riverside University. For example, task consciousness. Over the years, I sometimes follow up with my students and even unsocial students, for example, I can often see that individuals who are more introverted are more social, more self-confident, and more assertive. I can also make such a generalization in the 4th grade. They become more assertive, more expressive, and more determined people. (P3)

Additionally, the second dimension of their transformation was related to their ideas as participants considered that students' previous prejudices were destroyed. They learned to be open to differences as participants stated: "That environment itself can be transformative, sometimes not in the lesson, but they can learn a lot from that environment, students see the differences once" (P8).

This is what the students themselves say; for example, I was very, very conservative, I used to look very badly at the one with a mini skirt. Now my best friend wears a miniskirt. The other one indicated that I used to prejudge the ones wearing headscarves, but now my best friend was wearing a headscarf. In other words, the campus environment itself enables one to encounter and respect the difference, to communicate with it, to do something with it. This is a tradition, a democratic environment, and a culture. I don't think we, as teachers, are doing anything about this. I don't think the administration of the university is doing something about it. This is a general culture-a general university atmosphere that this university has brought for years. (P12)

Overall, all these practices of SJ dimensions, first, ensured the basic needs of the students through enacting formal mechanisms. Second, as a result, these basic structures mitigated inequities in this way, students could concentrate on developing these capabilities. Third, the university ensured academic and socio-cultural improvement of students utilizing formal and informal structures, which resulted in the transformation of personality and ideas by harvesting the values of democratic, inclusive, and diversified culture.

3.7.6 Meaning Attributions to SJ and the University

This theme basically gave answer to the research question, which examines the perception and definition of SJ at HE by the stakeholders. Also, this theme and section shed light on the research question focusing on the roles and responsibilities of the faculty and leaders to enact SJ (RQ7)

3.7.6.1 Meaning of SJ and Socially Just Institution. This theme covered the meaning of SJ in the HE context and the responsibility of the university to ensure SJ, as well as the evaluations of the participants about the case in terms of enacting it. Starting from defining and conceptualizing the meaning of SJ, participants covered various dimensions of SJ. In other words, rather than a one-core and stable definition of SJ at HE, multiple definitions emerge from the perspectives of the administrators and faculty members. Furthermore, these descriptions were not restricted with the SJ within the case as SJ's meaning for the society emerged from the data.

First, socially just university or the meaning and enactment of SJ at HE was defined as encountering the students' basic needs to ensure equality and create a structure that mitigates perennial inequalities. At this point, some of the participants remarked on the distinction between equity and equality and stated that SJ could be realized at equality level rather than equity perspective at HEIs as it was beyond the university's capacity due to limited resources. This situation was clarified by one of the participants as follows:

So really, I have defined SJ as being just, but whether it should be defined as equity or equality is another debate. It's a theoretical discussion. I think that we have at least met certain equality conditions when it comes to the dimension of equity. So how do we treat different inequalities or young people with multiple inequalities? It's something a little different when we handle this how we treat students. But I think we have at least provided a first stage of equality, but I can't say much about how it can be constructed from a fiction beyond. (P13)

Although settling equity at the HE was tough and pushed the limits of the university, it was much valuable and given utmost importance by the participants as for the realization of the complete sense of SJ. This situation was put forward by one participant as follows:

What we are trying to teach to the students, while we are talking about an effective teacher once was be fair and be equal. I care about students and inclusive education. So, what I'm trying to do for myself is to get to know my students first, so I try to understand their needs so that I can be fair. I don't believe this fact: I had ten apples and ten students. If I give each of them an apple, I

will be an equal teacher. Some may be students who don't like apples. The other may have come without eating. Therefore, before I can provide this, I need to know them first. I think I really make an effort to get to know the students. (P12)

Reviewing the meanings of SJ and socially just university, providing the basic needs of the students stand for the initial step and covered distributional dimensions of SJ; yet, it required for recognition dimension to realize the needs of the students based on equity perspective.

Second, the meaning of SJ demands more than basic needs, such as the provision of an inclusive and democratic environment that also ensure the participation of the individuals and engage them in university practices. In other words, most participants remarked on SJ as providing spaces for each individual to voice himself or herself and create spaces in which each stakeholder can be active agents of the institutions.

Third, participants conceptualized the meaning of SJ by referring to the social mobility of the students through boosting the transformation of the students. To elaborate, SJ meaning at the university level means supplying mechanisms and practices of the learning environment in order to develop the capabilities of students by tackling previously existing inequalities. To exemplify this, some of the participants highlighted their transformation within this case as one participant indicated:

My English was pretty bad beforehand. Right now, I am here; I went abroad and I got a Ph.D. I am currently dealing with graphic design. I also think that I have improved tremendously in terms of computer skills. All these things were provided by not the other university (yes, it did something as well), but it was Riverside University that opened this door in the first place. Therefore, did it provide SJ for me? Yes. It may not have such a task. It may not have undertaken such a mission. It ensured this with the opportunities it provided, with equal opportunities, with the opportunities it gave to everyone, maybe it could not take the others too far. They already knew. It may not have taken them very far, but I can say that it took someone who does not know like me incredibly far and brought them to the level of catching others. (P8)

All these previously mentioned conceptualizations of the SJ term covered the within institution perspective. In addition to SJ within HE description, participants clarified the meaning by emphasizing the enactment of SJ through the graduates of the university. While defining SJ, some participants recalled HEIs as a stepping stone to raise active change agents, and SJ at HE basically means being a bridge to transform the society for being socially just.

It is not possible for the university alone to provide justice that is not available in society. Maybe the university can contribute to the creation of a system where more SJ will be achieved by transforming society. But we cannot say that it alone ensures social justice. But maybe it can do more to ensure justice within the university, like scholarships, it can try to reach more disadvantaged students and maybe try to provide justice within the university, but other than that, it is very difficult to provide social justice. It can make people imagine it, train people to transform these systems, or produce that knowledge of questioning what SJ is and how it is achieved. If the university produces this knowledge, it would be a great thing, but it does not always produce this knowledge. (P18)

Overall, the meaning of SJ was identified within HE and through HE. Within HE, the definition covers the dimensions of SJ that build on one another, complementary and indispensable, while HE relied on raising citizens to transform the society for being more equitable, fair, and just.

3.7.6.2 Responsibility of the University to Provide SJ. The conceptualization of the SJ term recalls certain responsibilities for the university. Normally, the role of the university was clearly identified as research, teaching, and community service. The results of this study indicated SJ partly the additional but mainly the overarching responsibility of the university embedded in each role. This overarching role of the university was the enactment of SJ within and outside the university.

Considering the responsibilities of the university within HE setting was coherent with the participants' definition of SJ and socially just culture. The most emphasis about the responsibility of the university for ensuring SJ was made on providing basic standards for students, equalizing the conditions, and creating structures for mitigating the inequities. Although the SJ role of the university was not explicitly stated as in the research, teaching, and community service, participants indicated that it stays "in the heart of the university" (P12). This role included within HE structures as well as the reflection of the university to the society.

As an initial step, the universities need to ensure SJ within HE by creating necessary structures. Most of the participants stated they were aware that providing full SJ was far from reality and beyond the mission of HE. However, there were some key points remarked by participants as they stated the universities could create structures that recognize the preexisting inequities students bring to the institution, recognize the needs of the students, generate structures to reply to needs and challenges students face, create mechanisms to provide basic needs, protect and even be persistent in individual rights such as free education, quality education, socio-cultural activities

and equal practices within the university. Moreover, participants did never restrict the SJ role of the university into one basic dimension, distributional dimension; rather, they emphasized that the university could realize more than this, and their role definition covered the intersection and interplay of SJ dimensions; recognition, distribution, participation, and capabilities. The role of the university in creating SJ was indicated as follows by various participants:

As a matter of fact, of course, a university is a place where everyone can receive education at the level they deserve on the basis of merit, where education will be free, where education conditions will be provided at least for everyone. Therefore, it is a place that consists of providing a general financial environment where the child can realize their curiosity and enthusiasm for learning without any other financial difficulties and any other financial obstacles. In this respect, it is important that the university is a place that provides SJ on its own. (P23)

If SJ is a difficult concept to achieve, if we will never be able to provide it one hundred percent, but there are probably some stages to it, and I think that a university with SJ is a place that definitely defines SJ in its mission and vision, creates certain mechanisms, creates the resources that they can transfer them to the mechanisms and give students the opportunity to express themselves. (P16)

This is a great goal, I guess, it may be a great task for a university to provide SJ, this may be a very big task, but a kind of awareness can be given to students with small structures, perhaps such a consciousness can be given through mechanisms. At least, the student should know that I have these difficulties, the university is interested, there are such centers, there are units where I can get information, or there are such things for their friends even if they do not need it. How can that consciousness be created? Let's say awareness. Some of our students are not aware that their friends in the class do not have a computer. (P21)

Also, another essential role of the university for SJ was to equalize the conditions for the students by overcoming the perennial and preexisting inequities. In this way, participants expressed that students' background, physical, economic, or psychological problems could not be a barrier within the university. One of the participants exemplified this situation by stating:

My understanding is that if he is in a handicapped situation due to different vulnerabilities, in his own personal or family background, I see it as getting the support he needs to walk or talk to other people who are on the same lane and do not suffer from the same handicaps. If we set the definition like this, it is necessary to determine the need. (P20)

To ensure this, universities need to recognize the problem by identifying the students and the realities of the case. The results showed that SJ without recognition of the groups was incomplete. For this reason, participants stated that the universities need to have a balance between the needs and the structures as participants stated:

The initial step of SJ is to speak of and discuss the existing inequalities. In other words, it is necessary to reveal the facts about SJ or inequality. I think that any university that can do this and produce it will at least be closer to SJ than others. (P16)

Ensuring that individuals can take part in a fair system is actually part of SJ. In other words, they should be able to take what they can get according to their needs, and a system that can give this, in my opinion, provides SJ. (P7)

Another role and responsibility of the university were to provide SJ not only within HE but also beyond HE by means of raising and educating students who were aware of the existing inequities and issues in the society so that they took actions to mitigate these problems. In addition to raising socially aware and just students, one participant remarked that all HE roles need to include SJ practices:

If it won't do this, what will it do? I definitely think it's the responsibility and a duty of the university. Yes, I think that the university acts a little disconnected from society sometimes, but my personal opinion is that if I am writing an article, I look at whether that article is useful for society or not. For example, the same situation is valid for when I do a project. For example, this is the star project I'm talking about, I only gave three months to write it, the effort I put into carrying out is incalculable. At the end of the day, there is nothing left academically because it is not a one-time project, but it is a project that I really can say I have accomplished in my life. It was something that I touched in the lives of many children, and I felt that I created change in a very short time...The university definitely has such a mission because the reason for teaching this knowledge is to make this society go further. There is a metaphor that you are only as strong as the weakest one, or I believe that a society with a group of disadvantaged people, can't achieve anything, you can't call that country a developed country. You have to reduce the number of disadvantageous people. I think this will happen with the work of the university anyway. (P12)

Most of the participants asserted that this university ensured the many features of SJ starting from the basic needs, partly recognizing the students' needs and transforming the students and their lives, and this situation was voiced by one participant by highlighting students' ideas: "This university is, in a sense, liberation. It equals to education. It is equal to many kinds of opportunities" (P24).

This university has such an atmosphere. It is not like I'm doing that. Rather, this university enabled me to do this. In other words, when you look at all of our literature, this is an empowerment moment... (P20).

3.7.7 Characteristics and Responsibilities of Social Justice Oriented Faculty and Academic Leaders

This theme included various themes that put forward the characteristics and responsibilities of the social justice-oriented faculty and academic leaders (RQ6/a). The results showed that there were many similar characteristics of the identified faculty and academic leaders; however, their attributed responsibilities regarding the enactment of SJ were distinctive, and academic leaders shouldered the main responsibility compared to faculty.

3.7.7.1 Characteristics of Social Justice Leaders (SJL). There were certain characteristics that were frequently used by the participants while defining SJL as follows: fair, empathetic, supportive, inclusive, open to communicate accessibly, risk-taker, intrinsically motivated, and allocating extra time and effort. Rather than managerial qualifications, participants mostly mentioned either individual or social attributions.

While describing SJL, participants stated that having empathy was essential to understand the situation of the individuals, which they ensured through their previous experiences or through being open to communication. Empathy does not mean “I understand your situation” but means benefiting from the early experiences or hearing the voices of the disadvantaged groups. Two participants remarked how one utilized her experiences while the other opened the channels for communication:

Understanding the need is also very valuable. We also came from difficult conditions. Maybe it has an effect too. If you put a person in these shoes who does not need financial needs, I am sure it will be very strange. But maybe we can understand them very well because we live and share the same conditions as those students. The people on our committee are like that. You know, as they say, it's a very appropriate term for us to understand the situation. Therefore, it can be easily understood in the student's look, posture, style, and speech. (P9)

I think their most basic and primary need is communication. They need to be heard and have open channels of communication. I am not LGBT, I am not disabled, I am not Kurdish, I did not come from a village. Now I need to empathize with all these, it is not an easy thing, but if I create the communication channels and they express themselves, I would say that I never thought so, the same goes for a conservative student. If he says that there is 45 minutes between my lunch break, should I eat or pray, as a person who does not pray, I am not aware of this need, so first of all, communication channels should be kept open, and this is our duty as managers. (P1)

Additionally, they gave importance to being fair within the case and consequently distributed the limited resources fairly by setting criteria through shared wisdom. Also, they emphasized the importance of being inclusive, respectful, accessible, and communicative. One of the participants shared her experiences in relation to being SJL through internalizing inclusiveness, while the other participants remarked how she represented and heard the voices:

You need to be open to constructive criticism. I just said, one of our professors, let's have more meetings in general assemblies; the other says let's have a few meetings with our other teacher. It is necessary to be able to hear the voice of the general public, not those who are screaming. It was my motto from the leader position. Because some teachers shout a lot, it sounds a lot, but it's not everyone's idea. I think it's just that teacher's style. It's very loud. You must also be able to listen to the silence. Everyone should be given that opportunity. (P4)

These were the characteristics that came forth first hand. Additionally, some participants highlighted other features such as being volunteer, knowledgeable in context, aware of students' background and needs, outgoing, and friendly. Moreover, participants depicted how SJL become intrinsically motivated so that they put extra effort and time due to their restrictions and took risks if necessary. One participant indicated how she took risks to solve the problems:

I can also afford this too, but I was waiting for the formal procedure for a while; I was asking the head of the department to do this or do that... But those mechanisms take a little longer to work. I thought then I could work in a social assistance organization after all. My support there would be much more limited. But I know what your need is here. I can fit. That's why I thought that I would do this as a volunteer in my spare time; I will give this service to students. (P6)

3.7.7.2 Characteristics of Faculty. As mentioned earlier, there were common features represented in both academic leaders and faculty staff. Likewise, social justice-oriented faculty staff was defined as accessible, fair, equal, respectful, voluntary, open to communication, giving extra effort and time, and having intrinsic motivation. Concerning being equal to students rather than being soft, one participant stated that he did not differentiate or marginalize students in terms of their personal characteristics: “So, I'm trying to be conscientious, but not soft. I don't care about gender, race and family structure, LGBT, leftist, rightist. I am doing things that I am sensitive in private life” (P14).

Furthermore, another participant elaborated on the accessible, voluntary, and equal features of social justice-oriented staff by declaring a comprehensive quote:

A lecturer with good social sensitivity; of course, the one who does not make a distinction among students according to their income level. In other words, they should be able to make this justice a part of education. Perhaps they should be in a position to support students voluntarily to achieve this. No student expects us to take them out financially and give them money to make them better, but s/he is a person who can be a little more approachable and knock on the door, showing what the mechanisms might be. They need to show that they are a person whom students can knock on their door and ask for help. (P6)

Having a similar background with students and being communicative and accessible make faculty members more socially just as one of the faculty stated:

They may have experienced similar things themselves. Coming from the same background maybe something important. I think these teachers are the ones who also communicate better with the students as characters, and therefore are more easily aware of the problems of the students one-on-one. (P15)

On the other hand, other features were derived from the data and specific to faculty, such as being an activist, role model, having awareness, and mentoring. These characteristics recall for guiding students or use their own experiences as data to help individuals. Especially, having a similar background with the students enabled faculty members to be aware of the students' needs as well as this situation provided a natural and authentic dialogue between students and faculty as expressed by one participant: "How do I recognize their assets? First of all, I come from a small city, a very conservative place, and I know those people, I can read their body language when I see them, I can establish such a bond with them" (P18).

The faculty member who has SJ orientation was also classified as an activist and shoulder the responsibility of the existing issues and took realistic and reasonable solutions to the problems faced by the students. Furthermore, they were aware of the issues in relation to both their situation and the students; if necessary, they acted collectively during this process. Some participants explained this situation as follows:

Taking on the responsibility; this is my social sensitivity. If you take the responsibility instead of criticizing, I will contribute to the solution of the problems, and justice will be provided. Let no one be wronged, let there be an atmosphere of peace, this is my aim. (P17)

Let me say, who tries to read himself and the world draws parallels between his own life and what happens in the political world, then realizes his privileges, and realizes his oppressor and oppressed position, as sometimes we can be both. And acting in solidarity with others, not just individually, to change them. Raising awareness about it. The one who realizes himself first and makes more effort to realize himself first...Learning from students, learning with students. Learning with them and trying to change the inside and outside of the classroom. (P18)

Not only having self-awareness but also being attentive to the problems in the society was a required characteristic of socially just-oriented faculty members. That was to mean that they analyzed the situation in the community critically, transmitted and reflected the issues in their course practices. Through this way, they became role models for the students they raised. On the one hand, they guided students to realize the inequities in society; on the other hand, they became a mentor in guiding students to overcome the challenges.

3.7.7.3 Responsibilities of Academic Leaders. The responsibilities of the academic leaders for enacting and ensuring SJ within the case were more than the responsibilities of the faculty members. Actually, they were reflected as the

responsible individual for realizing SJ and practices compared to faculty members, as these responsibilities were not considered as a must for them. In other words, academic leaders were regarded as having an active role during the process.

Basically, recognition of the students, use of data, creation of SJ mechanisms, involvement of the stakeholders, providing a peaceful atmosphere, informing and collaborating with the faculty members were listed as the core responsibilities of academic leaders for SJ enactment. First, as participants highlighted, it was tough for faculty members to recognize the needs of the students. However, academic leaders had access to information about the students so that they could easily identify the problems of the students. One of the administrative participants, regarding that, explained her ideas as follows:

Within the department, for example, the professors can undertake a task to improve the dialogue among the students, and if they identify these things and care about them, s/he can say that we have this SJ issue, so many of our students come from there, so many of them do not have a computer, they can have a mission to reveal it like this; Our teachers can raise awareness a little more. (P21)

During the recognition of the students' problems, the use of data was crucial. Many participants highlighted that they utilized surveys to recognize the needs of the students, and it was easier for them to manage this process since they had access to students' information. Especially in the pandemic, administrative members used these systems actively and found solutions to students' problems. As they had the administrative role, they had the legitimacy to lead such a process.

After analysing the case and students, academic leaders had the responsibility of informing faculty. As for faculty members, academic leaders acted as a bridge between students and the faculty members as they were the leading information providers about students. On the other side, faculty members served as a bridge between students and academic leaders as they had the opportunity to observe students in class; also, academic leaders could enact their practices and reach students through informing faculty members. Concerning this, one academic leader explained how she recognized the problems of students by collaborating with faculty members as follows: "I told to instructors that you are our key. The department size including 3,500 students is very crowded, but 20 students in the class are very feasible; so contact us. Our key is our teacher" (P15).

While there is face-to-face education, the strongest point is actually the classroom teacher. If the class teacher is a person with a little bit of experience with that child, he/she will get some idea. We have that child fill out their forms. A little research is done from there, such as the status of his mother and his father, etc. From there, the students are directed to the book fund. We examined such things as well; Do the children have needs other than just a book fund? (P24)

Additionally, the results showed that academic leaders had the responsibility of raising awareness of the faculty members as one participant clearly stated their role as follows:

Now there are nearly 4,000 students here. As such, we cannot see them all one by one. So, our problem is, let's train this teacher well so that the teacher realizes this. We are constantly trying to tell the teacher, that is, the first six months is the period when the adaptation problems in HE are most experienced. We need to realize this early; we need to urgently see it. Webinars are held for teachers; we are talking with the teachers, and it is teachers' responsibility to notice because, as I said, there is no way for us to notice. As soon as the slightest thing is mentioned to us, this place gets mobilized, which happens a lot. If there is something very serious, if the student has the potential to harm himself, we do it through the rectorate; if it is something more minimal, we activate the system here, but the primary contact is a teacher. (P1)

Overall, the responsibilities of academic leaders were much more than the faculty, and they were the key person for creating mechanisms through making use of data. Yet, they definitely needed the collaboration of faculty members either for benefiting their experiences or making them aware.

3.7.7.4 Responsibilities of Faculty. The responsibilities of faculty staff differentiated from the responsibilities of the academic leaders, and they had additional responsibility in relation to their classroom practices. According to participants, the critical responsibility of socially just-oriented faculty members is to recognize students and their needs, introduce mechanisms, and making required arrangements in their courses. As for recognition of the students, participants stated that they need to understand the students' background, and some faculty staff realized this during their mentoring process or by utilizing needs analysis. One of the participants explained the importance of recognizing students' needs as follows.

Here is trying to deal with the student who comes to class one-on-one. Trying to figure out who they are. In other words, they are not only as an individual passing by but also one-to-one, whose name is known. Therefore, it is good for the student to behave in the way that he is reminded of what he has done in the previous lesson, and therefore shown to be noticed. So, it is critical to be able to display such an attitude towards all students as equally as possible; it's not very easy. It doesn't happen in every classroom. It doesn't happen in overcrowded classrooms. I can say it. But I try to do it as much as I can. Again, in my opinion, one of the most important problems, including crowded classrooms or smaller classes, is to be fair while giving grades to students. (P23)

Compared to academic leaders, a few faculty staff made use of data to determine the needs of the students. Instead, they gave importance to the mentoring program and reflected that they were particularly aware of the students they were guiding. As a reason for this situation, they highlighted how impossible it was to analyze the students' needs in crowded classes and emphasized their workload throughout the semester.

Another distinctive responsibility of the faculty members to ensure SJ within the case was to introduce the mechanisms to the students. In other words, they made students be aware of the structures and their functions and explained to them what these structures serve. In this way, they believed students might know where to apply when they need and learn how to solve their problems. Considering this, they identified themselves as transmitters of the structures within the case.

The most differentiated responsibility of the faculty members was about integrating SJ into their courses from classroom atmosphere, course topics, and course evaluation. Firstly, creating a fair or equal classroom environment for all students was the aim of the socially just-oriented faculty staff, expressed as follows by some participants: *The student should also have a feeling, for example, that he or she is being evaluated on as equal ground as possible while taking a course at work, and that it is equally relevant to him (P23).*

But now, for once, I try to provide not SJ, but at least equality of opportunity in the course. In other words, I don't know if I can provide justice, but we are trying to create an environment where everyone will be exposed and evaluated in the same way. (P13)

As highlighted in the quotes, faculty staff gave importance to creating an equal classroom for which they adapted their courses for all students, when necessary. For instance, when they had disabled students in the classroom, they communicated and cooperated with the disability support office and adapted their courses regarding students' needs. Furthermore, most emphasized that they had an open-door policy, and whenever students asked for help or arrangements, they took action. Yet, they remarked how it was impossible for themselves to realize students' disadvantage without being informed so that some preferred to set equality of opportunity for all.

Faculty staff who possess a sense of SJ perspective embedded the notion of SJ into their classroom practices by creating heterogeneous groups, using easily accessible and available materials that could be obtained from the library or electronic environment, giving the word for everyone to express themselves, and discussing specific subjects, precisely the issues in the society such as poverty, disadvantaged groups, gender and child abuse throughout the semester to raise or increase the self-awareness and consciousness. Furthermore, they stated that even students by themselves with their backgrounds could be the materials while discussing the hot topics; yet, sometimes this situation would result in an “emotional clash” (P20) inside the classroom. Additionally, one participant concretely exemplified how she yielded the positive impact of embedding SJ topics into the classroom by stating:

This is another dimension, but the things I brought up about child abuse, for example, also bore fruit. For example, a student of mine brought this up in her class, she works for a public school, and a student came and told my student that s/he was abused. Then she went to the military police...At least it stopped. I saw that I contributed to raising those transformative intellectuals. Problematizing these issues really works in reality. Then another student came and told me this for the first time, came after graduation and said I want to talk to you about something. I was abused in my childhood, but I have never been able to talk about it before. For the first time, I can tell you. “This is very important to me,” s/he said. Of course, the psychological thing (burden) they create is also different...Then, students come and talk about abuse incidents on campus, and when you problematize it in class, you start to hear them all the time. Then someone comes and opens up to you, you know, what you can do individually, but I don't think there is a place where I can get help systematically, although I don't know if there is any. Maybe it's my ignorance. (P18)

Overall, faculty members attributed more responsibility to themselves at the classroom level rather than the institutional level since they had limited time and effort as well as tough workload.

3.7.8 Facilitators and Challenges of Enacting Social Justice

These two main themes answered the research questions that investigated the facilitators and challenges of enacting SJ within the case (RQ5c). The overall results showed that all the structures and practices for ensuring SJ for students within the case acted as a facilitator in addition to the institutional culture, which was the most salient component of providing SJ in this case, while the challenges consisted of the institutional-level deficiencies and the perceptions of faculty staff.

3.7.8.1 Facilitator Factors for Enacting Social Justice.

Culture of the University. In all structures and practices related to SJ within the case, the most prominent element that facilitated and strengthened the implementation of the SJ was the culture of the university, including the norms and values. The results clearly indicated the fact that the culture of this case was rooted back in the initial restructuring of the institution built with SJ consciousness by considering the needs of the students. This case possessed structure related to SJ dimensions, and the institutional norms and values that formed the culture of the institution penetrated these dimensions.

Of all these dimensions; distribution, recognition, participation, and capabilities, the culture of the institution was most apparent dimension. The universities in Türkiye could not independently choose their students due to the examination process; hence, it is almost impossible to argue that universities, not only elite ones but also all, represent the society they are in. Although this university could not be fairly represented in the allocation of the students, they constituted values of the culture that represented all groups, provided an open door for self-expression, and created platforms for being existed within the case. In other words, the culture of the case enabled the recognition of the disadvantaged groups and students' needs by creating a safe, democratic and inclusive environment. One of the participants explained this atmosphere as:

I think in this university, students do not feel the need to hide their social identities too much over time, especially when they become a part of this socialization process, which brought about by this diversity in terms of identity. Let's say relatively. I mean, in this sense, it shows something economically rather than being disadvantaged, ethnically or politically. (P11)

Participants additionally remarked on the impact of this cultural norm on students' recognition of the diversity, developed their perspective, and consequently increased the tolerance for various ideas. As one participant (P-20) clearly remarked, this culture and informal structures, apart from formal structures and the courses, reshaped students' ideas. The impact of the culture on increasing the consciousness of the students was explained as follows by various participants: "But campus life offers diversity, there is a state of tolerance. At least, let's say there are enough tools for it to be" (P11).

That environment and the values inside itself can be transformative, sometimes not in the classroom, but students can learn a lot from that environment once they see the differences.

Yes, but of course, it was with that accumulation. You should not look at the accumulation...For example, I understood the issue of what this university contributes to students in general after my nephew started to study here. In other words, as a faculty member, I thought that the student only attends the course. But in fact, there is a serious education outside the courses. (P23)

Furthermore, participants mentioned how this culture facilitated the process for enacting SJ practices through its open communication vehicles and non-hierarchical structure.

Campus life is very good for students, of course. It is very good to be in the campus, to take advantage of its opportunities, and in general, there is no hierarchical structure at this university. Professors are more open to communication, so, also my door is usually open. The students can come without an appointment; we can talk. (P19)

If I were continuing to study in the small city what I talked about and did in the course, I would not have done most of these, or maybe the student would not be able to find such an environment outside the campus and the course, since there is no such cultural atmosphere. There are many advantages of this university. (P18)

Likewise, this culture directly supported the parity of participation by its nature without being in need of institutional structures developed and encouraged by the top management. The democratic and inclusive cultural values of the university supported students' stating their ideas. That is to say, parity of participation dimension within the case was ensured by the culture and the informal structures that composed this culture, including students' clubs. One of the participants highlighted how this culture confirmed institutionalization as:

In other words, when the university offers such a ground, students establish this spirit. They institutionalize it. There is inter-communal and intergenerational community socialization. I don't know if you are aware of it; for example, student clubs, after I became a consultant, I understood that they are worse than the mafia. During the spring fest issue, the community always says, let's consult, I said. Who are you talking to? We talk to our alumni. We are consulting with the graduates of the student club. (P20)

The core element (structure) of this culture was the students' clubs, which ensured the improvement of the capabilities. The findings of this research stated that the dimension of capabilities was provided largely by students' clubs entrenched in the institutional culture of this research case. Moreover, these clubs also provided a participation process by creating a platform for organizing students.

Other than that, I think communities are very valuable. I'm putting everything aside. It is a very important factor for almost all students to find answers to the question of what a person is, who I am, as well as in their personal and academic development, in gaining self-confidence, in feeling part of a commune and belonging to the school. In this sense, it is one of the most prominent parts of this university. (P3)

Of course, I always say the shortcomings, but I cannot deny that there is a democratic environment in this university that many universities do not provide. I said before that they do not participate much, but after all, there is a very salient student community. The university has the potential to take action in serious events. It has such a structure that students who can immediately come together and take action when there is a serious incident can protest, call for a boycott, and close the departments. It has such a democratic tradition. Sometimes, these events do not reach our faculty (education faculty). But I think it is very valuable to have such an environment on campus. And that environment itself can be transformative, sometimes not in the classroom, but students can learn a lot from that environment; see the differences. (P18)

Lastly, the structures that ensured basic needs of the students, including scholarship, accommodation, and food, having a campus university setting with all technical, academic, and social facilities inside the campus, and various and diversified activities embedded in the institutional culture are other sources for facilitating the enactment of SJ.

3.7.8.2 Challenges of Enacting Social Justice. Enacting SJ within an institution was not a smooth process that comprised many forces as in this research case. The results pointed to two-level challenges settled as institutional level and individual level challenges.

Institutional Level Challenges. The main challenge, in this case, was originated from the lack of institutional level policy regarding SJ. This situation also causes other sources of challenges, as the results disclosed. In other words, the results explicitly indicated that this case did not identify a clear-cut institutional level policy that guides stakeholders to identify vulnerable groups. Since there was no recognized policy, definition, and decomposition among equity, equality, and SJ, this deficiency is directly reflected in individual-level challenges.

Most of the participants remarked that this institution relied on its practices on the equality perspective, which means it stands at an equal distance to all students by not giving specific attention to specific issues apart from disability. Furthermore, this issue mainly was expressed by the administrator participants, and one example of dissolving this situation was put forth as follows:

This university offers the same resources to everyone, that is, the university does not have a perception of providing resources for special needs groups. That is equality of sameness in our feminist literature. Everyone is the same through sameness and equal to everyone. However, everyone has different needs. They have different demands, different priorities. That's why it's necessary to switch to enact some equality of difference and transformative equality. I think we're missing something there... Just because you offer resources doesn't guarantee everyone's equal access to it. You need to identify whoever benefits from those resources and make supportive efforts towards them. (P5)

In relation to this, participants also paid attention to the identified vulnerable groups within the case and criticized it as this definition focalized SJ only to disability, which results in enacting SJ in favor of others. For this reason, the results indicated that there was a need for a common conceptualization of who disadvantageous and vulnerable was within this case as one participant voiced:

The definition should change now; once the LGBT factor should come into play, being a first person in the family who is studying at university should get involved; if he has to work, these should be taken into account. I don't think there is a separate disadvantage specific to this university. I think whatever happens everywhere in Türkiye is the same here. (P1)

Adding on this issue, the increasing number of students within the campus as a result of the expansion policy of the government forced the top management and acted as a barrier to have a socially just university culture as the students' numbers exceeded the capacity of the university. Due to the overcrowded campus, the enactment of SJ became more complicated and challenging since the resources were limited, which urged the enactment of the distribution dimension, and the recognition was much difficult both for the administrators and faculty staff. One participant explained this situation as below:

So the campus has been overcrowded in recent years. In other words, it's really crowded that it can't handle, and there are not enough food opportunities. For example, we saw the queue in front of the cafeteria. Extremely long lines. You know, how will he catch up to that meal between classes. (P2)

The most obvious outcome of this crowded campus could be observed in the distribution and recognition dimensions. As for the distribution dimension, a smaller number of students could have a chance to get scholarships, food voucher, and accommodation, and there is a growing request and consequently collapse in these structures. Likewise, the recognition of the disadvantageous students and encountering the needs of these students become even harder. In relation to this, most of the participants remarked on the increasing number of suicidal cases, and one of the reasons could be the fact that students could not arrange appointments in

psychological units, and the wellbeing of these students could not be realized. This situation was indicated by one of the participants as follows: “I think that disadvantaged students need more support. I think our school has very inadequate facilities because we are too crowded. Students mostly complain about this psychological support as they scarcely arrange a time” (P12).

Individual-Level Challenges. Individual-level challenges in ensuring SJ were about the perceptions of faculty members and the recognition of the vulnerable groups. Although there were many faculty members and administrators who acted voluntarily and intrinsically for SJ, not all have the same perspective due to time constraints, their existing prejudices, overcrowded campus, and unwillingness to make necessary arrangements. The results indicated that although participants attributed various characteristics and responsibilities for social justice-oriented faculty staff, they did not have to act in this way since SJ practices were not legally listed as their responsibility. In other words, the enactment of SJ within the university is all about individuals' initiative.

Considering the perceptions of the faculty members, participants specified that some faculty members did not take SJ as their core responsibility and indicated that the main responsibility was on the institutions' shoulders. At this point, participants remarked on the workload of the faculty staff and the overcrowded classes, which obstructed the conditions for SJ practices:

So, I don't know what kind of mechanisms can be done, but we are not the ones who will plan it, we are doing our best individually, or we should do. Rather, the institution that will do this is the university itself. (P11)

Let's say there is the support that is needed, there are people who provide it in every department. So apart from that, the definition is more institutional; this SJ is to do something that resolves. Not something defined by a faculty member. We take part in scholarship committees as a volunteer. With such evaluations, we support the institution to use these tools. (P20)

Some of our students are economically disadvantaged. If I tried to identify them, I could not do it, as we could not understand it from the outside. Our department is crowded. If somebody says I identify some, s/he realizes the ones s/he speaks to. There are more students who have financial hardship than we can imagine. (P14)

Moreover, the same faculty staff pushed pressure on the faculty interested in recognizing the vulnerable groups' needs and criticized their perceptions and thought that these faculty members spent their time being friendly to students, and these

faculty members were even perceived as academically weak. Some participants explained the pressure they felt due to the perceptions of their colleagues as follows:

We lived in the pandemic, the student who had a problem with his hand wrote to the department, he said that I have a disability, I asked the teacher for time. The teacher told; I already gave too much, you can do it, you know, there is no need. I support giving extra time for this student but our teacher did not accept such perspective. If you have this perspective, you are called as weak (soft). (P21)

Of course, everyone has something to deal with, if this woman had done research, she hadn't done such things. If you're dealing with students, you're like an academic who sits down and puts on heavy make-up. For example, there is an image like you are underestimating the research if you are interested in students. (P7)

As the results disclosed, socially just oriented faculty staff were criticized by referring to their core and stable responsibility in the academia-research - rather than other two responsibilities; teaching and community service.

Another challenge derived from the individual level sub-theme was the prejudices faculty staff and administrators had in relation to disadvantaged groups; LGBT students, disabled students, specifically invisible disability, and students with low cultural capital; to name a few. These stereotyped attitudes and resistance to making arrangements with the aim of tailoring students' needs were exceedingly challenged SJ practices as it became difficult to create a fair and inclusive atmosphere within the case and the courses as well. One of the administrators, responsible for the practices of the disability support office, expressed her astonishment regarding the resistance and perceptions of the faculty members as they were not willing to make changes in their course practices, and even some had negative emotions for students with invisible disabilities. Further, she stated that students with invisible disabilities were more disadvantageous than students with visible disabilities. To exemplify her experiences regarding this, she remarked that:

For example, I am bipolar, this creates a prejudice when I go to the instructor and the whole process after that continues with him, or that instructor tells another instructor in the section. A perception begins to form in that teacher as well. Sometimes they can be positive; sometimes, they can be negative. Sometimes the teacher tries to be very helpful that this help reaches the level of privilege. Sometimes, on the contrary, they can act a lot and act harshly. Sometimes with good intentions, they say; look, we have such a student in the class, it is announced to the students that we should help him. He destroys the student's social relationship without realizing it, and sometimes, with good intentions, it can cause huge disruptions. (P8)

3.7.9 Institutional Arrangements for SJ

The literature highlights that even small steps matter for SJ, and the arrangements should include feasible practices at least to be close to SJ. Considering this, participants shed light on some necessary arrangements at the institutional level to improve the case and be close to the SJ notion, which also examined the research question about the required arrangements for building socially just institution (RQ7/b). It is for sure for participants that there were many structures and practices of SJ within this case; yet, there would be a more systematic, institutional, and inclusive environment and mechanisms for enacting SJ. The first step of this process was to decide who disadvantaged is within the case and decide equity-based practices. As previously mentioned, many participants evaluated the practices of SJ based on an equality-based perspective, and participants criticized this, as this understanding did not cover students in need. Furthermore, this process could not be left to individual initiatives since this would hinder the sustainability of SJ enactment.

Yes, there is absolutely no institutionalism. I don't know if it will turn into an institution or not. I don't know how long it will last. You know, I know that something is being done at the university level, but I don't actually know enough to express any subjective opinion there. So, which student was reached and how? Because I think there is no turning back to us on this issue...I think that there should be an institutional structure that can reach from the level of faculty to the dean. This is needed. I think that this (determination of the disadvantaged groups and the capabilities students need to have) should not be left to the initiative of the faculty members. (P15)

To elaborate on the arrangement of the holistic structure for SJ, there was a need for systematic and institutionalized solid structures built inside the university that serves SJ purposes. In line with this, one of the participants from the engineering department stated that both SJ term and how to implement SJ is nebulous for the faculty staff, so that the faculty member participant offered an example of concrete institutional structure such as professional development courses and stated that:

You can give it by defining SJ simply and short, and if you can put it into something with a format and you can give it to people from a program. At least he'll have heard of it when he first arrives. So, I'm sure it will be useful. So, what students expect and what should happen at the university, what the university is. It's not that I know myself, but maybe people who thought a little more systematically on these issues, people who wrote, drew, and read about it in those faculties, maybe it could be an environment where they talk about them. (P14)

Another participant from the faculty of education who had experience as an administrator also affirmed the necessity of this structure as follows:

In order to do this, both support services need to be diversified, and the number of personnel should be increased; for example, as I mentioned earlier, one dimension would collapse when one pulled the disability support office. You leave this to the discretion of the instructors. When you institutionalize this, you get one step closer as a SJ university. (P12)

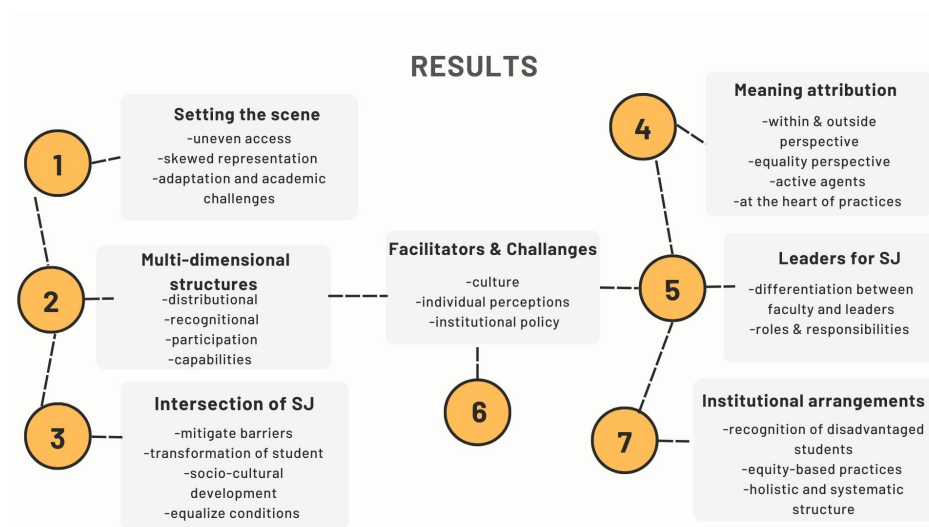
Furthermore, participants also remarked on the raising students equipped with SJ practices as well as getting recognition and notion about social injustices within the case and the society. Additionally, another suggestion made by the participants was related to the adaptation and engagement of the students as the results indicated how students were in need of engagement during their university. Combining both, as for raising awareness and ensuring engagement, participants highlighted the development of 101course, an introductory course that includes various topics such as engagement to university life and social matters such as gender, etc.: “There was an introductory course to the university. Within the scope of this course, I gave a module about gender. It is necessary to increase such lessons” (P5).

Lastly, participants highlighted the need for supporting and strengthening the parity of the participation dimension by including stakeholders in the decision-making process.

In my opinion, it may be normal for the student to be more involved, that is, the separation of students, administrative staff and academic staff to be defined as clearly as it is today, but it may be important to establish some joint decision-making mechanisms that go beyond this due to their work. (P23)

Overall, the Figure 32 indicated the summary of the all findings in themes.

Figure 32: *Summary of the Themes Emerged from the Data*



3.8 Discussion

This study aimed to put forward how SJ is crafted in the mechanisms of the university and to disclose the meaning of SJ at the HE level by realizing the responsibilities of the stakeholders. Drawing on this purpose, this study revealed the dimensions of SJ at the institutional level enacted for the sake of building a socially just HES and displayed the facilitators and challenges faced during the process. This chapter covers the significant findings on the dimensions of SJ mechanisms, the role of the university, and the stakeholders. Further, implications for research and theory, as well as suggestions for further research, were highlighted.

3.8.1 Reflection of the National Policy for Enacting Social Justice at Institutional Level

The current research evaluated the policy initiated for providing SJ for the students in the first study, and the results notably presented how formulated expansion policies fall short in answering the need for SJ regarding access which is also consistent with the scholarly works (Duru-Bellat, 2005; Goastellec, 2008a; Ichou & Vallet, 2011). This part of the thesis specifically analyzed one prominent institution to disclose how SJ was embraced at the institutional level and to empirically understand the role of the university in terms of eliminating or cultivating inequalities. The overall findings revealed that this prestigious university had uneven access and was skewed in nature by indicating who has an access to this university. That is to say; there was a certain group of students who had a high percentage in access to this university; namely, male students specifically in engineering departments and within the university are overpopulated, while students with disability, the ones coming from the Eastern, Southeastern and Black Sea region, respectively and the students who graduate from public vocational and basic high schools were underrepresented within the university. These results are not surprising as many scholars from diverse contexts empirically revealed the fact that prestigious universities are dominated by certain privileged groups (Brennan & Naidoo, 2008; Gorard et al., 2019; Osborne, 2003; Roksa, 2010; Schendel & McCowan, 2016). To exemplify this, Osborne (2003) found out that lower socio-economic background acted as a restriction for having access to prestigious universities as well.

Additionally, Gorard and colleagues (2019) highlighted several inhibitors for access, such as individual characteristics, individual experiences, family characteristics, school characteristics, and neighborhood characteristics. Regarding the current findings derived from the retrieved data that showed who has an access, gender, school type, and geographical location are salient impediments in access to this prestigious university, and these results are not dissimilar from the findings of the first study in this thesis. Further, the results are compatible with the existing literature (Brennan & Osborne, 2008; Davies & Guppy, 1997; Frempong et al., 2011; Jerrim & Vignoles, 2015). In a similar vein, the study conducted by Bastedo and Jaquette (2011) uncovered the disproportion in access against for female students in selective institutions, while another study disclosed the uneven access in school type (Frempong et al., 2011; Jerrim & Vignoles, 2015) and geographical location (Brennan & Osborne, 2008).

In addition to the retrieved data for analyzing the case, the data that emerged from the interviews revealed more profound inequalities existing within the university. It was noted that geography, gender, and high school type are the obstacles in access and these obstacles were tried to be eliminated through expansion policies. Therefore, there are a few students who could “get off the fence” (Griffiths, 1998) and had access to this prestigious university. By considering these students, some participants remarked this university as diverse and heterogenous although they are minority in essence. However, these students were listed as the most vulnerable groups within the university as they experienced more academic and social adaptation problems. Further, there are more than these inequalities when getting deeper. Namely, geographical location, gender, including LGBT, cultural and social capital, disability, and so SES were listed as the factors that created inequality for the students within these universities. Although O’Sullivan and colleagues (2017) remarked that the problem about not ensuring SJ is derived from the equity of participation, not universal access, this study asserted that it is twofold in the Turkish context, mainly starting with uneven access. In other words, HES in Türkiye has still issues in representing the socio-demographic characteristics of society.

The inequalities listed above could not be considered free from society. In other words, the universities are the reflections of the society they are located in (Reay,

2012). As Kezar and Posselt (2019) indicated inequalities are in the fabric of HE; yet, these embedded inequalities are inherited from the society, and they, universities, have accumulated inequalities coming from the K12 level as well. For this reason, it is essential to note that these inequalities are not initially originated by the universities itself. As this study indicated through conversation with empirical data that illustrated uneven access, the university has already faced myriad and various inequalities beyond them. Considering this reality, universities could not be handled as they are living in a bell jar; rather, they are the “sites that reflect the socio-historical contexts in which they are embedded” (Dahms & Lybeck, 2014). Moreover, Reay (2012) highlighted that the inequalities in the education systems adhere to social inequalities. The current findings of this research that showed the imbalance in access for equally representing the society and the scholarly works may be interpreted as evidence that universities in Türkiye, regardless of their prestigious states, are born into inequalities.

Evidently, there is an important distinction between the HES of Türkiye and other Western countries. For instance, the prestigious universities in Britain are criticized as being "closed shops" (Hutton, 2006) and "secret gardens" (Leach, 2013) only served for students from affluent families, and these universities are dominated by certain students. In Türkiye, this study also showed similar results as certain groups reigned over this prestigious university. Although these studies from different countries cultivated similar results, the way it arises is different, and they could not be interpreted in the same manner. While the universities in Britain have the opportunity to select their students, universities in Türkiye do not have this autonomy, and students are assigned through the results of the national university exam. That is to say, while the universities in Britain could be responsible for the initial inequalities resulting from the student's population, the universities in Türkiye are not in charge of this inequality in firsthand. Lastly, the study results showed evidence for the fact that although the policies for enacting SJ are different among these countries, the outcome has not changed considerably. The expansion policy of Türkiye falls short in resolving the inequality issues as well.

There have been two prominent disputes in SJ in the HE context: whether HE is open to all (Wisker & Masika, 2017) and whether HE is experienced likewise by various

students (Furlong & Cartmel, 2009). Social justice at the HE level cannot be ensured by access; yet, the universities' actions, practices, and responsibilities are determinant in the students' experiences, especially vulnerable groups. Marshall and Oliva (2006) asserted that inequalities are the results of policies and institutional practices. The study findings showed evidently how the initiated policies created, maintained and even exacerbated the inequalities and put the universities in the spotlight for actualizing SJ. Cunningham (2007) classified universities' position for cultivating SJ as Janus-faced while the expansion seemingly served for SJ, the well-background population hoarded the opportunities in the best universities and the departments in the real sense. For this reason, universities are in a very critical position as they can witness the situation and thereby deepening the inequalities or act for canalizing SJ (Davis, 2014) in their practices through systematic analysis (Bunn & Bennett, 2020). Considering this background and the result of the current research, this study also showed the importance and impetus of the university practices and mechanisms as the expansion policy could not resolved the inequality in access and provide SJ.

3.8.2 The Role of the Universities for Crafting Social Justice

Many scholarly works draw attention to the role and responsibility of the university for shouldering the role for enacting SJ. However, these studies remarked the fact that universities were not eager to take the responsibility even their restricted and early defined roles lag serving the complex issues (Jones & Shefner, 2014), and the role of the university in this sense was in conflict (Dahms & Lybeck, 2014). Beyond the hot debate in the literature, the findings of the current research demonstrated that most participants, both including administrators and faculty, agreed on the importance of the university's role in enacting SJ, and this finding supported the literature since various studies highlighted universities' distinctive position for realizing SJ (Brennan & Naidoo, 2008; Culp, 2016; Furlong & Cartmel, 2009). Also, this study put forward that the role definition of participants revolved around their conceptualization of SJ. In the present research, the SJ concept has been majorly defined from a multi-dimensional perspective for remediating and mitigating the pre-existing and perennial inequalities that recall for distributive justice, crafting an inclusive and democratic environment that cares for recognition justice, and ensuring upward mobility. Realizing the multifaceted structure and nature of the

concept (Fraser, 2009; McArthur, 2013; Scanlan, 2012), this result has come to no surprise. However, the most important point that needs to be taken into consideration is the over-dominance of one dimension in participants' descriptions. Namely, the results demonstrated that SJ was majorly defined by inequality; therefore, the role of the university was classified within the frame of mitigating economic inequalities. Further, the results uncovered that addressing SJ as equity at university was evaluated beyond the remit of HE and highlighted as a blue-sky expectation. This result could be interpreted in two ways. First, SJ was initially conceptualized as distributive justice, and it is an accumulated concept that other dimensions come even later. Second, inequalities rather than inequities are much easier to reveal as they derive from economic reasons. For this reason, universities could more easily enact SJ by mitigating this source of inequalities. Meanwhile, it is of note that other dimensions of SJ were also highlighted, followed by inequalities.

Data from the study also indicated that SJ at the HE was assessed by the export and import role of the university. Not only realizing SJ within HE but also enacting it beyond the university was depicted in the current research. In relation to this, Brennan and Naidoo (2008) pointed out the import role of the university in actualizing SJ by ensuring equity and export role for further contributing to the community. Although this study majorly evaluated the import role of the university, the results surprisingly revealed the export role. At this point, the study indicated that universities have a core responsibility for providing SJ through mitigating the inequalities and creating an inclusive and democratic environment caring for all students, especially vulnerable groups, and raising active citizens and agents for realizing SJ in society. Considering this result, it can be concluded that the import and export roles of the universities for enacting SJ are indispensable, complementary, and support one another. From another perspective, ensuring SJ within the universities (import role) actually spread seeds for enacting it at the community level (export role) as well.

Regarding the import role classification of the university, this study indicated that SJ was perceived as the role of the university canalizing to the core practices; research, teaching, and community service. In other words, the data disclosed that SJ is not the fourth mission of the universities; instead, it should be located in each mission of the

universities through policies, practices, and actions. Very recently, Kezar and Posselt (2019) asserted that SJ has never been lying at the heart of the university but penetrating into the system as a public good such as community engagement and fighting with societal inequalities. However, these results are promising as it presents more than this perspective by referring to SJ at the center of its core practices. Leaving the discussion behind on whether SJ is the role of the university, this study brightens the idea that universities are “the most powerful tool” to realize SJ within and beyond HE.

The literature presents disputes on whether universities are responsible for SJ, and the assertions are not compromised. While some scholars and especially older universities strictly adhere to their core responsibilities (Reay, 2009), others, especially new universities, are more eager to enact SJ. Accounting for the current study findings, this contradiction took place at the disciplinary level. That is to say; the results of this research disclosed that the faculty from the physical sciences could not locate SJ at their practices and hardly defined the concept, as they did not regard it as a core responsibility of a faculty. On the other hand, the ones from the social sciences assertively indicated that universities have the responsibility of mitigating the inequalities and shouldering SJ as a major responsibility, which is also a point highlighted by Lincoln (1991). Contrary to this situation pointed on this research, Griffiths (2003) remarks that “social justice in education is for and by all people” (p.143).

Lastly, in relation to the role of the university, the data indicated the fact that the endogenous perspective of SJ could not be accomplished and completed at HE in Türkiye while there are further insights for exogenous perspective. That is to say, the current prestigious university did not represent the student population of the society (Carvalho, 2020), so SJ could not be achieved at the access level. In other words, the results apparently showed that this particular prestigious university does not equally represent the society, which is a reflection of the endogenous perspective of SJ. However, for universities to gain more importance to provide a just society and enact exogenous perspective (Carvalho, 2020), universities can take active roles by creating mechanisms and practices of the stakeholders.

3.8.3 The Enactment of Social Justice within the Institution

The current study evaluated how a prestigious university actualized SJ within the university. The results indicated that formal and informal structures facilitate the realization of SJ for the students. Analyzing the results from the lens of Fraser's parity of participation and Sen's capabilities approach, there are several structures that correspond to the early-defined dimensions of SJ. As noted, distributional, recognition, and representational mechanisms enable considerable room for the fulfillment of SJ remit of HE. First, the distributional mechanisms included resources that eased the economic conditions such as *financial resources*, free and cheap food options, accommodation, to name a few, *physical structures*, including the campus environment and *technical structures*. These listed structures initially and most importantly acted as an equalization means of the students' economic conditions. In other words, these mechanisms mitigate economic inequalities and ensure a safe atmosphere, physically and financially, for the students so that they can focus on their academic development by utilizing the resources. Additionally, the structures listed under the distributional dimension especially served the economically deprived students, and the university initially defined the inequalities derived from financial reasons. In the light of this evidence, it can be interpreted that this university takes a SJ position to fight for financial inequalities. Further, the university constituted a salient scholarship structure by empowering the university graduates; thus, it also ensures the sustainability of this dimension. Griffiths (2003) highlighted that SJ depends on both recognition and distribution and recalls for acting together and taking actions. On this basis, this institution created effective pipelines that fed the system and acted together to resolve the economic barriers that have the potential to hinder the development and flourishing of the students.

Scholarly works draw attention to the importance of the distributional dimension for diminishing the inequalities (Bates, 2006; Goldfarb & Grinberg, 2002). The early definition of SJ came forth with distributive justice to curtail existing inequalities (Gewirtz, 1998). O'Sullivan et al. (2017) listed financial factors as the trigger of the inequalities in HE and call universities responsible for diminishing the barriers. As noted by Furlong and Cartmel (2009), universities could enact SJ through funding in addition to policies, access, and curriculum so that no one is left behind due to

financial impediments. Considering Rawls's perspective of distributional justice (1971), this institution majorly relied on the equality of opportunities and maximization of the benefits for the economically deprived groups. At this point, it is of note that the distributional dimension is confined to economic inequalities within the university; yet, as a more contemporary approach, Wilson-Strydom (2015) highlighted distribution of resources, goods, and opportunities for not only economically deprived students but also politically and socially marginalized groups at risk. However, the results indicated that the SJ practices of the institution instead restrained the distribution of financial resources by not specifically focusing on opportunities or non-material goods or conditioning opportunities (McArthur, 2013).

The support of the university for ensuring distributional SJ is non-negligible as they liberate students economically and remediate adaptation problems resulting from financial issues. According to Cunningham (2007), universities are the sites for distributive justice as they are at the center of distributing benefits. Thus, how universities make the decisions of distribution and the way they allocate the resources make a difference for the students, especially disadvantaged ones. For instance, Herbaut and Geven (2020) conducted research with 71 studies from the literature to analyze the effect of financial support on access and completion rates of disadvantaged students in HE. The results revealed that not merit-based aids but need-based grants significantly ameliorate the conditions of the disadvantaged students. The current research results also highlighted that the university undertook both merit and need-based financial aids but distributed this scholarship by analyzing students' profiles.

The overall results showed that the university efficiently created mechanisms to fight against economic inequalities, and this finding is very critical for being close to the socially just university structure. Evidently, many scholars point out that financial issues act as a barrier in ensuring full participation and fitting of the deprived students in university life (Kaye, 2021), and these economic disputes, unfortunately, result in academic, social, and psychological adaptation problems in the long run (Callender 2008; Harrison & Hatt, 2012). More concretely, Cotton and colleagues (2017) found out that although there is inconsistency in whether bursaries abolish retention, it is for sure that they prevent students' working extra and living less

stressful life at university, while Harrison and Hatt (2012) indicated that well-built scholarship policies improved the academic success, diminishing financial anxiety and empowering the motivation between students and the university. Nevertheless, it should be noted that although distributional justice is requisite for canalizing SJ, it is not totally a remedy for diminishing inequalities. In the light of this evidence, Reed et al. (2015) highlighted that SJ is enacted through financial support. Yet, it is ill-defined as it overlooked cultural, social, and historical inequalities (Wangenge-Ouma, 2010).

Second, the results displayed that not only distributional justice but also recognitional justice is enacted within the university but with a narrow understanding. In other words, there was not a precise institutional policy to recognize disadvantageous students, as the results disclosed. There were only restricted mechanisms to ascertain the needs of disabled, economically deprived, and students who experienced adjustment issues. However, the participants highlighted more student groups as disadvantageous within the university, and the listed structures were not functioned specifically for vulnerable groups except for disability units. The results demonstrated that the disability unit of the university actually acted out all three dimensions of SJ, distribution, recognition, and representation, within the university. Considering this result, it can be interpreted that the SJ concept is no more confined to the socioeconomic background and extended to disability as well. At this point, Pazey and Cole (2012) previously underlined the need for a paradigm shift from the race, gender, and SES to disability. In a sense, there is a shift in the conceptualization of SJ and our perceptions of inequalities. Additionally, discussing the practices of the institution, there is salient evidence that the institution put effort into equalizing the conditions for these students at teaching and learning, instructional materials, accommodation, transportation, and financial levels.

The recognitional dimension of the SJ is mainly evaluated through being aware of the (needs) of the underrepresented groups within the institution. For instance, Hoare and Johnston (2011) indicated that gender, ethnicity, disability, family/household circumstances, neighborhood, and schooling characteristics were defined as potential factors caused to be under-represented groups. However, although this university is stratified in nature and certain groups are under-represented so that they are

potentially at-risk students, there is no policy to reveal their needs. In a similar vein, Wilson-Strydom (2015) remarked in her research the fact that the recognition is less paid attention by the institutions. This research cannot be regarded as the least cared dimension; yet, it is less given attention than distributive justice. Simply put, there are certain recognition mechanisms within the university that especially give relief for disabled and economically deprived students, but they do not satisfy the needs of the students who are LGBT, geographically, socio-culturally, and psychologically deprived students, the ones defined as disadvantageous in this university. Another essential element for being a socially just university is being a caring institution (Bozalek & Leibowitz, 2012). The results displayed that the formal structures within the university are not adequate to recognize the needs of the students; thereby, the informal mechanisms and cultures emerged as ad-hoc practices within the university. The reasons for the misrecognition of the students in need can result from economic and political reasons. Namely, the recognition of these students needs extra effort, time, and finance to encounter these demands, which is both timely and financially costly for the university. Additionally, the identified disadvantageous groups are also recognized by the HEC as vulnerable groups; for this reason, there would not be an arising conflict between the university and the government.

Third, representation is the last dimension of Fraser's SJ conceptualization, and the current research demonstrated that there are formal and informal mechanisms for students to voice their needs; yet, the formal mechanisms are seemingly functioning and not effective in being representative of the students. For this reason, the results highlighted the fact that the informal mechanisms such as students' clubs, social media, and the democratic culture of the university are more salient than the formal structures. Further, not the top institutional management but the students by themselves created conditions for themselves to be representative within the university. Considering this result, not the recognition but the representation dimension of the SJ is least cared by the university, contrary to the arguments of Wilson-Strydom (2015) that she manifested recognitional justice. Fraser (2009) remarked representation as individuals' taking part in decisions. Implementing this to this institution, it is observed this dimension is not functioning proper way. However, students within this university acted as social agents by moving collectively to

change things or voice their demands and rights, which is empowered, facilitated, and supported by the democratic culture of the university.

Many scholarly works (e.g., Altunoğlu, 2010; Ayalon et al., 2008; Goastellec, 2008a; Taneri, 2014) emphasized the necessity of democratic culture to canalize SJ within the university. Davis (2014) indicated that “universities do not teach SJ for sure, but it can create a culture and a base that it can spread and grow” (p.325). There are deficient points in enacting SJ within this university; yet, the university's culture compensates for the shortcomings and acts as a facilitator during the SJ provision process. Moreover, the results indicated that this culture includes respect, safety, democracy, inclusiveness, self-expression, and tolerance as the core values. And the core culture of this university transformed students' ideas from being narrow-minded to tolerant of diversity. This finding supports the literature as many scholars described the socially just institution culture that promotes democracy (Davis, 2014), ensures respect, safety (Caliskan et al., 2020) and gives values for the self and others (Griffiths, 2003), and provides tolerance (Caliskan et al., 2020; Taneri 2014).

Additionally, the most important point about the culture and cultural elements including norms and values are its strength. The current research showed that culture of the institution provided informal structures to ensure parity of participation. Moreover, the culture of the institution is not only a provider for this dimension but also for other dimensions of the Fraser's theory. In other words, the results clearly showed that this specific culture is the amalgam of the SJ; distribution, recognition and participation dimensions. Further, this study also demonstrated how the cultural elements acted as a facilitator for enacting the dimensions of the SJ. From another crucial point, these results implied that the Fraser's theory fall short in taking into account the power of the culture and cultural factors which could be added to the theory as a compensator dimension that facilitate the enactment of other three dimensions.

Finally, the capabilities approach provided insights to understand how SJ is initiated within the university and to what extent students benefit from the SJ practices. The results remarked that not only the academic capabilities of the students but also social and cultural capabilities are developed within the university through

eliminating the barriers and providing several functions. It is of note that academic capabilities were regarded as default, and social and cultural capabilities were given utmost importance. Currently, SJ literature (Davis, 2014; Robeyns, 2005) draws attention to the fact that high-quality education is among the most important factors for providing SJ. Moreover, the United Nations (2015) also listed “inclusive and equitable quality education” among 17 sustainable development goals for a better and just future. Consistent with this goal, this university ensured this practice for SJ as it provides high-quality education so that students have the opportunity to develop their capabilities.

In addition to high-quality education for all students, the results indicated that there are several students’ clubs that enable the socio-cultural development of the students and also cultivate their capabilities and functioning. This result is confirmed in the literature as some existing and contemporary research pointed out the practices of socially just HEIs as ensuring the empowerment, engagement, and belonging of the students (Griffiths, 2003; Mahlangu, 2020; McArthur, 2013; Wisker & Masika, 2017). The analysis of the data supported that these students’ clubs secured students’ belonging and adaptation to university life as well.

Another important point is the functionality of the capability approach in disclosing the SJ practices within the institution. Up to now, Fraser’s conceptualization of SJ demonstrated the institutional practices within the institution that served for funneling SJ. However, this classification is descriptive in the sense that it hardly proposed how these structures were benefited and experienced by the individuals. Regarding that, there are other scholars that highlighted the distinguishing nature of the capabilities approach in analyzing the enactment of SJ (Leibowitz, 2009; Mahlangu, 2020; Robeyns, 2005; Walker, 2006; Wilson-Strydom, 2012; 2015) and also asserted SJ is not a one-dimensional concept. At this point, the capabilities approach revealed conversion factors, capabilities, and functioning through an individual agency. In other words, this approach is complimentary as it explains how structures (capabilities) defined through Fraser’s approach transformed into functioning by the individuals.

From a capabilities perspective, the results showed that there are personal, social, and environmental conversion factors that inhibit students' transforming their capabilities into functioning. For instance, disability, gender, and economic deprivation could be listed as the personal conversion factors and physical structure as the environmental conversion factor within the institution related to which the university enacted structures to remove the barriers. For instance, the university created mechanisms to arrange the physical environment available and functional for the disabled students and supported faculty members to revise their syllabus and teaching materials in order to overcome the barriers (Robeyns, 2005). Further, the university enacted scholarship structures for economically deprived students. Yet, other conversion factors such as gender, geography, and having low capital did not call the attention of the university. For this reason, it could be interpreted that although there are arrangements for being a socially just institution, the university did not cover all inequalities. This situation is risky as inefficient recognition of inequalities may result in another type of unjust circumstances (Trowler, 2020).

3.8.4 Enacting SJ as Faculty and Challenges Faced during Process of Enactment

There are several recent arguments about who is responsible for enacting SJ at the HE level and their characteristics, as well as there is still confusion about whether SJ is the remit of universities. The present study remarked that SJ is on the agenda of the university for canalizing it into structures and practices; yet, there are no formally identified individuals (leaders, faculty staff, administrative staff, or students) or units for this role. Thereby, the funneling SJ at HE can majorly be operationalized by the staff driven by intrinsic motivation and self-awareness of the issues in their context. At this point, this study also revealed the characteristics and responsibilities of the faculty members and administrators to enact SJ at the university. The results disclosed similar characteristics both for faculty members and administrators listed as respectful, tolerant, empathic, inclusive, activist, role model, open for communication, self-aware, and being aware of unjust situations. Evidently, these certain characteristics of faculty staff and administrators have for SJ leaders are similar to the ones teachers and principals have at the K-12 level. Although education levels change, the characteristics and the traits SJLs have do not change. In

a similar vein, several scholarly works in the K-12 context illustrated that SJLs are empathic, caring, tolerant, passionate, creative, and activist individuals (DeMatthews & Mawhinney, 2014; Theoharis, 2008; Ylimaki et al., 2007; Zeybekoglu-Çalışkan et al., 2017).

In addition to these characteristics, there are also responsibilities and actions of leaders for undertaking SJ within the university. The results disclosed both similar and distinctive responsibilities between faculty and administrators. For similar responsibilities, the results showed that SJLs are the ones who have awareness and raise this awareness for social matters, guide students for their needs, collaborate with colleagues, and create an inclusive and democratic culture. These results are consistent with the existing literature as previously conducted research emphasized the importance of awareness starting from the self to the context (Diaz, 2011; Furman, 2012; Kezar & Posselt, 2019). In other words, Furman (2012) drew attention to the responsibilities of SJL as knowing their shadow sides initially and then analyzing the unjust contextual circumstances. The participants within the current research also emphasized being self-aware and recognizing the needs of students. Another prominent finding is related to creating an inclusive and democratic culture within the institution by enabling all to voice their needs and embracing diversity. The argument of D'enbau and colleagues (2020) and Kezar and Posselt (2019) in relation to creating SJ in HE remarked the importance of constituting just and equitable culture for all individuals and further Cooper and Chickwe (2012) described this culture as each individual feel respected, safe and valued no matter what their background is.

Creating a democratic culture for SJ requires collective actions of individuals with similar mindsets (Rivera-McCutchen, 2014). Unfortunately, although the results emphasized the importance of active and collective standing for SJ in theory, the practice is not happening in the same manner. That is to say; this study indicated that, as SJ is not a formally identified role for the university; hence, its enactment inside the university depends on individual efforts and motivation. The literature highlighted that SJL could not be realized with one individual, and it requires coalitions, mutual support, and networking empowered by equity-minded individuals in order to oppose the status-quo and identify entrenched privileges (Marshall &

Oliva, 2006). Depending on this, it can be interpreted that SJ should be given formal credit in the institution to keep synchronized rhythm among the individuals.

The results did not only reveal the similarities among the responsibilities of the faculty and administrators but also displayed differences. Namely, the results pointed out that socially just administrators should act as an intermediary between the students and faculty and act with making data-driven decisions. Further, the results indicated administrators as the key plank for creating structures, recognizing the needs of the institution, and collaborating with colleagues for enacting SJ. These results are aligned with the findings of Diaz (2011), in which he also identified SJL as intermediaries but not confined to this role. On the other hand, the study differentiated the responsibilities of the faculty staff for SJL as embedding SJ into courses and teaching practices to raise collective awareness and raising active citizens sensitive to the social inequalities and unjust structures. Considering these two distinctive results, it could be deduced that there needs to be a complementary collaboration between administrators and faculty as the formerly created structures and the latter informed students about these mechanisms. Also, depending on this evidence, it can be asserted that there is no need for formal positions to be SJLs as the faculty has their responsibilities for it. This allegation could also be supplemented by the thesis of Griffiths (2003) as she remarked that SJ in education could be enacted by all people, in all activities, and in any setting.

Another point that is challenged by this research is the results related to faculty staff responsibilities for being SJL. As noted earlier, faculty staff arranged their teaching and classroom practices for enacting SJ and raising citizens who are socially aware. At this point, this study objects to the assertion of Davis (2014) as he indicated that universities do not teach SJ but can create a culture for enabling it to grow. Manifestly, this study demonstrated that socially just faculty staff embedded SJ in their courses to make students more aware of the unjust circumstances. Further, this result also indicated SJ could not be restrained to the practices of the administrators rather spread into all practices of the university stakeholders. Concerning this, Wisker and Masika (2017) also listed values-oriented curriculum and critical pedagogy, and Cambron-McCabe and McCarthy (2005) remarked on the arrangement in pedagogical practices for the fulfillment of SJ. Although integrating

SJ into the course practices is crucial for raising awareness, unfortunately, there is scarce research in the literature that scrutinizes how SJ could be funneled in teaching in HE (Osei-Kofi et al., 2010). This study indicated that embedding SJ into courses was navigated through the efforts of socially just oriented faculty members, especially in social sciences.

Considering this nuance in the findings that indicated SJ is majorly realized in social sciences, this could be interpreted from two perspectives. First, the results showed that the nature of some disciplines, especially in social sciences, is more inclined to adapt SJ in their teaching practices, such as sociology and education (Lincoln, 1991). In contrast, other disciplines fall short in replying to these needs. In relation to this, Lincoln (1991) remarked that some disciplines are positivists and have male-dominated epistemologies that make it a hardship for faculty to integrate SJ. Second, faculty staff in natural and applied sciences has narrow information about SJ, and they are also more resistant to change their classroom practices. At this point, this study also revealed that rather than adapting themselves, faculty members expected students to adapt themselves. These outcomes are consistent with the arguments of Kezar (2004), as she highlighted scholars are inexperienced in SJ discussions.

3.8.4.1 Challenges in Enacting Social Justice. Although there are attempts to enact SJ at the university level, these efforts are challenged by individuals and institutional policies. As noted in the previous heading, scholars having SJ mindset put effort and motivation to ensure SJ in their practices to recognize the needs of the students and guide them to flourish and fulfil their potential and capabilities. Yet, the results disclosed that these scholars were challenged, criticized, and even marginalized by their colleagues as not accomplishing their ultimate and identified responsibilities. The sources of this pressure and conflict among the faculty may result from the debate on whether SJ is the remit of HE (Dahms & Lybeck, 2014). As HEIs, by themselves, are in the midst of this dilemma, this is echoed as an issue at the grassroots as well. Further, faculty staff is overloaded and has publication stress, so they are unwilling to shoulder further doings that bring workload. At the individual level, there are also challenges in enacting SJ arising from the prejudices of faculty members, as the results disclosed. Regarding the nature of the SJ concept, various academic scholars show that prejudices and stereotypes are the main

drawbacks to creating a democratic, fair, equitable, and just structure (Theoharis, 2007; 2008). For this reason, these prejudices should be resolved to settle SJ in the HE context.

Also, another challenge put forth in the current research was deriving from institutional reasons such as lack of clear-cut policy and the overcrowded campus setting that the university served. The results demonstrated that the university did not have a policy for enacting SJ except for the ones exposed by the HEC, and it has a very restricted understanding of inequalities. Further, this university falls short in encountering the students' physical, social, academic, and psychological needs. All these institutional-level challenges can be evaluated together as the main conducive of these challenges may be demonstrated as the impact of neoliberal policies. Wright (2014) pointed out the danger that universities with SJ notions can encounter as the “erosion in the neoliberal age” (p.335). In a sense, the pressure for efficiency, ranked in the top list, behaving students as consumers, not valuing emancipatory practices, tracking intense expansion policies and decline in the budget push universities even tough situations and cause them to restrict their roles as doing economic production for the knowledge economy and undermine the potential social role of HE (McArthur, 2011). The expansion policy of Türkiye resulted in a precipitous increase in the number of students, and universities suddenly faced with an excessive number of students to serve while the budget is decreased. In other words, with the main desire for ensuring SJ, the policy-makers sliced the same cake into more pieces rather than serving a bigger cake (McCowan, 2015).

3.8.5 Implications for Theory and Practice

This study has presented several implications for theory and practice. As for theory, the present research utilized Fraser’s parity of participation (2009) and Sen’s capabilities approach (1999) to understand a socially just institution's characteristics, structures, and practices. The results clearly implied that both theories are convenient and applicable to HE settings with a small distinction underlying between them. Simply put, Fraser’s parity of participation theory is helpful to examine an institution's SJ structures, mechanisms, and practices with a multi-dimensional perspective. However, it falls short in identifying the possible disputes, threats and challenges faced or impact, effect, and transformation experiences during the

enactment of SJ. At this point, the results point at the usability of Sen's capabilities approaches to cover the experiences of students when Fraser's dimensions of SJ are practiced within the institution. It is remarkable here that this study implied that these theories are complementary in explaining SJ for students in the HE context.

Another important theoretical implication derived from this research is the need for extension of the Fraser's theory. The three dimensions presented by Fraser could explain the structures and practices that enact SJ at HE level. However, the current research showed that culture of the institution is the facilitator factor and necessity for the smooth and effective enactment of the other dimensions. Against this backdrop, culture and cultural elements should be considered in the process of advancing SJ in a HE setting and the theory should be revisited by regarding this input.

This study also presents insight into the multi-dimensional structure of Fraser's theory and discloses the fact that the distributional dimension is the most salient SJ structure to diminish the inequalities faced by the students. Afterward, the recognition and representation dimensions respectively were realized within the institution. Considering this input, the universities could be called as in the birth process for SJ, and they struggle to enact it with all dimensions, although some were not effectually served.

As for the capabilities approach of Sen (1999), this study demonstrated several conversion factors inherited from the early schooling process and embedded into university through a centralized exam system. In so doing, the results suggested that the universities could not be responsible for inequalities as they are born into an environment framed by certain inequalities and inequities etched in stone. At this point, the capabilities approach is a very useful framework to disclose the inequalities and inequities within the university; further, the theory also illustrated how students transform the provided capabilities into functioning employing the structures classified under Fraser's dimensions. This theory is also useful and practical, as it does not predefine certain inequalities.

As for practical implication, the results firmly indicated that the universities are responsible for enacting SJ by knitting the concept into its core roles; teaching,

research, community service, and beyond; into the culture. However, of note is the fact that universities are settling into the slippery ground in these as certain inequalities and inequities have already surrounded them. For this reason, this research advances concrete practical suggestions for realizing SJ.

First, the results indicated that there are certain confusions resulting from the inadequacy of policy to enact SJ. Considering this confusion and the importance of SJ, top-level HE management should guide universities to identify SJ as their primary responsibility and embed it into their mission and culture, respectively. In other words, the universities need an institutional strategy for enacting SJ. With this purpose, each university should identify the circumstances that may create potential injustices within the context and arrange their structures and practices regarding these unjust situations.

Second, the results indicated the importance of the mechanisms that served for distributional, recognitional, and representational justice. For this reason, the universities should create strong mechanisms that ensure accommodation, scholarship, food vouchers, quality education, recognition of the needs, and finally, representation in decisions.

Third, the above-listed factors are the formal and institutional level mechanisms for enacting SJ at the HE level. The results also emphasized the importance of informal mechanisms as well as classroom-based practices. More specifically, SJ at the university level was effectively realized through the democratic culture of the institution and the students' clubs that enable students to be collectively active, present and voice their ideas, and develop their cultural and social capabilities in addition to academic ones. For that reason, the universities, for the sake of SJ, need to build a democratic, participatory and inclusive environment. It is well-known that creating such an atmosphere is a hard and long-lasting process, especially in democratically suffering countries. Yet, it has high value as the results indicated the transformation of the students. Not only informal mechanisms but also classroom and teaching practices ensured SJ as they increased the students' critical awareness.

The data also depict more definite roles and responsibilities for SJLs and faculty that may help the university governance to guide their members and stakeholders to

advance their practices and behaviors for being socially just. The results also indicated that enacting SJ is not only the role of administrators but also all members of the university. Therefore, the university governance can boost all stakeholders to create a socially just university through increasing their awareness and updating their responsibilities.

Finally, the results evidently showed that universities have the power to decrease the inequalities and inequities, and as stated by some scholars (Campbell & McKendrick, 2017; Marginson, 2011a; Terzi, 2007; Wilson-Strydom, 2014; Wilson-Strydom & Walker, 2015), these institutions are the most powerful tool to reverse the inequalities. However, this could be arranged through forming structures and practices, which should be multi-dimensional. The more practices the universities have, the more they will be close to socially just institutions.

3.8.6 Recommendations for Further Research

This study specifically focused on analyzing the practices of SJ within the institution in order to evaluate how a prestigious university enacted SJ for university students. In other words, the SJ concept is examined at the institutional level for the students as the main actor. Considering the complex and extensive nature of SJ, it is only one aspect, and further research can be conducted at the HE level. McArthur and Ashwin (2020) pointed out how to locate SJ in HE research in their recent books, which is another topic that needs further attention from the researchers. Additionally, how inequalities are experienced by the faculty members and the structures and practices provided SJ for faculty members can also be investigated. That is to say; SJ is not only required by students; it is also needed by faculty members as they face numerous challenges in HE, from taking a position to living in the academy.

Another suggestion is related to the SJ concept itself. This study majorly focused on the role of the HEIs in realizing SJ within the institution. However, the results strongly indicated the role of HE in enacting SJ beyond the HE for the community. Considering this substantial point, this study can be enlarged to disclose the remit and responsibility of HE for providing SJ at the community level.

The current research indicated the importance of enacting SJ in curriculum

implementation and teaching process. Since the main focus is at the institutional level, the results illustrated limited information concerning the process. Also, the literature embedding SJ inside the curriculum and teaching process, especially in the HE context, is untouched. Further research can be administered regarding this lacuna in the field to reveal how SJ can be realized in the teaching process.

The conceptualization of SJ terms and the theory used for explaining the context matters for the results. This study majorly relied on the theory of Fraser's parity of participation (2009) and Sen's capabilities approach (1999). The results indicated that while Fraser's theory proposed a useful framework for examining the structures within the institution, Sen's capabilities approach enabled further analysis of the sample's lived experiences and disclosing the structures. For this reason, a further study can be conducted by utilizing only the capabilities approach to ascertain structures, experiences, functioning, and conversion factors.

The findings of this research are merely limited to one prestigious public university as it was identified as the case. Different contexts may yield divergent results, which help to further understand SJ in HE. The study was conducted in a flagship university. As stated in the findings, these universities are attended by middle and upper-middle class families' students. For this reason, another research in the near future can be carried out at a newly established university. In this way, differences and similarities in the initiation of SJ can be listed in the literature. Furthermore, foundation universities can also be interesting sites to study this topic as they have different missions. Although the tuition fees are high in these universities, it does not necessarily mean that all of their students are from middle or upper-middle class families. Even one step further as a suggestion, all these contexts could be investigated by utilizing a comparative-case design, which would disclose more overarching results for the SJ literature.

Additionally, this research demonstrated different nuances among faculty members in their perception on the role of HE in recognizing SJ as part of their roles and responsibilities. This difference is even more evident between faculty staff from natural and social sciences. In order to understand the patterns and the reasons for disciplinary differentiation even further, another research can be conducted with

different samples from these disciplines comparatively.

3.8.7 Limitations of the Study

This study is not fully free from the limitations, so forthcoming limitations should be taken into consideration while interpreting the results.

First, this study only sampled one case, a flagship university, to understand the structures and mechanisms to understand the nature of a socially just university in a stratified system. The issue with the case is that not all universities in Türkiye have the same conditions, opportunities, and facilities for enacting SJ. For this reason, the socially just university taxonomy constituted through this study could not be representative and applied to all universities in Türkiye. To resolve this situation, multiple cases should be utilized.

Second, there are diverse groups of participants representing faculty staff, academic leaders, and administrative staff from various disciplines. Although the researcher utilized maximum variation to enrich the data, there was not any participant from the current top (core) management of the university as well as there were few participants from natural and applied sciences. This situation may restrict the diversity of the dataset.

Third, the researcher in this study is an insider, so there may be bias in research findings to reflect the reality, and this may hinder the perspectives of the researcher. Realizing this threat, the researcher took cautions and used methods to minimize bias. Yet, the researcher's position still should be considered while construing the results.

CHAPTER IV

STUDY THREE

SOCIO-ECONOMICALLY AND CULTURALLY DEPRIVED STUDENTS' TRANSFORMATION

4.1 Background of the Study

There has been ever-growing value and emphasis on education regarding its fine-grained impact on society, country, and individual; therefore, primary education, in essence, has been identified as a human right of all individuals at the global level. Although primary education has been given initial and utmost importance for the individual, social and economic development, the report of World Bank (1998) has opened a new door (Wilson-Strydom, 2014). It has been long before the publication of this report that HE gained increasing attention since the report explicitly manifested the impetus of HE for development. At first glance, HE can be assumed as a means for diploma and a profession; yet, its value is beyond this aim. First, several scholarships indicated that HE is significantly related to a country's productive economy and economic development (Altbach, 2000; O'Sullivan et al., 2017). Second, it may have a societal impact by reducing the crime rates, ensuring social cohesion, and increasing civic participation (Kezar et al., 2005; Schwartzman, 2004; Schendel & McCowan, 2016; Triventi, 2014). Eventually, HE provides a good deal of benefits for the individuals such as employment with high income, mobility in the social, financial, and cultural ladder, improved health, increase in quality of life, and more leisure time spared for hobbies (Ma et al., 2016; Msigwa, 2016). Even further, it plays a key role in developing capabilities and ensuring the accomplishment of human potential by providing flourishing of the individuals (Sen, 1999; Wilson-Strydom, 2014). The impact of HE at the individual level has

importance, as it constitutes the basis for other advantages and benefits in a cumulative way.

The benefits of HE above have been constituted a strong reference to make it available for all who desire. Additionally, the impact of HE on human development; in other words, flourishing, is incontestable yet should be for all (Wilson-Strydom, 2014). Considering the Janus-faced of HE as it is hosting certain inequalities, it is much value to regard the importance of it earlier (Unterhalter, 2013). As a consequence of these benefits at all levels, many countries have initiated policies that ended with the exponential expansion of the HES. The rationale behind this policy initiative was to provide HE for all students and to ensure SJ at the end. However, the expansion did not ensure a full sense of SJ at HE level due to two prominent reasons. First, the most prestigious universities and lucrative fields were reserved by students with affluent backgrounds (Bastedo & Jaquette, 2011; Roksa, 2010; Triventi, 2011; 2013a; Wells et al., 2018). Second, expansion and having access to university did not yield the participation of the students, especially socially and economically deprived students as well as historically marginalized students (Moreau & Leathwood, 2006). Considering the deficit in the policy, some countries maneuvered to widen the participation policy that aimed to increase access to HE from under-represented groups, especially the ones from working-class families (Leach, 2013; Furlong & Cartmel, 2009). This attempt aimed to guarantee that the HES was demographically representative of the society they are located in. However, this also did not secure SJ for the low-represented groups, as there were various obstacles that hindered their full participation. More specifically, although expansion policies ensured further access of under-represented groups, these students could barely participate in HE in the real sense and enrich their experiences. Additionally, these students are listed as the ones with low parental engagement, low income, low cultural capital, disabled students, historically marginalized groups, and first-generation students (Karen, 2002; Triventi, 2013a). No matter the position and access they held from the university, these students needed extra support and institutional mechanisms and arrangements to eliminate individual and environmental obstacles, thereby ensuring participation.

Furthermore, studies (Harrison & Hatt, 2012; Moreau & Leathwood, 2006) showed that these students could not benefit from the resources and HE compared to other students. The reasons for this situation resulted from financial, cultural, and social reasons. As for financial constraints, many scholarships empirically showed that students with low SES background could have the risk of having mental health issues, extra part-time working, less participation in HE, and eventually drop-out (Callender, 2008; Harrison & Hatt, 2012; Moreau & Leathwood, 2006). Put another way; these students are excessively overwhelmed by financial constraints that end up with either low participation or withdrawal. Considering cultural and social obstacles, unfortunately, these students face with several different challenges emanating from their disadvantaged status (Kaye, 2021). They do not know the institutional codes and are alien to the institutional culture, which also hinders the opportunity of building networks for these students. Consequently, although these students have access to HE in order to secure a job and stable life; however, this desire remains ostensive since they could not cultivate capabilities into functioning for a flourishing life through HE.

Above all these attempts and the obstacles encountered by the students, SJ comes forth as for ensuring participation of these vulnerable students (socially, economically, and culturally deprived students) since the increasing scholarship indicate the fact that SJ and equity in HE cannot be simply confined to access (Brennan & Naidoo, 2008). This is identified as a need of the intersection of SJ dimensions; distribution, recognition, participation, and flourishing of capabilities within the institution, in the second study of this dissertation. In other words, SJ needs to be embedded into university culture and supported by the culture to resolve the obstacles faced by the students. Also, there is a notable assertion that SJ education systems and institutions are for cultivating the flourishing lives of each citizen (Grant, 2012). More broadly, education is not only for raising citizens equipped with certain 21st skills for the global economy; yet, it promises more than this; as ensuring SJ and breaking the silence of underrepresented groups of people in science, engineering, and society, eventually (Grant, 2012).

Explicitly, HE has various impacts on students' lives, and socially just HESs promise even more for all students, especially including the ones who need extra support.

Capturing the perspective of the students on SJ in HE is very critical for articulating and successfully implementing strategies at institutional and policies at national levels. So, what is the impact of socially just HES on students' transformation (flourishing), and how could it be achieved? Social justice refers to the "ability of beings and doings" (Sen, 1999), which is based on developing the capabilities of the individuals. Locating this definition at the HE context, HE, by itself, needs to ensure the development of the capabilities by reducing or eliminating the potential inhibitors for which institutions need to analyze the inequality structures. Marginson (2011a) remarked, "HE is the instrument for advancing individual freedoms and capacity should be built for those excluded ones to realize their freedoms and functioning" (p.32). To ensure this aspiration, institutional arrangements (listed in Study 2) are essential to uncover the inequalities. However, the attempts to enact SJ remain at the policy level and fail to cover universities (Wilson-Strydom, 2014), which is quite valid at Türkiye. More specifically, it has been known the fact that the lack of economically and educationally marginalized students flourishing in HE resulted from the inequalities such as poor schooling experience, social class (Wilson-Strydom & Walker, 2015) and low finance.

First, to resolve this issue, different kinds of scholarships are provided for students and the results of the conducted research on the impact of bursaries, although there are conflicting and mixed points, showed that (Harrison et al., 2018) the bursaries ensured equitable HE structure by supporting students' motivation, yielding access and time for extracurricular activities in addition to the formal curriculum and lowering stress and the obligation for a part-time job. Considering its transformative (flourishing) impact, scholarship -as an explicit tool for providing SJ- is also at the heart of the current research as well. The scholarship is one but mostly referred tool for fulfilling SJ at university. In addition to this, there are also other highlighted structures that provide SJ for the students to ensure the transformative impact. According to Kaye (2021), scholarship is essential but not adequate for providing participation; further, building a diverse atmosphere for reducing alienation feeling and outreach activities are needed. Broadly speaking, universities should create a culture that enriches the expansion of capabilities for a flourishing life and eliminates factors that hinder this transformation (Terzi 2007). In addition, Suransky and van

der Merwe (2016) noted the universities as transformative spaces, and to realize this impact, students need to get social awareness about the university, which mainly refers to being acquainted with formal and informal university regulations and becoming a part of the university life. Another point highlighted by the emerging scholarship to provide SJ for students to reveal their capacity and transform themselves (Harrison et al., 2018; Harrison & Hatt, 2012; Kaye, 2021) is identifying vulnerable groups and the major reasons for the existing inequalities (e.g., macro, meso or micro-level). Overall, the newly emerging literature demonstrates multiple forms of tools that give highlights for how these SJ structures actualized the transformative impact for the students.

Apparently, the universities that support and strengthen their mechanisms, tools, and practices with the notion of SJ have touched upon the lives of the students, especially the vulnerable groups. In other words, socially just universities are transformative as they enhance the capabilities of the students and guide them to live flourishing life. Considering this argument, the current research specifically focuses on expanding our knowledge and recognition of how a socially just university can transform the lives of the students, particularly SCDS; in addition, ascertaining the university transition process of these students to cover the difficulties faced during the process.

4.2 Purpose of the Study

The first two studies in the current dissertation analyzed the different dimensions of SJ concept in a HE setting. As noted earlier, the first chapter indicated expansion policies based on merit-based access has limited capacity to ensure SJ. However, the second chapter revealed not the top-level initiated policies, but institutional steps and efforts are instrumental in ensuring SJ, and adding on the second study, this chapter evaluated how to create a socially just university culture from the students' perspectives and its impact on their transformation. Based on these aforementioned chapters, the current chapter indicated the impact of universities' SJ practices on students. More precisely, this study mainly aimed to explain the experiences of the SCDS in relation to SJ practices of the institutions and how these practices impact the students' lives. Also, this chapter might have role of validating the results of the

case study based on the lived experiences of the students. Regarding that, the following research questions were further investigated:

8. What challenges do socio-economically and culturally deprived students face in the transition to a prestigious university?
9. What are the experiences of socio-economically and culturally deprived students at a prestigious university?
10. What are the perceptions of socio-economically and culturally deprived students concerning SJ practices of the university?
11. How do socio-economically and culturally deprived students interpret the transformational role of the university?

4.3 Significance of the Study

The SJ concept has been investigated in education, especially at the K-12 level, for a long time. The interest of HE scholars in SJ is relatively recent. However, SJ has become a mantra in HE as well. With the concern of providing equity and SJ for the students, both developed and developing countries have been revisiting their policies and instituting new actions to contribute to SJ. Even then, there have been a rapidly increasing number of students who are vulnerable, and these students urge universities to build socially just and equitable HE settings. Nonetheless, much research indicated that this aspiration could not only be achieved through quantitative solutions; yet, it needs a more holistic and qualitative perspective. That is to say, the studies conducted about HE expansion pointed out that expansion could not yield SJ, as access to HE does not secure participation of the students, especially vulnerable groups (Connell, 2019). In relation to this fact, the literature referred to financial, social, cultural, and environmental barriers that impede students' participation and adaptation starting from the transition process. In light of this evidence, this study considerably contributes to our understanding of what students face during their transition from high school to university, which constraints they face, and the main barriers during this process. More importantly, this analysis constituted a basis for us to grasp the starting point of the students that make the transformation and flourishing of the students more apparent. Another point is the

fact that this research specifically focused on a certain group of students who have been experiencing inequality due to financial and cultural constraints. In this way, the current research would provide evidence for how these students evaluate the SJ practices of the university and, in turn, how these practices help students transform themselves.

Further, the emerging scholarship highlighted the importance of HEIs for providing SJ and ensuring human development as these institutions are remarked as transformative spaces. Overall, this study expanded our understanding of how a prestigious university can transform students and create an atmosphere for human development and flourishing. In other words, the current research made a valuable contribution to the existing literature by disclosing which structures, practices, and mechanisms help students to flourish, develop their capabilities and ensure SJ for students. Even a much more important point is the fact that this study gives voices to the actors of the HEIs to express their lived experiences in relation to the SJ practices of the university. The second study in this thesis ascertained various practices of the university to provide multiple dimensions of SJ for the students. However, it is still a question whether these existing SJ mechanisms really make sense for the students and achieve what they are supposed to. At this point, this study shed light on the students' evaluations about the HE practices aiming at SJ.

Moreover, this study has utilized the capabilities approach (CA) as a framework to grasp the SJ concept at HE from the perspectives of students. There have been many researchers who have been using the capabilities approach as a lens from different and diverse fields; yet, this approach is not much extensively utilized in HE settings. Majorly, the existing research in HE has an emphasis on the South African context (Harrison et al., 2018; Wilson- Strydom, 2014) as one of the countries that severely experience inequality in HE, and there is scarce research in the literature that examines SJ from the CA lens. For this reason, the current research expects to fill the gap in Türkiye to a certain degree and explain the practices of an institution using the dimensions of the approach and eventually put forward how a prestigious university in Türkiye ensures SJ and how students of this particular university transform the available resources into achievements and functioning.

4.4 Literature Review

This chapter presented a general view of the literature based on the capabilities and SJ concept as well as the transformative impact of the universities.

4.4.1 Definition of Flourishing

It has been no longer that flourishing, a result of transformative impact of the university, has been actively used in HE research and associated with the benefits of HE. As realizing its gained importance in SJ literature, the definition of the concept is essential to locate in SJ research. The basic dictionary definition of flourish is “to develop quickly and become successful or common”, “to grow well; to be healthy and happy” (Oxford Learner Dictionary, n.d), and “to grow and develop successfully (Cambridge Dictionary, n.d). Both different dictionary definitions stressed the positive change in the human being that makes them happy in the end. As implicit in the dictionary definition, the flourishing concept has been substituted with happiness and wellbeing. However, they are not the same, and neither could be used interchangeably as flourishing means more than wellbeing and happiness (Brighouse, 2005; Grant, 2012; Wilson-Strydom & Walker, 2015). Further, Brighouse (2005) remarked the fact that individuals can live flourishing lives even not being happy, while Wilson-Strydom and Walker (2015) stated that flourishing is beyond satisfaction and the status of being happy, and more like personal fulfilment.

So, what is the real meaning of flourishing? According to Grant (2012), with its simplest definition, flourishing means the quality of life. Broadly speaking, it is defined as “*a syndrome of subjective well-being characterized by elevated levels of emotional (presence of positive emotions and a feeling that one is satisfied with life), psychological (positive evaluations of the self that includes a sense of satisfaction with one’s achievements, having a purpose in life and developing/growing as an individual), and social well-being (quality of the relationships one has with others, including positive appraisals of others and believing that one is making a constructive contribution to the larger system)* (Zyl & Rothmann, 2012; p.593). This definition proposed a multidimensional and overarching perspective that focused on the emotional, psychological, and social wellbeing of the individuals. On the other hand, another definition of flourishing relied on the capabilities approach point that

flourishing is the degree that a person is able to actualize what s/he gives value for being and doing (Sen, 1999), and with this form, it also refers to functioning (Wilson-Strydom & Walker, 2015).

4.4.2 Flourishing, Capabilities Approach and Social Justice in HE

A significant number of researchers have signalled the connection between education, human flourishing, and SJ. One of the main aims of education is to be a key tool for students' flourishing and ensure their growth and transformation in their own lives. According to Brighouse (2005), education should not be for raising students to fit into the market equipped with their demands, which is consistently stressed and given importance; rather, it is an instrument for supporting students to live flourishing lives. This point is also highlighted by students themselves, as the primary receivers of HE as they remarked that HE is for personal growth and advancement (Brooks et al., 2021). In other words, education and specifically HE, has been considered as an instrument to develop and enrich the capabilities that will ensure transformation and SJ as well. In relation to this, there are two points coming forth. First, education is the main source for advancing and expanding other capabilities (Walker & Unterhalter, 2007). Second, education is the source of flourishing lives, and lack of education results in lower or no capabilities and disadvantages in the end (Terzi, 2007).

Considering this interconnection and importance, the main desire in HE is nurturing a flourishing life that could not be obtained without “a robust social justice vision of education” (Grant, 2012, p. 910). For this reason, a significant number of researchers have addressed the normative role of HE and pointed out universities to take an active role in developing capabilities, especially of the economically and educationally underrepresented groups, as a moral remit of the HEIs (Marginson, 2011a; Wilson-Strydom & Walker, 2015). At this point, the main question becomes, “how can universities provide the transformation of the students for the sake of SJ?” While the theories mentioned in the second study, Fraser's parity of participation, mainly proposed the institutional arrangements, capabilities approach takes individual's agency into account. Namely, this approach focused on individuals' abilities to transform the available resources into achievements, functioning in a sense which could not be reached without capabilities such as qualified education

and being in a non-discriminative environment (Campbell & McKendrick, 2017). Regarding these capabilities and by developing the Layard's "big seven"(2005) listed as financial situation, relationships with family, work, friends and community, health, freedom, and personal value, Brighouse (2005) proposed the idea that schools can secure flourishing lives through enacting multiple ways; academic curriculum, the use of spare time, extracurricular activities, work, financial arrangement and character of the school ethos. Human development, as a concrete form of human flourishing, is the key term in the capabilities approach; yet, not all individuals can reach the ultimate aim as some suffer from various challenges such as economically and culturally deprived students, first-generation students; to name a few for the university setting. For this reason, the prime purpose for HE should be to create a democratic environment and "raise self-forming agents" (Marginson, 2011a, p.25) for creating their own way of inclusion.

4.4.3 Drawbacks in Providing Capabilities

Many scholars indicate the fact that not all students can benefit equally from HE even if they have access to this education in a prestigious university. The reason behind this non-equal participation derived from the financial, social, cultural, and recognitional hardships. Although many widening participation policies around the world targeted to increase the aspirations of the underrepresented groups (Campbell & McKendrick, 2017), not all achieved the participation of these groups. At this point, Marginson (2011a) pointed out that social status is the impediment for participation and needs attention and resolving for settling justice. In that sense, the question of "what are the hardships students face that both hinder student participation and SJ settlement in the institution?" is of notice.

Broadly speaking, Wilson-Strydom and Walker (2015) stated that economically and educationally deprived students could not flourish in HE due to their previous poor schooling experience, race, and class. In a similar vein but with a more overarching perspective, Mountford-Zimdars et al. (2015) indicated that socially and economically deprived students faced global disadvantage at the macro-level deriving from the HES and socio-cultural structure of the society, meso-level referring to the atmosphere and environment of the institution and finally micro-level meaning experiences and interactions of students during their HE. This disadvantage

nested in groups at society, institution, and individual level revealed the complexity of ensuring SJ for and beyond HE.

Shifting from a broad perspective to the living experiences of the students, O'Sullivan et al. (2019) found out that socially and economically deprived students suffered from several challenges such as previous experiences and family background, and lack of cultural capital. The researchers remarked that poor high school experiences, lack of family and teacher support for the codes of HE, and not having access to the cultural capital forms had an impact on students' agency and decisions. More precisely, even if these students have more potential for having a place at highly qualified and prestigious universities, they obtained either due to lack of know-how, institutional capital, or financial and geographical reasons as the several research indicated (Harrison & Hatt, 2012; Mountford-Zimdars et al., 2015; Wilson-Strydom, 2014). This situation is even valid when they have access to university. Considering the financial side, the literature indicates that financial disputes cause students to have less time to focus on their studies and develop their functioning, as they have to work, also causes mental issues and even withdrawal (Callender 2008; Harrison & Hatt, 2012). Further, Kaye (2021) disclosed that financially and socially deprived students did not only have financial constraints but also adaptation issues due to the fact that they felt alienation in middle-class institutions and were hard-pressed by advancing their cultural habitus to fit into HE. Overall, socio-economically and culturally deprived students initially face financial and adaptation problems that directly restrain them to benefit less from the university resources, not increase their functioning, and eventually slow or impede their flourishing, transformation, and development.

4.4.4 Providers for Advancing Capabilities

Considering this fact, a significant number of researchers draw attention to do more than widening participation and focus on increasing the experiences of these students by ensuring their participation during HE study. The first and expected step for raising HE aspirations of the socio-economically and culturally deprived students, which has been launched by many countries and HEIs, is ensuring financial aid for these students. The main rationale is the fact that if these students do not strive for financial problems, they can adapt themselves to university life and craft their

capabilities to flourish. Various studies were conducted to grasp the impact of these scholarships on students' HE experiences. Although the literature provides mixed results concerning whether these scholarships ensure equity for these fragile students, there are valid results that show how these scholarships make a difference for the students. For instance, Harrison and colleagues (2018) examined the impact of bursaries in access and participation to HE, and the results firmly showed that not for access but for participation, the bursaries provided a lubricating effect and enabled students to advance their capabilities. Further, this study indicated bursaries as a conversion factor as they provide availability for transforming students' capabilities into functioning that are chosen by students' agency. In other words, bursaries support success, reduce stress, increase motivation, provide access to both formal curriculum and extracurricular activities as well as reduce the necessity for working more, which makes HE more equitable in terms of participation (Harrison et al., 2018; Harrison & Hatt, 2012). Contrary to this, some studies highlighted the miscalculation and mismatch of the distribution of the bursaries and scholarships, unfortunately, exacerbated the inequities among HEIs (Callender, 2010), which signaled the importance of identifying the needy students in the right way with the proper manner (Kaye, 2021).

It is no doubt the fact that the scholarships do make a difference for these students' HE experiences by providing at least financial relief. Yet, providing scholarship as a first step for reaching an equitable HES and enabling the transformation of the students is a narrow consideration as this understanding overlooked the other inequalities stemming from cultural and social obstacles (Reed et al., 2015). Moreover, equity in HE for students could not be confined to socioeconomic indexes (Sellar & Gale, 2011) and needs a more holistic institutional approach (Kaye, 2021). At this point, some scholarship emphasized the first step as recognition of the vulnerable groups. That is to say, Gale and Tranter (2011) indicated the epistemological equity that makes sense of the previous experiences of these students and creates spaces for expressing themselves rather than only more places. In a similar vein, Suransky and van der Merwe (2016) defined universities as transformative spaces in which privileges should be questioned. Further, they highlighted the importance of the organizational culture, which can act as glue, and

stated that students should not only be taught about formal functioning but also informal proceedings, dos, and don'ts to learn the language of HE (Sellar & Gale, 2011).

Many research stated that these students also have constraints due to the alienation feeling and not being able to fit into the university (Harrison & Hatt, 2012). For this reason, more institutional support and mechanisms are needed to reach the participation to university in addition to financial aid. With this purpose, Kaye (2021) remarked on the necessity of building a diverse atmosphere, reducing the intimidating feeling and experiencing outreach activities, and ensuring access to university resources and opportunities.

To this end, the growing literature remarked that financial disputes and the lack of social and cultural capital prevents this specific group of students' developments as they bring accumulated inequalities stemming from individual, social and environmental reasons. To resolve these barriers ahead of equitable HE setting, Wilson-Strydom (2014) specifically emphasized the transition process and proposed seven capabilities that serve as a guide for diminishing the inequalities in access to HE. These seven capabilities are (1) practical reason, (2) knowledge and imagination, (3) learning disposition, (4) social relations and social networks, (5) respect, dignity, and recognition, (6) emotional health, and (7) language competence and confidence. In order to provide human development, the institutions should support their students' challenging transition process by realizing these capabilities list into meaningful interventions. The practical reason refers to making wise, reasonable, and analytic choices with career options. Knowledge and imagination include critical thinking, using multiple lenses, and academic inquiry. Learning disposition indicates one's being self-agents for their own learning and having eagerness for learning. Social relations and networks reflect the environment framed by social relations, friendships, belonging, support for learning, and collaborative workings groups. Respect, dignity, and recognition are the atmosphere/culture of respect, valuing diversity (other languages, religions, ethnics, etc.), not being marginalized for any reason, and having a voice. Emotional health means having confidence in learning and not having excessive fear and anxiety. Eventually, language competence and confidence mean being competent in the medium of

instruction in the institution. According to Wilson-Strydom (2014), locating this capability set in the institution would potentially ensure readiness for university participation and resolve the discriminatory issues.

The capabilities list of Wilson-Strydom (2014) provided a practical lens for the institutions that specifically and initially focused on the transition process of the HE students. In addition to this list, Boni and Gasper (2012) also introduced a matrix that listed activities and practices for better orientation, and this also has a similar emphasis with the aforementioned list. According to researchers, to secure human development, the universities need to take wellbeing, participation, diversity, and equity, which are also immersed and spread into multiple roles of the university, including teaching, research, governance, community service, and culture.

Overall, HE can provide SJ for the students not only by giving place in the university but also by creating spaces for the students framed by diverse capabilities, which will steer human development and flourishing. The capabilities approach as a framework remarked having access to resources, which will enable or disable the opportunity of achieving functioning (Campbell & McKendrick; 2017), and also it takes the conversion factors and individual agency into account. Furthermore, this approach emphasizes the institutional mechanisms that help students to advance their capabilities. Lastly, the power of this approach comes from its standing that asserts education institutions as transformative places rather than platforms that is reproducing inequalities (Walker & Unterhalter; 2007).

4.5 Method

This part covered the elements of the method utilized in the research, including design, sampling procedure, sample, data collection instruments, data collection process, and the data analysis.

4.5.1 Design

Among the three main paradigms, this study followed the post-positivist paradigm as the main arguments of this research relied on the fact that reality is socially constructed through the interpretations of the individual. And, it is not possible to wholly explore the truth as it is non-measurable, fragmented, multiple, and

sophisticated (Merriam & Grenier, 2019). Relying on this identified knowledge, the current research benefits from the qualitative methodology that encompasses several designs with distinctive characteristics. Qualitative research is recognized as a general term that sheltered various techniques, and broadly speaking, it is defined as “an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world” (Van Maanen, 1979; p.520). This definition covers the general tenets of qualitative research. Additionally, by drawing attention to nuances in the conceptualization of the qualitative research, Merriam (2009) unveiled the core characteristics of typical qualitative research and listed mostly highlighted features in each definition as meaning-making and understanding of phenomena, focusing on process in an inductive way and researcher as the key instrument. In the light of this definition, this research also utilized qualitative research that focused on how students understand and make meaning of their experience at a prestigious university.

In qualitative research, various types of research questions are explained through different designs. Prominent scholars identified a list of designs to investigate diverse research questions. For instance, Patton (2015) classified sixteen orientations; Creswell (2013) pointed out five traditions, while Merriam and Grenier (2019) defined eight strategies for enacting qualitative research. Generally, a case study focused on exploring of a thing, a phenomenology that investigates the specific phenomena, and ethnography that examine daily patterns are the most mentioned and utilized designs in qualitative research. However, other research does not ideally suit the absolute parameters of these designs. The current research was also one of these, as it did not show complete allegiance to these orientations. Realizing this fact, this study was designed as generic qualitative research defined as “simply seek to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved” (Merriam; 1998; p. 11), and Merriam (2009) stated the fact that most research in applied sciences including education is generic qualitative as the researchers examined the participants’ construction of the reality although researchers tried to dress it with the most agreeable and common codes.

Also, this study has a distinctive characteristic as one dimension of the research explains the case study and has the nature of validating results of Study 2. In other words, this research is located as the generic design within the case study.

As noted, this study employed a generic qualitative design to address the descriptions of what students experience in a prestigious university and their transformation process and meaning making as a part of this university (Merriam, 2009; Patton, 2015). There are a couple of reasons for utilizing this generic design rather than the most preferred ones. First, there is a hot debate in the literature about the studies that do not fit in the popular genres, and scholars usually choose the most known by recasting their focus. At this point, Kahlke (2014) argued the confusion of the researchers in the selection of the methodologies, resulting in “hollow allegiance”, meaning that the researchers satisfied the needs of the methodology rather than the research and main aim. As a solution, he offered an inspiring practice of using a generic qualitative method that paved the way for the exploration of the new ideas without limiting or fitting inside the predetermined space. Drawing on this argument, I specifically used this design in order not to characterize my research as hollow allegiance to the methodology.

Second, this design has strengths as it benefits from several approaches, and it does not identify absolute parameters that restrict the knowledge in this research when the patterns hardly fit other designs. Last but not least, it is for sure that the aim of this research does not better fit into phenomenology as the main focus is not only to define the lived experiences and the meaning attributed to the specific phenomena. Instead, this research aimed to examine the initial ideas, experiences, and their interpretation of the SJ practices of the institution, as well as the meaning making of their transformation as an individual. Further, this study also has the character of validating the results of the Study 2, meaning that this research aims to answer whether the structures and mechanisms for SJ in the institution ensure SJ for the students. Overall, this study examined the specific research questions with generic qualitative design listed as follows:

1. What challenges do SCDS face in the transition to a prestigious university?
2. What are the experiences of SCDS at a prestigious university?

3. What are the perceptions of SCDS concerning SJ practices of the university?
4. How do SCDS interpret the transformational role of the university?

4.5.2 Sampling Procedure

The sample of the current research was selected by utilizing three different types of purposeful sampling techniques with the aim of choosing the participants nested in this context. The main purpose of the research was to investigate the experiences and reflections of students who had a culturally and socially deprived background on SJ practices of the university and to examine their flourishing during the passing years in this prestigious university. Within this scope, criterion sampling was employed to recruit 14 participants, as the research mainly relied on the experiences of a specific group. To select rich informant participants, the researcher identified criteria, such as being a first-generation student, living in a small-scale city or living in the east part of the country, having a low SES background, and being a student at this university at least three years. Regarding these mentioned criteria, the researcher prepared a survey and asked the interviewed faculty members to share the link with the students. In total, 35 students completed the survey with various backgrounds. From this survey, the researcher selected seven students who possessed at least two criteria identified. Implicit here, either first-generation students or the ones living in the village were specifically selected, and e-mail was sent to these students in which the aim of the research and the process were clarified.

During the selection process of the participants from the completed survey, maximum variation sampling was also utilized to recruit the participants and to ensure the versatility of the participants, in a sense, the data (Marshall & Rossman, 2016). As there were many students who had more or less similar backgrounds, the researcher cared for representing the gender, their departments, and the working status of the participants during the selection process.

Lastly, snowball sampling was employed to reach the students with rich information and experience. In these instances, the researcher asked both faculty members she previously interviewed and the interviewed students about the possible participants having certain criteria and who has a story to tell in this matter. The researcher

specifically asked, “With whom do you think I should talk about this matter?” and the faculty proposed three participants, and students suggested more than five participants. Among these suggestions, the researcher contacted, and interviewed seven key informants and these participants were also chosen by the pre-determined criteria.

4.5.3 Sample

Employing various sampling techniques; criterion, maximum variation, and snowball, the researcher interviewed 14 students about their experiences in a prestigious university, named Riverside University. As displayed in Table 13, the distribution of the gender was equal among the informants. Of these participants, eight students were first-generation students meaning that their parents had lower education degrees other than college. Also, four students could be called first-generation students, as their parents did not have a college degree; yet, there were other family members; brothers or sisters, who had enrolled in university in the same period. Considering the living place, except for four students, other informants remarked that they were living in either village or a small city that harbored very limited opportunities and resources, ensuring student’s improvement. Furthermore, most participants remarked that their high schools were in short supply of quality teachers and materials.

At the university level, students’ departments showed variation, such as education faculty, economics, administrative sciences, humanities, and engineering. All of the participants stated that they enrolled in English preparatory classes for at least one year due to their limited language skills. In general, they had a minimum of four or five years of experience within the university. All participants indicated that they benefited from the scholarship opportunity provided by the university. The distribution of the scholarship types and working status of the participants, as well as other characteristics of the sample, were presented in Table 13.

Table 13: *Demographic Characteristics of the Sample (Study 3)*

Participant	Gender	Status (FG)	Place of residence	Department	Scholarship	High school type	Experience at campus	Prep class status	Working status
S1	M	Yes	V	International Relations	Accommodation Cash	Private high school	6	Yes Repeat**	No
S2	M	Yes*	V	Elementary Mathematics Education	Accommodation Cash	Basic High School	5	Yes Repeat	No
S3	M	Yes	V	Mechanical Engineering	Accommodation Food voucher Cash	Science High School	5	Yes	Yes
S4	F	Yes*	V	Economics	Accommodation Cash Book	Science High School	4	Yes	Yes
S5	M	Yes	ST	Elementary Mathematics Education	Accommodation	Teacher High School	4	Yes Repeat	Yes
S6	F	Yes*	ST	Elementary Mathematics Education	Accommodation Cash	Anatolian High School	4	Yes	No
S7	M	Yes	V	Elementary Mathematics Education	Accommodation Cash	Teacher High School	5	Yes Repeat	No
S8	F	Yes	C	Chemistry	Accommodation Cash Food voucher	Anatolian High School	4	Yes Repeat	No
S9	F	Yes	C	Geological Engineering	Accommodation Cash	Anatolian High School	4	Yes Repeat	No
S10	F	Yes*	C	Economics	Cash	Anatolian High School	5	Yes	No
S11	F	No	ST	Education	Accommodation	Anatolian High School	4	Yes	Yes
S12	M	No	C	Psychology	Accommodation	Anatolian High School	5	Yes	No
S13	F	Yes	ST	Economics	Accommodation Cash Food voucher	Anatolian High School	4	Yes	No
S14	M	Yes	V	Aerospace Engineering	Food voucher	Science High School	3	Yes	No

Note. Gender: F = Female; M = Male.

Place of residence: V = Village; ST = Small town; C = City.

* Represents the students of whom at least one of the family members is enrolled in the university within the same period.

**Represents the students enrolling in prep class for two years.

4.5.4 Data Collection Tools

This study basically benefited from in-depth interviewing described as a tool for constructing the knowledge (Kvale, 1996) in a structured or unstructured conversation with the focused individual or group (Marshall & Rossman, 2016). For this reason, the qualitative data were collected through semi-structured in-depth online interviews with the students in the prestigious university. In the semi-structured interviewing process, the researcher conducted the section through the pre-prepared guiding questions. For this reason, the interview protocol was crafted by the researcher by following the dimensions of the theory utilized in the current research.

Implicit here, the student interview form was prepared to understand the experiences and perspectives of students in relation to SJ practices of the university as well as to uncover the challenges students face in the transmission process from high school to university and their experiences during university life. With this purpose, the interview form had seven dimensions as follows: demographics, transmission process to university, university experiences, SJ practices of the institution, including distribution, recognition, and participation and capabilities dimensions.

The two supervisors revised the prepared interview protocol and notified their concerns and feedback. After having a consensus on the format and the content of the questions with the supervisors, the researcher took feedback from three scholars who were experts in the field of education, HE, and SJ. Considering this feedback, some questions were eliminated as they were regarded as repetitive, and some minor changes were made in the protocol that did not distort the overall dimensions of SJ. Eventually, each dimension had at least three main questions with sub-questions and prompts. The exemplar questions were, “What are the challenges you come across while preparing yourself for the university? What are the main sources provided by your university? What do you need most as a student at this university?” (See Appendix F). After revising the interview form, the researcher conducted a pilot interview with a third-grade student and took her comments about the questions. As no changes were made in the interview form, this interview was also analyzed in the main data.

4.6 Data Collection Process and Ethical Consent

After the revision of the instrument by the researcher and the confirmation of the supervisor, the researcher applied to the Human Subjects Ethics Committee for ethical permission to conduct research. The review process lasted almost two months, and both the interview form and the research were approved by the committee without any remark for revision (see Appendix C). Soon after getting approval from the ethics committee, the researcher initiated the interviews with students. Due to the Covid-19 pandemic, all interviews were conducted online with the volunteer students at the scheduled times. As a data collection technique, the semi-structured interview was utilized as it ensured conformity for the researcher to control the process in a structured way; on the other hand, it also provided flexibility for asking additional questions or digging the points that gathered attention.

The anonymity and willingness of the participants, as well as protecting their rights during and after the interview, were the foremost points considered by the researcher. With this purpose, the researcher initially indicated the purpose of the research in an explicit way and informed participants about how to use data, how to protect their identity and personal information and how to store the data after the interview. Following this, the approval and consent of each student for recording their voices were taken (see Appendix E for consent form). Also, students verbally indicated their willingness to participate in the research. Furthermore, each student provided a gift card to buy books to support their participation, and the researcher sent these cards to their email address after conducting the interview.

All interviews were conducted by utilizing an online platform with an average of one hour; yet, only voice recording for transcription was taken place in order not to distract participants and to protect their identity. During the interviews, the researcher did not call the names of the participants for not revealing their identity. Additionally, the researcher took notes during and after the interview about the points she realized. The data collection process lasted one month, from March 2021 to April 2021. Although the data was saturated after interviewing almost eight students, the researcher finalized the process after interviewing 14 students since the informants no longer provided new information. The only challenge faced during the

interview was related to technical reasons. As noted, the interviews were conducted online, and since some students were living with their families in the village, there were internet connection problems that affected the quality of the informants' voices. At those times, the researcher asked the question once again or confirmed the saying of the participants.

4.6.1 Data Analysis

The analytic strategy proposed by Marshall and Rossman (2016) was employed by the researcher during the data analysis process. This process had seven steps listed as organizing the data, immersion in the data, generating case summaries, possible categories or themes, coding the data, noting analytic memos, examining alternative understandings, and reporting. Initially, the researcher organized the data by transcribing the verbatim and anonymizing the data by renaming or deleting the personal information in the dataset. Additionally, the notes from the interview were reviewed. In the second phase, the researcher listened to the recordings, and she read and reread the transcriptions to be familiar and to have prolonged engagement with the data. Furthermore, the researcher herself collected the data and transcribed the entire recording verbatim, which also enabled the researcher immersed in the data.

After the initial steps of organizing and getting familiar with the data, the main step was completed by coding and generating themes as well as creating memos. At this phase, the researcher used the initial code list (the one she formed in the second phase of this thesis) and extended this list with the ones related to the aim of the student part. Furthermore, the researcher took thematic memos in order to validate how the patterns have meanings (Marshall & Rossman, 2016). This coding process was recursive and iterative, meaning that the researcher interpreted the data starting from the data collection process and moved back and forth for extending, revising, and clustering the related codes and themes. The data was generally analyzed in an inductive manner to examine the patterns and themes (Marshall & Rossman, 2016). In contrast, some themes were taken from the dimensions of the theoretical framework of this research. During this iterative process, the researcher utilized computer software (i.e., MAXQDA 2020) to ensure the management of the dataset and the results were interpreted based on these findings at the final stage.

4.6.2 *Trustworthiness of the Data*

In qualitative research, the trustworthiness of the data was evaluated through confirmability, dependability, credibility, and transferability, which were proposed by Lincoln and Guba (1985). Confirmability means the neutrality of the data by being free from researcher bias as much as possible (Marshall & Rossman, 2016), while dependability refers to the consistency of the research process. To ensure confirmability and dependability, the researcher explicitly told the whole story of the research, including the “backstage information” (Marshall & Rossman, 2016; p.272) that also covered the biases of the researcher. Also, the whole research process, including research questions, sample, design, data collection tools, data collection process, and data analysis, was examined and discussed with the supervisors. On the other hand, the researcher took personal notes to be self-aware about her assumptions and biases during the research process.

Credibility indicates the truth-value of the research and refers to whether the findings make sense for the researchers, readers, and the participants (Marshall & Rossman, 2016), which is also called a right factor (Saldana, 2011). With this purpose, the researcher ensured the triangulation of the data analysis by utilizing the peer check. During this process, she discussed the coding and her interpretations with one colleague and reconciled converging and distinctive conclusions. Furthermore, the researcher also presented direct quotations as concrete examples of interpretations.

Lastly, transferability signifies the transferability and appropriateness of the research to the other settings. With this purpose, the researcher used a thick description of all research steps, such as sampling procedure, characteristics of the sample, and the instruments, which enabled readers to decide on the appropriateness of the research to their context.

4.7 Results

This section addressed the following qualitative research questions that dig for the patterns in the transition process to university and experiences of SCDS as well as the SJ practices of the institution and the transformative impact of this prestigious

university in the lives of SCDS. The guiding research questions within this chapter are listed as follows:

8. What challenges do SCDS face in the transition to a prestigious university?
9. What are the experiences of SCDS at a prestigious university?
10. What are the perceptions of SCDS concerning SJ practices of the university?
11. How do SCDS interpret the transformational role of the university?

The analysis revealed four main categories that covered several themes and codes. These main categories are as follows: (1) challenges faced during the transition process, (2) SJ practices of the university, (3) transformation impact, and (4) the case as an SJ provider. The Figure 33 demonstrated the short summary of the themes emerged from the data.

Figure 33: *Summary of the Themes*



4.7.1 *Challenges Faced During Transition Process*

This category put forward the challenges faced by SCDS during their preparation for the university exam and the transition process, which also highlighted the existing financial, cultural and social accumulation of the students as a starting point before getting into college education (RQ8). The results of the qualitative data disclosed the

fact that the majority of these students suffered from several challenges, including family and financial issues, the infrastructure of the region or the high school, and access to quality materials and teachers that were all associated with the development level of the region.

The results suggest that the students deal with limited opportunities at home which has a limited supportive impact on their preparation for university entrance examination. This is an important sign of inequality in the preparation phase. As for the challenges originating from the conditions at home, most of the participants noted that they did not have an isolated environment to focus on studying and had to either share their room with other family members or study in the common area, which hindered their concentration. There were also limited conditions at home mentioned by some of the participants as the main challenges during the preparation times. Additionally, the conflicts among family members increased their stress levels. One student who was living in a village in deprived conditions uttered this situation as follows:

There are heating problems. There was a stove (soba) those times at home. There was a TV in the same room as well. Since all the family members were in the same place, there was no place to study. I had to study while family members were watching TV; yet, this did not give me much opportunity. This was one of the biggest problems. (S2)

The experience of this student was a general fact for other deprived students in the dataset as well that woefully indicated the entrenched inequalities students suffered. Another challenge that came forth was the infrastructure of the region since most of the participants in this study were living in a village or less developed cities, which harbored limited opportunities for the students. The results manifestly demonstrated that those living far away from the city center were exposed to double hardship resulting from this challenge. First, as the region was underdeveloped, there was a limited or lack of quality education, schools, or teachers, which forced students to search for other alternatives and travel for more favorable options. In turn, transportation issues came as a second hardship when students traveled for having access to quality education that recalled for extra budget for transportation, and even, so there was limited transportation that also restrained their time. The sentiments of the one women student from a less developed region put the issue in this way:

“There was a transportation problem. First, in my hometown, there is no minibus after half-past six. You can't stay to study until 7” (S4).

Also, access to quality materials and teachers was another challenge faced by the students living in villages. That is to say, living in a deprived region resulted in the hoard of limited opportunities by the relatively affluent students. This situation caused SCDS to have almost no option to craft their capabilities as well as to ameliorate the conditions in terms of academic, social, and cultural enhancement. One of the participants indicated her experiences due to this compelling situation as follows:

There are not many opportunities to improve yourself. For example, if you want to go to swimming lessons, there are very few options. For example, you can't go. I even learned to swim when I attended to this university. I benefit from the opportunities of this university. Or, for example, if you want to take private lessons again, there are a few good physics teachers in town, and they are reserved beforehand. You can't even take private lessons. There are such incredibly limited opportunities here. For example, there was no *dershane* (cram school). You know, some *dershanes* were closed due to these certain events. For example, in the 12th grade, I could not find a *dershane*. In fact, when I came to this university, people had mentioned that they went to these *dershanes*. I said what it is. Was there something like that? (S13)

Additionally, the same student predicated the fact that family background also had an impact on catching the opportunities. She exemplified the best options, such as the best teachers and materials reserved by the students whose family members were teachers due to limited opportunities within the region. As noted, there were stark patterns deriving from family, geography, and the school for these bright but poor students, and these patterns also caused skewed participation in prestigious universities as well as hindered the flourishing of the students by leaving them with less developed capital compared to their affluent family background counterparts.

4.7.1.1 University Preferences. Even though these students faced several social, cultural, and financial challenges during their preparation for the university, they gained success by having a place in a prestigious university by breaking their social, economic, and cultural path; overcoming the historical (epistemic) inequality. However, the results explicitly showed how the university preference process of these students was steered by their aforementioned challenges. In other words, they attributed university the meaning of freedom/salvation from the pre-existing roots as well as comfort prosperity and hoped for a change in their life by being a part of a prestigious university. Regarding that, all participants highlighted that fame,

prestigious and quality of the university were the salient reasons for selection also directly affiliated with the employability in the long run. The prestige of the university and the employability option as the fundamental reasons of selection were explained by the participants as follows:

As an advantage, the university has a reputation. Although many people try to discredit it, it is still a university that is known in the world, a university that has a ranking in very good places. It contributes to the development of people. (S10)

I heard about this university: People can find a job before they graduate. I thought it was a rumor or something. But then I experienced it was real. This university realized this as it is the best in the field. I look at my peers; it seems to me that they are really looking with blinders. (S8)

Additionally, participants remarked that how such prestigious institutions had an influence on students' life that also indirectly assured upward mobility emerged as a key reason for the selection of this university. Besides, the facilities the university provided, such as scholarship, accommodation, campus environment, academic opportunities, resources, qualified instructors, and foreign language as the medium of instruction, were the main pulling factors for the students. Regarding that, participants voiced their ideas by stating:

There are science high schools, people who go to science high schools have a chance to be the leading role in their lives, so it is more like this for this university. So what I know is actually very general. My choice is not conscious. There are few top universities in the engineering field. Among them, I was looking for the one close to Ankara and has the mechanical engineer ... The university in İstanbul does not have English as the instruction language. At that time, there was only Turkish. Not because of the atmosphere here, obviously. In other words, it was a more general preference. (S3)

First of all, this university is a brand, and I think it is the school that supports its students the most socially. Too many students' clubs, too many events. You can attend an event every day at this university. Therefore, besides academic success, social opportunities were also very effective. For example, dormitory facilities are the most important thing for me. Since it is located in Ankara, it is cheaper to survive in Ankara than in İstanbul. For me, this was also very important. Because we have only my mother's salary as a budget. (S13)

The other constitution that drives the selection process of the participants was the dilemma in selecting a prestigious university or second-tier university but a lucrative field, which also encompassed the stratification issue. The sentiments of most participants during the interviews explicitly displayed the ebb and flow of their decision that ended up to select a prestigious university regardless of the department as the participants realized the fact that the university they are going to graduate from has an enduring effect on their lives. Implicit here, students chose to enroll in the non-lucrative field in a prestigious university such as chemistry in this university

rather than selecting a lucrative field in a non-prestigious university such as engineering in other universities due to the low quality of other institutions.

Following that, their socio-economic background affected their selection process and exacerbated their dilemma, especially in the selection of the department. Simply put, their socio-economic background indirectly restricted their choices as the lower SES students were seeking for more stable, credible, and safe future. Drawing on this issue, one of the first-generation student participants with low SES mentioned how the family guided the selection process for education faculty rather than engineering faculty since the former almost guaranteed a job in the state schools while the latter was recalled as an ambiguous future.

I didn't think much; I was thinking like this at the time. It should be easy to assign. After graduating from university, I thought that I would at least have a job. I scanned the departments of this university. The food engineering department was an option from engineering fields. But in our family, there is a perception of what engineers do. There has never been an engineer in the family before. It's always like this. In our family, two of my sisters are teachers. One of them is an agricultural engineer, and she does not do this job. So, I wasn't quite sure. We also checked the statistics for assignment; at that time, the score for the assignments was very low. So, we said let's choose our department directly here. (S2)

As it could be inferred from the statements of the participant, all students in the family tracked the same path either to guarantee their future or not to take risks; besides, it was assumed that they did not have other departments as the selected option. Another noticeable point is the fact that these students were guided mainly by their parents or family members who did not have adequate education to inform their children about the university or the departments and their support did not go beyond financial support. One of the participants indicated this as follows: “Now that, at this university I can understand how a family matters. I do not have a guiding light. I feel like as if everywhere is dark and I hold on to whatever I find in darkness” (S14).

4.7.1.2 Adaptation Process. Students in this study did not only face challenges during the transition from high school to university but also experienced some adaptation problems in their first year deriving from similar reasons (RQ9). The most frequently mentioned challenges that hindered the adaptation process of the students were derived from academic, social, and financial reasons. First, depriving academic background is indicated as a challenge. As almost all participants had lower quality language education in their high school, they could not have a chance to improve

their language capabilities. For this reason, most of them could not achieve language exams in their first year due to this lack, and repeated the prep class one year more, which created an extra psychological burden for students. Additionally, the students remarked the fact that there was a pretty much difference in language between students who graduated from private schools and students who graduated from public schools. That is to say, students from private schools had high fluency in using the second language compared to them. The role of high school in depriving academic background materializes the transmission of academic disadvantages through different levels of education. One of the students uttered how the language proficiency and the socio-cultural background had an influence on the academic life as follows that also impaired the psychosocial adaptation process and caused academic anxiety for those students.

First of all, I think it makes a difference. Because they speak fluently. When the teacher asks them a question in class, they don't get nervous like me. Because I was feeling very stressed. I feel insecure about speaking English. Apart from that, I think I also had a general self-confidence problem. So that's it. People with slightly better family situations had better self-esteem in general. In other words, while taking such a course, while they are asking questions to the teacher in the lesson, I, for example, could not ask any questions during my university life. (S10)

Second, participants indicated that they suffered from social adaptation since their socio-cultural background, as well as the capital they have and awareness about college life, were not sufficient for building a network in a prestigious university. They identified their feelings as lonely and outsider. Specifically, one participant highlighted her/his feelings due to coming from a small-scale city as follows:

People come from such big cities, and I think there is definitely a majority of people coming from a big city at this university. At least that's how I felt. In fact, you met so many people at the orientation meeting; I met one; he said that you also come from such big cities, right? I was very surprised, no, I'm not coming. She was coming from Bursa or something. Frankly, I felt a little excluded. Because I was constantly faced with such reactions. For example, when I said I came from A..(small city), where exactly was that place, is it more larger than this university? Maybe the people I met might have behaved like this all the time. But I really felt like I'm the only one coming from the small town. Everyone else who has high culture knows everything already in this school. For example, I learned what IELTS, TOEFL is in the prep class. These people have already taken the IELTS and TOEFL in high school. I mean, I was very surprised at how they were equipped in high school. I felt so lacking in everything. Felt like I missed something too much. (S13)

Unfortunately, owing to the challenges they faced during their adaptation, participants could barely notice the opportunities provided at this prestigious university as one participant voiced this situation and offered extra focused institutional support and assistance to liberate these students during those times.

As I said, I learned about opportunities late, and I don't think that I spent my university period very productive despite the opportunities. So, people have to have a way of making themselves aware of it, including myself. Of course, these people have responsibilities to develop themselves. But I think institutions should be more active in these matters. I think that there are issues in relation to having similar opportunities between other students and the ones coming from more economically disadvantaged and less developed cities. (S1)

Last, financial reasons compelled both the social and academic adaptation process of the students as their initial agenda prioritized the basic needs. More specifically, the results disclosed that participants had economic challenges to pay for books and accommodation until they found a bursary. One of the participants noted that the adaptation problems directly affected their academic achievement, which also ended up with the cancellation of the scholarship. In this way, the challenges students faced during the adaptation process doubled for educational and financial reasons. Last but not least, it is of note that the economic dimension was not mentioned as much as academic and social reasons as students mostly dealt with the former rather than financial ones. Drawing on the conversation with the empirical data, the results overall indicated the fact that the historically entrenched inequalities; economic, family, and cultural, had a profound effect on the experiences of these students either in their transition process and adaptation process for which they highlighted their needs for urgent and additional support in the earlier stages.

4.7.2 Social Justice Practices of the University

This part covers the multi-dimensional practices of the university, including distribution, recognition, parity of participation as the main themes, which are also the most robust and mentioned in the dataset (RQ10). The participant students listed several practices of the institution that piled up under the pre-mentioned dimensions, and of notice was the fact that these themes also emerged in the faculty data in a similar vein. However, there are no clear-cut boundaries among these dimensions; instead, they are inextricably related and benefit one another, as the results disclosed.

4.7.2.1 Distribution Dimension. This theme referred to financial, academic, and social structures available for the students and also reflected the attributed meaning to these structures by the participant students. Initially, the results explicitly disclosed that there were many financial structures presented within this institution to all students, including SCDS, such as scholarships with varied options and accommodation.

The most prominent distributed mechanism for infusing SJ within the institution as perceived by the students was the scholarship. The results indicated that there were many forms of scholarship, which were presented as bursary in cash, food, accommodation, and books. Not every student had a chance of benefitting from these resources with no payment. Rather, students with relatively low SES backgrounds could have a chance to benefit from these resources. Put another way, the fair distribution of these resources was based on a couple of eligibility criteria; economic background, family background, properties students have, and living place (in the same city or not). The bursary committee of the institution primarily identified the students who are economically disadvantaged based on these criteria, and eventually, students took at least one type of scholarship.

As one type of financial distribution mechanism, students mainly mentioned the cash bursary they took from the university. The data results noted that the university either provided the scholarship by itself or was being the mediator between students in need and the foundations or grantor. Additionally, the university also supplied food vouchers for the students, which enabled students to eat at the cafeteria either, or both as lunch and dinner. Besides, this cafeteria provided cheap food for students, which means even they could not have a scholarship, they could afford this. Although there were some issues regarding the quality of the food, students majorly favored this opportunity and also highlighted that it was inclusive by enabling vegan options.

Another financial distribution mechanism that was also ensured within the university was the scholarship for accommodation by means of which students did not have to pay for their accommodation until they are graduated. One of the students emphasized that there was no university in Türkiye with such a varied capacity, and most of them highlighted the importance of dormitories' being inside the campus, which also allowed them to have easy access to other facilities without any payment for transportation. The following statement explicitly confirmed the results presented and indicated the influence of these opportunities on students' life:

Financial opportunities... scholarship status. In other words, the scholarships given by the school help. Other than that, I was living in the dormitory. Living in a dormitory also had a huge impact on me. Because I did not think that I could live anywhere for such a low price, so comfortable. Likewise, cheap meals, etc. (S6)

Lastly, there was additional financial support given to these students for encountering the expenses for the books. Overall, participants indicated distributional mechanisms that enabled financial structures, cash bursary, food vouchers, accommodation, and books, to infuse SJ practices within the institution. While some of the participants indicated that they took all kinds of scholarships at the same time, some stated they only benefited from either accommodation or cash bursary.

The results showed that these financial resources had a significant impact on SCDS as all facilitated their living and updated their conditions not only for themselves but also for their families. Implicit here, students transferred these scholarships as a resource to other parts such as economically supporting their families or developing their capabilities. For instance, some students remarked that these scholarships provided their economic wellness, decreased their financial anxiety, and they also financially supported their families: “It is like this, the scholarship allows me to support my family financially instead of getting financial support from my family directly, and it is something that gives me a lot of self-confidence” (S8).

For example, I was receiving two scholarships. I can say that it offers a good opportunity as a scholarship. I have one friend, not just for myself. I mean, his situation is very bad. When I saw him, I realized that we were actually in good condition. It was very good for him. He was taking a scholarship from one of the best companies, and he was sending some of it to his family. I think I made a good choice as a scholarship in general. I can tell you that the university really gives scholarships to needy students. (S2)

Furthermore, another student voiced how this scholarship enabled him to continue her education life as follows:

For example, I got a scholarship, and it was beneficial for me. Well, the financial situation of my family is not good. I couldn't go to school without this scholarship. Frankly, having this opportunity at this university made me feel very comfortable. (S10)

More importantly, it is no doubt that the university catalyzed the conditions for these economically and socially deprived students and enabled them to access basic needs with no payment or with minimal credits.

Considering the overall distribution mechanism of the university for infusing SJ with all components, the results demonstrated that they were complementary to ease the life for the students. These scholarships, such as food, cash, book support, and accommodation, directly enabled students to live with minimum money on the

campus with high standards and without needing any extra support even from the family; to gain economic autonomy that directly paved the way for freedom; to motivate and focus on academic courses, to flourish their capabilities and subsequently to improve self-reliance. Broadly speaking, these opportunities were as if they were acting in concert to liberate the students. The following student identified this university as “*the structure specifically designed for students*” and explained her lived experiences in this way:

If you evaluate it like this, there is everything. At prep class, the university was helping the students who would not be able to buy the book during the preparation, even if they do not have a scholarship. I am a student with scholarship and I know that I spend 20 liras a week. So, without doing anything, I only spent 20 liras to meet my needs. I had a food scholarship, I have a dormitory scholarship, I have a cash scholarship. I can live without any help from my family. I'm talking to my friend in Istanbul, I say, how do you really spend that much money? But everything is very good, in this sense; I think it is a system designed entirely for students. (S8)

In addition to these financial resources, technical, academic, and social resources indirectly ensured financial support for the students. Of notice was technical support provided within the campus, such as computers and the internet. Students could easily access to computers and the internet in diverse places; library, dormitory, and their departments. Surprisingly, the results indicated that most participant students did not have the internet or computer since they did not need so far as the university had already ensured those facilities. However, when the Covid-19 pandemic outbreak started, students were in emergent need of computers and the internet due to the fact that the university utilized remote education, and the students were not able to benefit from campus resources. In this vein, that was the point that heightened the attraction and awareness about the importance of the campus university and the resources. Regarding the students' needs during this remote education process, students remarked that the university provided technical support by distributing the internet, computer, or laptop. At this point, one student listed the mechanisms as follows:

Since second grade, I have benefited from the university's dormitory scholarship. Apart from that, I think I received internet help during the pandemic period. Dormitory and internet assistance. Also, the school sent me a laptop during the pandemic period. (S2)

Coupled with financial and technical mechanisms, academic and social practices also came forth. As for the former, participants remarked the library included various resources covering books, articles, online resources, training, computers, and study

places; by means, students did not have to budget for stationary or look for appropriate conditions to study. The latter mechanisms were listed as health centers, sports centers, and transportation, for which students either did not pay or had easy access to these at a lower cost. For instance, one student remarked how she felt secure as she could easily have access to health resources whenever she needed them.

Yes, accessibility is easy. At the same time, it is easy to meet basic needs cheaply. For example, although there is a state dormitory, ours is the dormitory of the school. There, for example, my sister pays more. We had medico access, and it was a lira. In other words, the access to that hospital is very close to us, and it is not at such a high price. When something happens, I don't think about it. (S9)

Overall, the participants emphasized the vital importance of the campus university structure that covered all the facilities and structures within the campus, and this campus university structure enabled students to save time, energy, and money.

In the simplest terms, you can access things very quickly because of the physical conditions of this university as it is a campus university. For example, I live in a dormitory. The pool was right next to my dormitory. As I said, I learned to swim when I went to university. I went to swimming lessons in the prep class. You know, because there is no such opportunity here (previous city) and because I always wanted it so much. Because it's like something, everyone should know. I didn't even know it. For me, access to the pool was effortless. It was very cheap; I could afford it with my student budget. To put it simply, the university added this to me and many other things. For example, I learned a student club from a friend I met in the orchestra and went to Morocco. If I hadn't learned from him, I probably still would not have gone abroad. (S13)

4.7.2.2 Recognition Dimension. This theme revealed the structures within the institution that specifically recognized the needs of the disadvantaged students. With this purpose, initially, the analysis of the participant students about the disadvantaged groups within the university was disclosed. The results showed that there were almost no issues that suppressed students and their identity inside the campus. Instead, there were long-standing barriers specific to some students derived from individual and environmental characteristics students previously had, such as physical, economic, and socio-cultural situations. More precisely, the results depicted a clear differentiation between before and after enrolling in this university, and all groups that need to be recognized had vulnerable characteristics pertinent to individual and environmental reasons rather than institutional. There was further evidence that the institution impacted diminishing these barriers and redressing the former inequalities.

Before displaying the mechanisms functioned for recognition, the disadvantageous groups as perceived by the students need to be covered. According to most participants, students with low SES background and low socio-cultural capital, students with disabilities, specifically physical disability, students who had psychological and second language problems, students coming from small scale cities, and eventually LGBT students were listed as the ones who need to be recognized by the university, and most had adaptation problems largely in their first years. In relation to these barriers, one of the participants clarified how she felt in her first years due to low socio-cultural capital as follows:

When we say social barriers, I think we can add this thing again. I am sure that people from the same background feel bad when they come to this university. Even if it doesn't feel bad, they would feel such a wow. I think they definitely had the feeling that there are such things as well. I am sure I am not alone. As social barriers, it may be that these people act to exclude you a little. For example, the crowd I mentioned always hangs out with each other in our department. They don't even know your name or call you by your name. (S13)

As the sentiments of the participant uncovered, those students felt isolated in this prestigious university compared to students from affluent families. In addition to this, another participant remarked on his lived experience resulting from the psychological problems and stated:

The biggest obstacle in this was my psychiatric disorders. So, in a prep class, I was hanging out with my current friend circle, I had adaptation problems. Later, after I started first grade, I started to have psychiatric disorders due to serious family problems. It took me a whole year. So, it was very devastating for me afterward; it took me a long time to recover. In other words, I used a lot of different psychiatric drugs, both academically and psychologically, during that period, so I think this was the biggest factor. I could have done many different things if I hadn't had such a handicap. (S1)

However, rather than highlighting the problems these students experienced inside the campus, participants focused on how this university eliminated these issues. For instance, although they listed disabled students as the potential disadvantageous groups, they notably remarked that they were not disadvantaged inside the campus as the experiences of the one participant showed:

I don't think that disabled students are disadvantaged in this university. My father is also a disabled person. And I know the difficulties of living in this city from his point of view, and I see how advantageous are the disabled people who live in the same way at this university. Because no one sees him as a disabled person in here and always want to do something for them. (S8)

The most striking point was the fact that the opportunities and resources provided by the university served as the recognition mechanism and ensured the elimination of

the pre-existing inequalities and compensating the conditions for these students. Also of notice was the participants' specific emphasis on universities' not causing or creating any additional barriers for the students. At this point, the results indicated direct and indirect recognition mechanisms corresponded to encounter the needs of these disadvantaged groups. First, as for students with low SES background, all distribution mechanisms also served as recognition mechanisms since they ameliorated the current conditions for these students as one participant explicitly stated:

I think that those in the lower group can afford everything in general. Because my father, for example, is a self-employed worker, my scholarship and dormitory were paid for by this university. I wouldn't feel like I was missing or participating in the events in the communities because tickets were always four lira, eight lira, a maximum of ten liras, the cafeteria was cheap anyway. I didn't feel too left behind. So I don't think I'm at a disadvantage in that respect either. I'm already a person who can live this directly. (S9)

Other direct recognition mechanisms becoming remedy for those academically deprived students, including language deficiency, were language prep school and CALT. These structures initially identified the students' needs and provided extra support to resolve the issues emergent and efficient way. Considering the support by these structures, participants reflected their experiences as follows:

Let me talk about time management, I still have problems with time management. But to overcome this, for example, I attended the seminar provided by this university. It was very useful for me. After that, I tried to change things a little more. I was curious about these other subjects, as well the lecturers in the seminars were quite helpful. (S6)

At the same time, the seminars of CALT both in preparation and in undergraduate education. I don't want to miss any of them anymore. It was a training. I got a lot of support from this center. I think it is very supportive. (S9)

Although CALT was a recognition mechanism for the students, the results showed that most participants were unaware of these activities, also confirmed in the above statement of the participant. In addition to these, the psychological center was also identified recognition mechanisms for the students with psychological problems that provided its services with no payment. Yet, that structure was criticized by the students, as they could not get an appointment due to the overblown number of students inside the university. In addition to these direct mechanisms, there were also indirect recognition mechanisms that encountered the students' needs, specifically the ones with low socio-cultural capital and LGBT students. The results depicted the fact there were no formal recognition structures for these students; instead, informal

structure, inclusive university culture, served these students by not marginalizing them.

Lastly, the adaptation programs glared in the result is another recognition mechanism stated by the students, especially for identifying their needs in the first years. However, this mechanism was not sufficiently effective as the program was standard and addressed to all students by not differentiating those who need special attention and adaptation. Overall, the result indicated recognition structures inside the campus that specifically served students having financial, academic, or psychological problems. These mechanisms were not inclusive enough in terms of serving all inequalities, as mentioned earlier.

4.7.2.3 Parity of Participation. This is the least mentioned dimension of the SJ practices of the institution by the students, as the results clearly indicated the limitation of the formal mechanisms that enabled students to voice their opinions, expectations, criticisms, and needs. The general tendency towards the parity of participation was the deficiency in the formal practices, which caused students to find their alternative ways through social media, student groups, and movements. Almost all students highlighted that there was a lack of structures that enabled them to participate in the decisions at the top level; instead, there were some mechanisms at departments in which the faculty was a facilitator, as explained in the following statements: “I think that there is a mechanism where I can make my needs heard, so I can say that it hasn't happened to me. In fact, if I was in something like that, I could know; but I don't know right now” (S7).

I honestly don't think there are such things in that school. I think we have a certain influence in the department. Because I think that our communication with the teachers is strong... And since we had good relations with the teachers during our semester, we really transmitted ideas mutually. They take us into consideration because it's worth it. But there is also a student group that they do not take into account at all. I love them all. At the same time, there is an unfair situation. (S4)

Some participants listed student representative board and evaluation forms as the formal mechanisms enabling their voices due to their questionable nature since students strongly believed that these mechanisms either did not represent them in an adequate and efficient manner or their voices were not taken into consideration even if they conveyed their messages through student evaluation forms. One participant summarized this finding in the following quotation:

I'm going to give a slightly negative opinion on this. I don't think we participate in decision-making processes. For example, if I give an example for the evaluation forms, I do not feel that the performance surveys are taken into account that much. Apart from that, there are many things to do at the university. I don't believe that the opinions of the students are listened to. For example, a lot of problems have arisen in the organization of these things, festivals, and these were not asked the students, so none of them. As I said earlier, people such opportunities are provided in response to the reaction of the students. (S1)

Due to this glaring gap in representation, informal structures were created to legitimize students' voices, including students' movements recognized as the powerful and efficient tool to make students visible inside the campus by the university administrative board: "If you want to make your voice heard, you have to join a crowded political group. As a personal student, you cannot have your reaction heard in any other way" (S5).

Our school is famous for its protesters. It announces, so there's really a general walk or something. The tree-cutting event had already happened, and there were supporters from academics. But then, let me say that the students found a way to be effective. Because I think you can make your voices heard. A lot of social media also appears in the news. That's why the school found its own way. (S2)

Parallel to the findings in the second chapter of this thesis, the data retrieved from the students confirmed that parity of participation seemingly represented students, and that fallacy paved the way for informal mechanisms.

4.7.3 Transformation Impact

This theme displayed the experiences of the SCDS about the transformational effect of the prestigious university on their capabilities (RQ11). Put in another way; this part portrayed how a prestigious university, with the aid of all SJ practices embedded both in the university culture and the management system, transformed students and eventually had a profound impact on their characteristics and capabilities. To reach this transformational impact of the university, the results demonstrated the pattern and connection among the capability improvement structures and the culture of the university. These structures and the culture could be regarded as the paladin of the current institution as they helped students transform, liberate and reach upward mobility.

4.7.3.1 Academic Capabilities. There were diversified and appreciable structures within the university that enhanced the academic, social, cultural, and individual capabilities of the students, and the entrenched university culture

empowered these capability improvement mechanisms, as the results indicated. Students remarked that the university provided them several academic options such as projects, getting a minor degree, elective courses to enhance interdisciplinary understanding, intellectual development, and language education that all covered and secured by quality education delivered by qualified and prominent instructors. In the light of this evidence, one participant fleshed out his experience and its impact on his academic capabilities below:

What are the academic opportunities? However, I didn't get much use out of it. But it may have been the elective courses that contributed to my development the most. You know, we have a very nice, very wide range of electives. Even if its capacity is full immediately, it really adds a lot. I have taken an elective accounting course so far. I took a jazz history class. I took a sociology class. I took an Asian history of religions course. I took Persian lessons; I know Persian at an intermediate level. That I will continue. I think they really add a lot. In other words, even when new information is given, you have the competence to talk about the subject. No extra effort is required. (S4)

All these structures, with the collaboration of the university, departments, and instructors, students were equipped with up-to-date capabilities supported by reformist curriculum and instructors as well as the well-equipped infrastructure within the university. Most participants compared the academic capabilities they developed during their HE to their counterparts in other universities and emphasized that they were far more competent.

In addition, the department gave me very valuable information about this job...So here in many universities, there is not even a single laboratory. The mechanical engineer consists of only five academicians, but ours is not like that; it is very diverse. They studied abroad and studied different systems there. Among them, we have teachers who were brought to Türkiye and tried to practice them here. (S3)

I can talk about this; I took a python-programming course this year. There was no subject in my life that I was so unfamiliar with. But suddenly I looked on the internet, and a free collective python course is given by computer engineering students. The student we will take is a computer-engineering student. He is one of the people who know the best software in Türkiye. I can say this is the simplest example, you learn from the expert. (S5)

4.7.3.2 Social, Cultural, and Individual Capabilities. Considering the weight of the codes, students mostly emphasized this capability set; social, cultural, and individual, rather than academic capability set, as they believed that the academic capabilities were a prerequisite and indispensable part of this university. In this respect, the results showed that students were not surprised by the academic capability structures; for this reason, they attributed much meaning to social, cultural, and individual capabilities improved and supported by the university culture.

Students' clubs that were also distinctive mechanisms of this university compared to other prestigious universities.

Within this context, the culture of this university and the student clubs were the leading suppliers for enhancing and improving the capabilities, and they functioned inextricably in breeding the growth of the students. Initially, students remarked on the uniqueness of this culture and mentioned how the identified culture embedded in the university had a transformational impact on their social, cultural, and individual capability building. According to participants, this university had a "viable culture" that circulates in an "eternal progress" (S7). Majorly, they identified the culture of the university as diversified, inclusive, respectful, transformative, collective, and supportive for freedom of choices and expression.

Even if there are small, minor troubles and problems inside, it is considered normal that people really respect others, ideas can be discussed freely, no one is blamed, and thoughts and beliefs are tolerated. It is a peaceful place where people who respect animals and nature and can live together with people from very different cultures and backgrounds. Although there are protests, I can say that it is a peaceful culture, in a very general way. (S3)

I say respectful and respectful to all kinds. I can say that knowing how to listen. I mean, maybe it's something that comes from respect, but I think this is also very important. As a matter of fact, you are worthless to everyone or do not make discrimination. Everyone can get a place in this university. (S14)

Also, another participant commented on which dimensions this culture had an influence as follows:

So, there is always a cycle. You know, a person comes as zero. He enters this bell jar; for example, he goes out of the system by improving himself. That's how I define it. I think this is a beautiful thing. You can prepare yourself for life. Always in terms of environment, social aspects, network terms. Such different experiences. In terms of communities. You prepare yourself holistically and from every aspect. (S7)

Students of this university do not have any problems at this point, as they are more open to new things and open to different things. It is a process that transforms people from beginning to end; in fact, this university is an institution that creates and changes the character of a person, not only in an academic sense but also helps him to both improve himself and make himself very different. At this point, the advantages are human. In other words, it better understands the meaning of life, people, humanity, rather than the profession or other things, the basic things in our lives. It teaches us the importance of respecting them and taking care of them at the basic point. (S3)

Concerning this culture, the important point was about its impact on the ideas of the students. More precisely, exposing to the diversified structure of the institution braced by inclusive and democratic culture influenced students, specifically their discriminatory behaviors and ideas, and transformed them from being inconsiderate

to tolerant by raising their cultural awareness. To exemplify this influence, most student participants indicated the transformation in their ideas about sexual orientation, LGBT individuals, and indicated that they previously could not tolerate and understand these individuals as they were raised in such an environment beforehand. One participant explained his transformation as follows:

For example, you know LGBT, when I first come across, I feel like it's too ridiculous, what kind of logic is that. I even felt ashamed; on the one hand, I skimmed them; on the other hand, I couldn't do anything, so it didn't seem like it was real. Right now, for example, if I see on the road, I don't look back, so I don't really care. Sexual tendencies can be an example of this... Those who dress in absurdity are very normal. If you see people who wear absurd on the street, how can I say that a person is very normal... I don't like this kind of man at all, but in this university now, I feel like I do not care. Some people can live this way as well. Physically being like this doesn't mean that he is that way and malicious... I had a lesbian friend; my gay friend was also a very nice person. I started to get over my previous feelings. (S8)

The results also showed that students who grew up in excessively conservative/traditional or modernist families had dogmas for the other side and had barely tolerated opposite ideas, even, they could not imagine having a conversation or sharing something with the other part. However, their discriminatory ideas shaped by their families and the surroundings were moderated in this university culture, which created many platforms to share and discuss the ideas in an approachable way. This moderation and transformation of the ideas were predicated by the participants as follows:

For example, my father is a bit like this. For example, he does not like people with turbans. You know, it's a little bit more republican; it's a bit like that, excluding them. He taught that way until the end of high school. After a while, my views inevitably took shape accordingly. But then I had a friend in the prep class. You know, that girl was wearing a headscarf, but she was the most loving, open-minded person I've ever seen in my life. I learned a little bit after that. In freedom... Because the students at school also taught me not to exclude such people when I first came... Just because I was a bit marginalized in high school for that, but without realizing it, the same thing. It's like I have the same thought. But I was able to overcome this at this university. (S10)

For example, it is told as if it is a very strange thing; LGBT students in the place you live. I can say something like it's a fault. When you first come here, you are surprised when seeing different sexual orientations. It is about the family environment. Because of the environment, it was as if it was a very wrong thing. While staying at the school, since this is actually a sexual orientation, no one can interfere with anyone's choice, but I think I've been more moderate in these matters. (S2)

As the sentiments of the participants clearly put forward, the university culture reshaped the students' worldview that reflected more hospitable, respectful, tolerated, and culturally responsive individuals. In addition to the culture, student clubs were also instrumental in empowering the social and cultural capability improvement and transformation of the students. There were various kinds of

students' clubs that enhanced individual development, peer learning, self-reliance, solidarity, and increased consciousness about SJ, as the results disclosed. Starting from personal development, many students highlighted the fact that they had their first experiences in theater, concert, and other art and sports activities through these students' clubs, which developed them intellectually. One participant uttered her first experiences that she could have the opportunity by means of these students' clubs as follows:

Thanks to this university, for example, I met many different people, which is very important to me. There became my friends for the first time from very different environments, and this opened me up to very different worlds. For example, I had an atheist friend and a foreign friend for the first time. Or I had friends from very different family styles, which I call the college in quotation marks. I met them and made friends. I saw and evaluated them both in terms of their perspective on life, and I gained different information about their world. For example, this happened, I saw many different sports. I came to the studio the first time I went to the theater. For example, there was this. It was the first time I went to a big concert. I told various sports branches, I participated in many various shows. There are many different dance shows; actually, I experienced many things in the field of culture and art in my life for the first time here. I had the chance to experience it. (S3)

Students did not only ensure their intellectual development but also gained self-reliance, initiative, and responsibility by being a part of these clubs. Concerning their individual development, many participants asserted that they become more sociable and self-confident by taking responsibility in the activities, whereas they were previously shy, unassertive, and afraid of speaking in public. Moreover, these students' clubs facilitated their network building and peer learning through established networks where senior students shared their experiences, resources, and opportunities provided within the campus.

There also become more assertive; self-confidence has formed. The university instilled them. Because you go to clubs and express yourself. You have a social network...Even when talking in this network, you are improving quite a bit. Because we were staying in the village, we spoke with a little more dialect. It was still there now if you understand a little, I had difficulty with it when I went there. I had a little accent, you know. I could not speak proper Turkish. I can say that it had a great effect on my Turkish and foreign language learning. (S7)

Even further, the results showed that the student clubs enhanced gaining solidarity and collectivity, and they were acted as a means for SJ as the activities enacted heightened the awareness of the students about social matters and transformed the participants as agents and advocates for SJ. For instance, the following statements testified how these students took active roles in social issues and became advocates for other students:

So, I learned different things from each club. For example, in a student club, I mostly worked with children with lower socio-economic status. I saw a lot of different things with children, too. At least to be able to understand how these people go through difficulties in Türkiye. Apart from that, astronomy is my field of interest. I learned many things there... Apart from that, I entered the communication society mostly for language and books. I wanted to do a sport, and I think that making a community would encourage me more. The thing that attracted me more after visiting the school clubs one by one was that, as I said, they said that they would teach me to defend myself in every way. So, it happened. At least I gained a little more self-confidence. (S6)

I became more social. In fact, I have become a more sensitive person to environmental events. My older sister feeds the dogs, for example. When I first attended this school, I went with her. For example, I am a person who is more sensitive towards animals. She had trained me. Other than that, there are LGBT actions, for example. I'm not a member, but it's important for me to understand those people's desire, and understand their purpose. For example, it used to be a trivial thing, but now it's important. So, I want everyone to understand. For example, in this sense, I think it adds such a nice perspective. (S10)

All these capability set structures such as the university culture, student clubs, and the aforementioned SJ practices of the institution were a stepping-stone to build transformational impact for the students. Besides, the culture embedded in the whole structure within the university comes forth as the most potent and effective facilitator for human flourishing, and the structure of the university was identified as being a “driving force for transformation” (S6). In response to this transformation impact of the university, students voiced their flourishing, experiences, and feelings as follows:

Socially, culturally, there is a gap between me when I entered the school and who I am now. I am much more emphatic now. I am the one who does a lot more self-criticism than at that time. Trying to understand the other person. Trying to understand the reasons of differences... (S2)

I was afraid of people before, frankly, you will ask in what sense. In ethnic terms, there were rumors that these people do not like these people (Arabic background) because people seem to treat these people worse. So I had a lot of fear. And you know, more things were said, you can hide yourself. Even better, hide it, etc. I'm over these thoughts. (P6)

When we think of upward mobility, definitely, as we said, it takes us from a very different level, maybe from the entry-level. Unfortunately, our education system makes us people who solved only tests. It really takes us from there to a different level of solving societal problems. It transforms us into people who like to work successfully, who are competent, who deal with the problems and problems of people who are looking for solutions to them. Today, 25 different technical electives can be opened in my department... But when I go and look at the programs of different universities, the maximum number of courses they can offer is only 5. It gives us the chance to participate in different activities in different fields, both academically and socially. It gives you the chance to meet so many different people. (S3)

4.7.4 The Case as a Social Justice Provider

The former results depicted the experiences and perceptions of students regarding the SJ practices of the institution as well as its impact on their transformation. By enacting all these structures and infusing SJ within the institution, the Riverside University enhanced the conditions of the students. Based on these practices and

conditions, the participants further remarked on their clarification for the role of the university as the SJ provider and fleshed out how this institution ensured SJ in four main steps listed as supplying basic needs and equity, advancing socio-cultural improvement, flourishing students' capabilities and securing employability.

First, the students strongly believed that this university efficiently ensured SJ in their lives, initially by encountering their basic needs. Therefore, they did not have to think of their physiological and security needs, and they expanded their capabilities. Within this context, participants realized the fact that the historical inequalities and the barriers they had were not etched in stone, and this university had robust SJ structures for eliminating and redressing the inequality of opportunities. Realizing this fact, participants defined their university as a "mother" as it was embracive; as a "remedy" specifically for their so-called perennial inequities and as "lifesaver" for not giving the students to the protection of conservatives. All these listed codes driven by the data were confirmed by the students' sentiments as follows:

Okay, maybe what I'm talking about will sound like university chauvinism, but I really divide my life into two before and after this university. Already, my high school friends, people who knew me before, say this, "University has changed you a lot. ". It's what I really needed. Because I am a very social person normally, but that sociability did not have the opportunity to show up here. It was as if this university was the cure for what I've been looking for years. The human profile it provides has a lot of opportunities; for example, it basically provided me with a scholarship, and I accomplished something with it, I went abroad. Here is like an environment that tries to reduce the inequality of opportunity somehow for me. It's like it rebuilt me. (S13)

I am a student from a somewhat conservative background. For example, if I hadn't stayed in the dormitories, maybe I could have been in very different places right now. It didn't make me needy for others. This is really important. Let's just say it didn't let me fall into the hands of the most different people. This is fundamentally very important. In addition, it allowed me to focus on my education, my education life, my university life. I didn't have to go and work part-time, which was very important to me. It is very important for me to devote time to self-development and live my life more regularly. (S3)

I can say that it is an institution that tries to provide SJ . In other words, as I said when I first came, I had some financial concerns, but in that respect, I can say that it increased my status a little. In terms of scholarships, for example, I was thinking of a place to stay, where I can stay, or if I can find a place to stay. The accommodation was also ensured. Although not very good, the dormitories... I think it's nice that it's on the campus and it's lively. (S5)

Followed by setting the students' basic needs, the results displayed that the university promoted socio-cultural improvement of the students as the second phase. The results showed that these students who had low social and cultural capital felt isolated in their initial years, exacerbating adaptation problems and thought that this glaring gap between them and the students from high culture families could not be

closed. However, this university boosted the capabilities of the students by the structures and the opportunities and even equalized the conditions for those students. Coupled with this socio-cultural improvement, the results shed light on the impact of these structures on students flourishing, which means the university and the culture embedded in the structures integrated academic and personal development. The participant also confirmed this result as follows: “This university does not only oblige students to do many things academically in departments but also oblige them to take responsibility in social activities through different studies with communities and clubs” (S3).

More precisely, the university incorporated the students into the system that pushed them to benefit from the resources, eventually increasing their potential and capabilities. Two students indicated their experiences by emphasizing the student's clubs and cultural activities precisely:

Communities are many; of course, each community has 5 - 20 events. This gives you the opportunity to meet many different fields that you may have a talent or interest in that you may have never seen before. For example, as someone who had never met theater, cinema in my life, I watched people practicing these for half an hour to understand what they were doing. The university gives you the opportunity to meet these areas. (S13)

I think I learned to play a new instrument in the student club. Of course, there is also the environment. Friends, I made new friends, I entered a different environment. I mean, I started to learn new things every day. Because each person is learning a little bit of this, each new person is a different world. Even in that five-minute conversation, it is possible to look at you from a very different perspective or touch on very different points. It can teach you, so it increases your curiosity. It can draw your attention in many different directions. These are very important. (S3)

Lastly, the students specified that this university was the key plank for employability shortly, and they felt more secure as the employers regarded this university as a famous brand. In other words, participants thought that their job was almost guaranteed after graduated from such a prestigious university, as they were equipped with up-to-date and efficient academic capabilities.

For example, even when giving private lessons, you are extremely one step ahead. Because, as you said, when we talk to a parent in terms of the education courses offered by this university or the university culture, everyone recalls this university. I can say that if we compete with students from another university, the companies will choose students of this university. (P7)

Drawing on the SJ structures ensuring distribution, recognition, participation, and the university culture that supports enabling learning environment, the results indicated

the remarkable and transformational impact of the university on students' lives which paved the way for students' flourishing and professionally relevant.

4.8 Discussion

The third study of the thesis delved into the SJ concept at the individual level. This section was a complementary phase of the previous two studies and investigated how SJ practices of the prestigious university were utilized and evaluated by the SCDS. With this purpose, the current research also scrutinized the transition process of the students to reveal the transformation impact of the socially just university by giving voices to the long-term HE experiences of these students. This chapter discusses the main findings, followed by implications and suggestions for further research.

4.8.1 Transition and Adaptation Process

The current research specifically examined the transition process of SCDS of understanding the challenges students faced before they had access to prestigious universities and adaptation problems after they had access. The first phase indicated that these SCDS went through several challenges deriving from family background, financial, regional, and environmental reasons. In other words, they prepared for the university entrance exam while they were dealing with these problems. These results are not surprising in the sense that many scholarships pointed out these students have challenges due to their previous school experiences, lack of family support, and lack of HE aspiration (Campell & McKendrick, 2017; Frempong et al., 2011; Jerrim & Vignoles, 2015; Kuştarıcı, 2010; Mostafa, 2009). In a similar vein, the current research confirmed these results as the students also confronted specific problems as they could barely have access to quality high school education, and they suffered from the limitations of the region they were living in that presented very few options for the students. For this reason, the results also disclosed the fact that some of these students could have access to this prestigious university mostly after their second try. This situation could be a remark of the need for extra support for the vulnerable groups in addition to providing more places at universities. That is to say, making more places at universities available for the students does not help them to overcome the problems they had or make HE more accessible for those.

Furthermore, these challenges were not only effective in their preparation process, but also they had a more persistent impact on students' HE choices, advancing their capabilities and HE aspirations. These students were surrounded by an environment that impeded their personal development. Although they had the capacity to flourish their skills and abilities, they did not find opportunities and resources in the neighbourhood they were living in. This situation shaped their HE aspirations and influenced their university and field choices. In relation to aspirations, the results showed that students attributed much meaning to university and regarded HE as a key for liberation and employability. Further, HE, especially quality education in a prestigious university, was referred to have a transformative impact on students' lives. The HE aspirations of the students are relevant with the benefits of HE as many studies showed that HE ensures job, quality life, and social mobility (Ma et al., 2016). These results also demonstrated that students' expectations are not free from neoliberal ideology but also cover SJ standing. That is to say, while some scholars accept HE as a tool for raising individuals equipped by the demands of the market, some highlight its strength and role in ensuring human development and advancement (Brighouse, 2005; Brooks et al., 2021). The present study implied that the SCDS desire both, as they want to be secure in terms of employability.

This desire shows itself in their rationale for selecting the prestigious university and field during which they lived a dilemma of choosing to be either in a prestigious university or in a lucrative field in a non-prestigious university. In such a dilemma, the students favored being in a prestigious university versus having access to lucrative areas in a non-prestigious university. This situation could result from an exponential increase in the number of universities in Türkiye, which also brings along the quality issue in the Turkish HES. The low quality of the newly established universities has been emphasized by many scholars (e.g., Altınsoy, 2011; Erdoğan, 2014; Karataş-Acer & Güçlü, 2017) and additionally; these studies questioned the employability of the graduates from these universities. The excessive increase in the number of universities and eventually HE graduates also affect the value of the diploma. For this reason, these students chose to be in prestigious universities regardless of the department, as they believed the fact that they would be distinguished after being a graduate of a selective university. This result also set forth

that SCDS looked for the universities that provide resources for flourishing themselves. This finding is paralleled with the emphasis of Wilson-Strydom (2014) and Robeyns (2005) as they highlighted HE as the space for advancing human potential and developing capabilities, and it is also consistent with the results of Mahlangu (2020), which demonstrated increasing in access is not a solution as students desired for personal betterment.

Another point that showed how listed challenges also had an impact on students' department selection. This study revealed that students were inclined to make safe choices. Namely, some students noted that they chose faculty of education rather than engineering or administrative sciences as they could find jobs at the public level, which is not risky for them. Some studies (Harrison & Hatt, 2012; Mountford-Zimdars et al., 2015 Wilson-Strydom, 2014) pointed out a similar situation, but this was for the selection of the university. The research findings of those studies showed that SCDS avoided prestigious universities due to low finance and lack of capital, and their choices resulted in a mismatch between their potential and the university. On the other hand, the current research presented this situation, not for the university but the department. Especially the financial drawbacks, family background, cultural capital, and concern for their future guided students to make more safe choices at department level not university level. This finding could be derived from the students' pursuit for quality in HEI regardless of the department, which mostly brings more opportunity for better job and personal betterment and development.

Also noteworthy was the fact that all listed barriers in access to HE, individual, social and environmental, were still persistent and effective in the HE experiences of the students. More precisely, these factors initially challenged students during their academic and social adaptation to the university. Mostly mentioned issues resulted from poor high school experiences and reflected in the academic success of the students, especially in learning the language of the instruction. Most participants indicated that they firstly failed in the preparation class, which also negatively influenced their social and psychological adaptation due to early poor high school experiences. This finding was not surprising because many studies found out that previous school experiences of the SCDS hindered their academic success in HE, especially in prestigious universities (O'Sullivan et al., 2019; Wilson-Strydom &

Walker; 2015). Furthermore, the medium of instruction of the university is different from their mother tongue, and most participants graduated from public schools in which language learning is a big challenge (Wilson-Strydom, 2015). For this reason, the difference between public and private school graduates becomes apparent.

Additionally, the results put forward how financial issues posed problems for these students that caused them to work part-time or leave them to the edge of withdrawal. These financial issues also caused students to experience mental issues and prevent them from focusing on academic works or the opportunities provided within the university. Parallel to these findings, there is much compelling evidence in the literature that sheds empirical light on the fact that financial constraints are the trigger of mental issues, working extra hours, less participation in academic and social life at university, and withdrawal experienced by low SES background students (Callender, 2008; Harrison & Hatt, 2012; Moreau & Leathwood, 2006). Another critical point related to financial constraints was the scholarships. The results indicated that there were different types of scholarships, and some were given on an academic achievement basis. As these students have already strived for various challenges, they could not get the expected academic achievement. This finding is crucial as it evidently showed that SCDs could experience extra difficulties due to these academic achievement-based scholarships. Further, this result was also highlighted by other scholars, and they drew attention to the fact that the regulation and distribution of the scholarships are vital as they could deepen the inequalities rather than eliminate them. For instance, Callender (2010) emphasized the potential danger in the scholarships for perpetuating the disparities when they were utilized as a competitive tool. In other words, giving scholarships to the students who are more successful rather than the ones who need more could result in scholarships being off track of their intention. This fact also implied the vital importance of reshaping scholarships' distribution in an equal way.

Lastly, the social and cultural background of these students restrained them from participation in HE especially in the early years as they barely felt as insiders and felt alien to practices, rules, and culture inside this prestigious university. This finding is compatible with other scholarly works (Marginson, 2011a; Kaye, 2021; Wilson-Strydom & Walker, 2015) that demonstrate students with low SES backgrounds have

a lack of required cultural capital, causing them to feel insider or participation in HE. Overall, the results are in line with the literature indicated (Harrison & Hatt, 2012; Mountford-Zimdars et al., 2015; O'Sullivan et al., 2019) that indicated SCDS had several individuals, financial and environmental challenges that further compelled both their access and a real sense of participation in HE.

4.8.2 Social Justice Practices and Transformation Impact of the University

Contrary to the assumption that HE may perpetuate the inequalities, which is also confirmed by the empirical findings of the Study 1, this study took the stance of the idea that HE and specifically socially just universities are powerful and transformative tools for the students to eliminate the inequity that transform and flourish their lives. However, both the individual participants and the case itself indicated that there are conditions for accomplishing the transformative impact of HE for SCDS. The research results have confirmed the literature on the basis of the fact that SCDS has ongoing challenges affecting participation as well. However, this study promised more than this outcome. The results showed that SJ practices crafted within the university ensured eliminating the existing inequalities students previously had and transformed them through advancing and developing their skills and potential. This major finding is strong evidence for the literature that asserts SJ-provided HEIs ensured the cultivation of flourishing lives (Grant, 2012). As disclosed in the results, the university provided distributive justice in the forms of financial, technical, and academic support that helped students to close the gap with their counterparts, encountered their basic needs, created space and time for providing socio-cultural improvement, and even developed and transformed their potential and capabilities. Furthermore, consistent with the second study in this thesis, this distributive justice practice of the university was verified and reflected as the most salient and affective dimension of the university by the students.

First as a SJ practices of the university, financial supports supplied in various forms majorly affected students' lives by reducing students' anxiety, ensuring them to focus on studying, hindering their extra work and withdrawal, helping them spare time for extracurricular activities, liberating students financially, and even helping them to support their families. Although the results related to the impact of scholarships are inconsistent in the literature, a substantial number of studies consistently remarked

that adequate number and amount of scholarships are helpful in eliminating inequalities for participation, stress, and anxiety and ensuring participation for not only academic works but also extracurricular activities (Harrison et al., 2018; Harrison & Hatt, 2012). For instance, Harrison et al. (2018) found out that adequate scholarships are conversion factors as they created conditions to be available for transforming students' capabilities into functioning. At this point, it should be noted that scholarships promised more than these for SCDS in Türkiye. More specifically, many emphasized that without this scholarship, they would highly drop out or unwillingly attend the religious community, which once was quite popular in Türkiye as they provided accommodation and bursaries for the prominent and poor students. Çelik (2017) indicated that students with low SES background and coming from the rural area for education was targeted by religious organization by proposing free accommodation and bursary. On the other hand, conservative families intentionally chose these communities since they did not have adequate finance and thought these places were safe. This study showed that scholarships provided by the institution prevented these students from participating in these religious groups. Lastly, Furlong and Cartmel (2009) listed funding (including scholarships) as the practices of the universities for ensuring SJ, and this study implied that it crafted its practices for realizing SJ in that sense.

Second, similar to study 2, the results showed that recognition and participation dimensions of SJ formally structured and initiated by the university governance were not perceived as striking as distribution dimensions as these formal structures are nonfunctional and conformist. However, the key point was the fact that there were many informal structures embedded into university culture that secure the provision of SJ for the students. In other words, the campus structure and the culture of the university were the factors that assured students' development and eased the adaptation process for the students. Resolving the financial constraints let students infuse themselves to university life, such as being involved in students' clubs and extracurricular activities that also contributed to their adaptation, building the network and fit into university by being acquainted with the norms and codes of the university and this finding is compatible with the existing literature (Kaye, 2021; Suransky & van der Merwe, 2016). Further, the previous research also showed that

scholarship is intermediate but not adequate for participation; in addition, a culture that supported diversity and created spaces for students to express themselves were needed (Brighouse, 2005; Suransky & van der Merwe, 2016; Terzi, 2007).

Third, the culture of this university, which is an add on dimension to the SJ theory emerged in Study 2, took considerable attention as it is identified as inclusive, respectful, diverse, democratic, and non-discriminatory, and embraced all students and supported them to enrich their potential. The findings in relation to the culture of this university were coherent with other research (Caliskan et al., 2020) that focused on analyzing the culture in this university, which classified it as democratic and diverse. Although students initially had difficulties fitting into the prestigious university, the culture and the informal practices within the campus relieved them, and these findings implied that culture could be the most powerful structure to ensure and provide sustainability of SJ for the students. In line with this result, Marginson (2011a) remarked that universities should create a democratic culture that guides students to be self-forming agents. Similarly, Terzi (2007) put forward that it is the culture that enhances the capabilities of the students. In accordance with the assertions, this study disclosed that students developed their capabilities through informal structures, reduced their pre-existing inequalities, even transformed their identity and ideas, and experienced an intellectual transformation with the aid of culture. Likewise, Brighouse (2005) found out that academic curriculum, extracurricular activities, financial structures, and the character of the ethos of educational organizations secure flourishing lives for the students. In line with this, the current research also showed that firstly academic curriculum and training ensures students' skills in their profession; secondly, financial arrangements secure their persistency in HE and provide mental relief; and finally, outreach activities and the culture assure students' socio-cultural and intellectual human development.

Finally, regarding the points of the capabilities approach, the results confirmed that HE is the key instrument for ensuring capability improvement and advancing human potential, reaching individual freedoms, eliminating the entrenched inequalities resulting from personal, social, and environmental conversion factors, and subsequently ensuring human potential and personal fulfillment (Campbell & McKendrick, 2017; Marginson, 2011a; 2011b; Terzi, 2007). Grant (2012)

highlighted the importance of SJ education systems to cultivate flourishing lives, and Terzi (2007) and Unterhalter (2013) pointed out that it is not possible to reach personal fulfilment without education embraced by the socially just culture. The results showed that this prestigious HEI provided space, opportunities, and freedoms that empower students' ability of beings and doings. In this sense, this study evidently implied that HE could shoulder the remit of crafting SJ. As the capabilities approach remarks, there are conversion factors that inhibit transforming capabilities into functioning, and this study listed these conversion factors as personal background and environmental factors for SCDS. However, this university equalized the conditions for these students and eliminated the inequalities students faced through available capabilities. Returning to Wilson-Strydom's capability list (2014), this university also supplied capabilities of practical reason, knowledge, and imagination, social relations and social networks, respect, dignity and recognition, emotional health and language competence and confidence that holistically help students' adaptation, ensure participation, flourish their functioning and development. More concretely, the university provided many academic structures for language education for these students to develop their language competence and confidence. Additionally, the culture of the university surrounded by respect and recognition of diversity ensured students to find spaces for themselves so that they may create social relations and networks. Moreover, the financial resources and outreach activities initiated by students' clubs assure developing students' learning disposition, which subsequently transforms them into self-agents. Overall, the universities having not the financially distributed SJ but a holistically crafted socially just university culture are potent instruments for ensuring students realize their freedoms and functioning (Marginson, 2011a).

4.8.3 Implications for Theory and Practice

Considering implications for theory, the current research referred to similar implications as in Study 2. That is to say, the results of the study implied that Fraser's three dimensions explained the many structures and the practices of the university. However, the results of this section also confirmed the theory implication that pointed out extending the theory by adding culture as the ultimate dimension, meaning that without an inclusive, democratic and social-justice minded culture it is

highly difficult to practice other three dimensions of the model, especially for recognition and parity of participation.

Also, this research demonstrated the adaptability of the capabilities approach to the HE to disclose the experiences of the students. More precisely, the capabilities approach provided extensive framework that explain the previous inequalities and current experiences of the students. Further, this research indicated that the capabilities approach provides potential to ascertain how capabilities transformed into functioning, which was beyond the aim of this research.

As for practical implications, data of the current research revealed certain roles and several implications for universities to eliminate the inequalities deriving from individual, social, and environmental characteristics of the students. There have been well-documented policies and research that refers to increasing access to universities as a solution for ensuring SJ. On the other hand, emerging scholarship pointed out the fact that access is a limited solution, and ensuring the participation of the students is needed for SJ. In this regard, universities are declared responsible for crafting SJ. The current study as well confirmed the emerging research in the literature, and the results implied that expansion of the HES did not resolve the challenges students face during their transition process. That is to say, SCDS need more than providing access both in the transition and adaptation process.

Also, there are certain challenges that the students had before their access to HE, and these challenges become more issue during their adaptation process and hinder students' participation, making them feel alien to the culture and flourish their capabilities in the end. Considering this fact, there need to be more effective and sustained adaptation programs that guide certain and freshmen disadvantaged groups to liberate themselves from pre-existing inequalities rather than making them deeper.

The very essential remark is the fact that universities are transformative spaces, and they are the active and remarkable tools for advancing SJ, which is also confirmed by this study. Given the findings in the current research, the practices of the university that positively transformed the SCDS are as follows: (1) scholarships, (2) academic and technical resources, (3) outreach activities, (4) inclusive and democratic culture. More specifically, scholarships helped students to encounter their

basic needs as well as liberate students financially so that they could put more time and energy into developing their skills. Therefore, governments and universities should enact policies that initially aim to identify the needy students and then allocate adequate budget, accommodation, or food vouchers for these students.

Additionally, the results indicated that the resources provided by the institution, outreach activities proposed by the diverse students' clubs, and more importantly, the inclusive and democratic culture of the university majorly ensured students' development. In other words, not only academic qualifications but also co-curricular activities embedded in the university practices and culture are the primary sources for human development and flourishing in the real sense. Moreover, it is the university's mechanisms and practices that eliminate the students' pre-existing inequalities. In this regard, it can be suggested that universities firstly ameliorate their academic quality, enrich their SJ practices, and increase the quantity and quality of the outreach activities. Even further, all these practices should not be free from the culture of the university. Considering this, the universities should create a culture to make SJ sustainable for the deprived students.

Finally, the results put forward that those participants perceive the university's role as both a place for providing quality education and a space for developing and improving their capabilities, which will, in turn, ensure their employability. Considering this fact, the universities should provide more activities and create more spaces that open a room for students to improve their functioning.

4.8.4 Recommendations for Further Research

This study revealed the HE experiences of socio-economically and culturally deprived students in a prestigious university. To discover these experiences regarding the SJ concept, the current research further utilized the capabilities approach in addition to well-known SJ theories. Until now, there has been scarce research focusing on SJ in HE by utilizing capabilities framework, and the existing literature majorly concentrates on South Africa (Harrison et al., 2018; Wilson-Strydom, 2014). Although this study contributed to the existing literature, further research can be conducted to disclose the experiences of the students starting from their transition process to current experiences by employing the capabilities approach

framework. Especially, the agency concept in the model should be investigated further to understand how students' agency affect the process of transformation or determine transforming the capabilities into functioning.

In addition, the main focus of this study was to disclose the experiences of disadvantaged students; yet, this research was limited to SCDS studying at a prestigious university. However, the literature also pointed out the experiences of other deprived groups, including disabled students, female students in male-dominated departments, students coming from deprived regions, and LGBT students. In this regard, the experiences of other disadvantaged groups need to be further examined. Moreover, this does not have to be limited to prestigious universities. There have been critical studies that mark the quality of newly established universities in Türkiye (Karataş-Acer & Güçlü, 2017; Küçükcan & Gür, 2014; Mızıkacı, 2006), which may potentially result in a more disadvantaged situation for the students studying at these universities. In these means, future studies may be employed either as case research or in a comparative way to understand the experiences of these students.

Of note is the fact that this research was conducted in a prestigious university that has a proper culture to enact SJ. For that reason, there needs further explorative research that examines the SJ practices of other universities. Moreover, there is lack of quantitative scales that measure the SJ practices of the universities. Considering this gap, SJ scale could be developed for HE context.

Finally, this study was designed as a generic qualitative that majorly aimed to reveal the experiences of the disadvantaged students in a prestigious university. However, the results could not get much deeper and presented the general experiences of the participants. In this regard, further research can be conducted with a narrative research design focusing on a small number of participants with certain characteristics to examine the meaning and stories of the participants in-depth (Salkind, 2012).

4.8.5 Limitations of the Study

This study also has some limitations that need to be considered while interpreting the results. This first constraint is related to the selected sample. The current research only included socio-economically and culturally deprived students as a disadvantageous group. For this reason, the results cannot be generalized for all types of disadvantaged students. The second study of this research and the literature both remarked various groups of students as disadvantageous, including gender, disability, ethnicity, and geography. Considering this fact, further research can be conducted with students from these groups as well.

Secondly, this sample was selected from one public university, which is described as a prestigious university and has proposed many opportunities for the students. This situation has certainly affected the experiences of the students so that the results cannot be extended to the other universities, especially to the newly established universities and foundation universities within the same country.

Thirdly, most of the participants were in their third or fourth grade, and they were in this university for at least four years. Since plenty of time has passed since their first access to this university, they had difficulty remembering their transition and adaptation process to this university. Although the researcher asked for various and multiple questions to help them remember their early experiences and feelings, their expressions in relation to their feelings were at surface level. In light of this fact, it is suggested to collect data from the students who currently make their transition in order to disclose the intensity of their feelings and experiences.

Finally, the results showed that these students could have access to prestigious universities although they encountered several limitations. At this point, the current research fall short in explaining how these students developed their self-efficacy to be part of a prestigious university and had faith in having access to such a competitive university. As this finding has much value and needs further explanation, another research can be conducted to understand the reasons behind their belief.

CHAPTER V

OVERALL CONCLUSION

This dissertation explores the conceptualization and enactment of SJ at HE level and elaborates on the concept at national (policy), institution (strategies and actions), and individual (student and academics) levels. The main focus of the dissertation was to disclose how SJ is enacted, define the key tenets of a socially just university, and most importantly describe how socially just university transforms students' lives. The overall findings of the thesis revealed access policies per se do not guarantee SJ; instead, the institutional structures, formal and informal practices are factors guaranteeing SJ for the students.

Initially, this study demonstrated that the expansion policy of the government called “building at least one university in each city” is necessary but far away from instituting SJ in Turkish universities. Instead, the expansion policy even perpetuated and consolidated the inequalities by causing the HES to be more horizontal and stratified. At first glance, it could be thought that the policy contributed to SJ as there were no places called “educational desserts” in Türkiye, unlike the U.S (Hillman, 2016). However, the results disclosed the fact that while more available places were proposed by the newly established universities, the best places were hoarded by students from affluent backgrounds and coming from certain high school types and geographies. Further, there become more place-bound students who are attending newly established universities (Bastedo & Gumport, 2003), and these students become more disadvantageous since these universities mostly are inadequate in quality and resources. The current research results are compatible with the literature that asserts expansion utilized by access is limited to cover SJ and caused new forms of inequality strengthened by the stratified HES (e.g., Connell, 2019). The point is that SJ in HE requires an overarching agenda that includes not only availability but

also accessibility and horizontality (McCowan, 2015). Thereby, utilizing SJ agenda solely framed by access policies could be a high potential to result in universities becoming “engines of social advantage” (Marginson, 2016a). However, the current expansion policy in Türkiye functions as a tool of deepening inequalities curbing the chances of vertical movement in the social stratification. Hence, this thesis consequently showed that expansion policy majorly relied on access, results in a skewed social representation. In other words, although they are given equal chances and more places, a certain group of students, predominantly male students, the ones graduated from Science or Anatolian High School and students living in the Marmara Region or Central Anatolia, can benefit from the most prestigious universities as well as lucrative fields in these universities. In the light of this evidence, it can be asserted that the expansion policy of Türkiye is infertile, and this so-called expansion is a quantitative one, without any promises to the disadvantaged social groups. Even more, this policy cannot even be close to actualizing SJ in an absolute sense. With this form, HE is a tool of sustaining inequalities originating from society. The students seem to be dragged into “a diploma inflation” that decreases the value of their studies (Yalçıntaş & Akkaya, 2019). More precisely, the academic inflation deriving from the unplanned expansion result in more places but not chosen by the students.

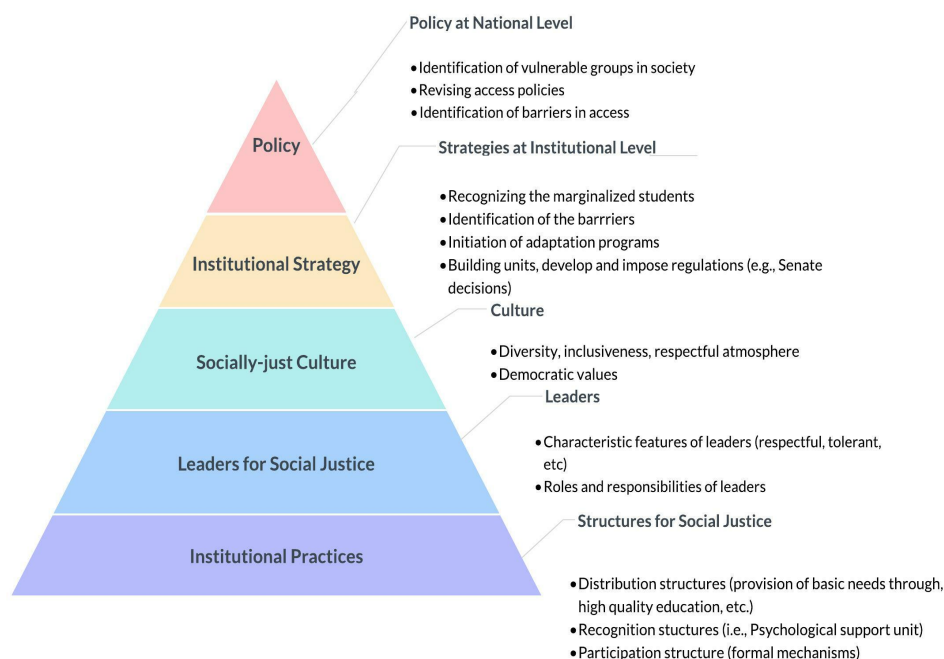
The first chapter of the dissertation speaks for the entire HES and states the backlash of the expansion policy of the country in instituting SJ in HE. Although the implications of the expansion policy refer to universities as the spaces for creating and sustaining persistent inequalities, it is actually the universities, by themselves, are omnipotent to resolve the inequalities. The second study presents a case that provides a social just climate for its students and the instrumentality of this climate in positively impacting the lives of the students. It is the fact that disparities in education are not free from social inequalities (Reay, 2012) and the universities essentially reflect and harbor the inequalities of the society they are located in (Reay, 2012) at the initial step (especially at access stage). Similarly, Wilkinson and Pickett (2009) pointed out that a socially just educational system cannot be realized without having an equal society. This study has challenged this argument, as it is highly utopian to wait for the settlement of an equal society. Instead, this study indicates

universities as the locomotives of the society not to fully ensure SJ but to become close to it. The results showed the fact that although universities form one sociological institution in a politically and economically unequal society, when presents the necessary structures and actions, they can be the sites of SJ as well. This power of the university cannot be thought of without quality education. Yet, there needs to be more overarching mechanisms (Wilkinson & Pickett 2009) satisfying distributive, recognition, and participative justice as well as capability development to fully locate SJ.

Moreover, this study proved the fact that with such an overarching SJ agenda, universities can break the silence for the underrepresented groups by transforming the students. Namely, the socially just university does not only ensure quality education that leads to employability for the students and economic development for the society; further, they are the transformative institutions (Suransky & van der Merwe, 2016; Walker & Unterhalter, 2007) that craft socio-cultural development of the students, ensure their flourishing and moderate the students' ideas that marginalize the individuals outside their norms, finally, these non-traditional benefits of socially just university also contribute to the development of democracy and peace in the society in the long run. Broadly speaking, in the light of the results of the three sections, it is highly romantic to think that top-down formulated national policies can remedy inequalities in such a chaotic and stratified system and are ridden with societal inequalities. Yet, it is more grounded to enact institutional policies tailored to remediate the systemic inequities.

Based on the results of the three studies, this dissertation proposed a framework for launching a socially just university. This framework reflected five major dimensions starting from the policy at national level and practices at the institutional level of which outcomes are experienced by the university students. More details of the framework can be seen in Figure 32.

Figure 34: *Framework for Socially Just University*



More specifically, the framework starts with the national level policy that describes the overall picture of the socially just university and also provides a prospectus or blueprint for the universities to apply. Before that, the results of the current study indicated that the updated policies at the national level focused on quantity expansion fell short in ensuring SJ, especially for the disadvantaged groups, and acted as the transmitters of the current inequalities in education to the HES. In other words, the existing policies culminated the fulfillment of prominent universities and fields by a certain group of students. Considering this fact, the national-level policies in access should be revisited. Up to now, the policy at the national level only covered the access paradigm and has no press on the participation dimension. For this reason, the framework suggested identifying disadvantageous groups in society and barriers to access to HE. This study has already remarked that gender, location, and type of high school are the major impediments to access to prestigious HEIs and lucrative fields. Regarding these obstacles, new policies should be formulated to overcome deep-seated inequalities and break the consistency in access to HE. As a suggestion for a national-level policy that provides SJ could be reserving quotas at prestigious universities and lucrative fields for underrepresented groups. However, of note is the fact that national-level policies could not be a real remedy for diminishing social

inequalities and serving SJ, as this study also demonstrated. For that reason, the collaboration and support of the HEIs are promptly needed.

The second step in the framework is formulating institutional strategies for SJ. The present study showed that the universities are potent institutions for mitigating the inequalities and are the suitable sites for infusing SJ. Regarding this impetus of the universities, the second step highlights initiating institutional strategies that focus on potential disadvantageous students and the possible challenges they face by taking contextual factors into account. As the findings of the study indicated beforehand if disadvantageous students are recognized successfully, equity and SJ could be ensured for these students. For this reason, the framework suggests establishing institutional strategies that identify marginalized students and determines the barriers and challenges they face in their HE process. Further, universities need to identify their student population so that they can create mechanisms that correspond to students' needs. Moreover, after identifying the disadvantaged students, the framework proposes initiating adaptation programs, building units, and developing regulations to cope with inequalities at the institutional level. Lastly, at this stage, institutions need to clarify their definition of disadvantaged students, which should be inclusive by itself. The current research remarked that the definition of disadvantaged should be revisited and enlarged as it corresponds to the early definition of disadvantageous and limited. The clarification of the term is crucial as the results showed that this definition shapes the SJ practices of the university. Overall, this stage should include clarification of the term, identification and recognition of disadvantaged students, analysis of the student population, and initiation of strategies and regulations that answer the needs of disadvantaged students.

The third level of the framework reflects the culture of the institution. This study found out that culture is the essential and must element for infusing SJ at HEIs. Moreover, the results indicated culture as an additional dimension to the SJ dimensions of Fraser (2009). More specifically, this study put forward that culture is the soil for cultivating SJ and is the amalgam for all other dimensions of SJ. Considering this fact, this framework suggests culture as the base for a socially-just university. In other words, culture, as the soil of SJ, needs to contain certain elements

such as democratic values, respect, tolerance, and an inclusive and diverse atmosphere so that it provides a powerful base for enacting SJ. To be a socially just institution, universities need to settle values, myths, rituals, and leaders to create an atmosphere for SJ.

As stated among the elements of the culture, the fourth level of the framework suggests having socially just-minded leaders. The leaders, not limited to top managers but including administrative staff and faculty, are the ones who manage the process and implement policies and regulations of the institution. Further, they are the ones who support and sustain the culture of the university. Thus, these leaders should have certain characteristics and roles to build a socially just university. As for characteristics, they are a respectful, tolerant, caring, emphatic, and good listener. Regarding their responsibilities, they are intermediaries between the university structures and students and agents of practicing SJ at the institutional level. These leaders are in the position of identifying disadvantaged students and creating mechanisms that diminish inequalities for these students.

The last part of the framework reflects the institutional practices of the university to ensure SJ for the students. These practices are multi-dimensional, as the results pointed out. That is to say, there needs to be distributional, recognitional, and participation mechanisms embedded in the practices of the university at three levels. For a socially just university structure, these dimensions need to be intersectional, meaning that these dimensions could not be separated as one supports another. For instance, universities need to enact financial, technical, and physical distributional mechanisms, such as food vouchers, accommodation, and scholarships, that refer to the provision of students' basic needs. At this step, rather than distributing the resources to all students or all needy students, the distributions need to be handled need-based. This also requires the enactment of the recognition dimension.

Through policies and regulations, universities should build units to answer the needs of the students. The disability support unit can be an example of a recognition mechanism that functions as a distributional mechanism since this unit also provides accommodation and scholarship for this specific group of students. Moreover, the framework highlights the enactment of participation mechanisms, which give voice

to students and participate them in the process. This dimension is crucial as the reflections and experiences of the students could shape and enhance the institutional practices. This dimension could be achieved through building student deanship, formal mechanisms at the department level, and informal mechanisms such as student clubs. This study empirically showed that practicing these mechanisms provide SJ for students through mitigating inequalities, cultivating personal fulfillment, and transforming students socially, culturally, and academically.

Overall, this framework is built on the results of the current research. The framework basically highlights the necessity of overarching policy in access that equally covers the underrepresented groups in prestigious universities and lucrative fields. To ensure this, the national level policies should be revised, which is inadequate for building a socially just university. The national-level policies need to be supported by institutional strategies targeting the recognition of disadvantaged groups. Also, to have a socially just university, a democratic and inclusive culture, and leaders are the main bodies to enact institutional practices for SJ. Lastly, it is a notable fact that there is no one concrete prospectus that can be implemented by all universities. Rather, following the steps in the framework, each institution should write its own prospectus depending on its identification of disadvantageous students and their needs.

REFERENCES

- Aksu, M., Engin-Demir, C., Daloglu, A., Yildirim, S., & Kiraz, E. (2010). Who are the future teachers in Turkey? Characteristics of entering student teachers. *International Journal of Educational Development*, 30 (1), 91-101. <https://doi.org/10.1016/j.ijedudev.2009.06.005>
- Altbach, P. G. (2000). Academic freedom and the academic profession. In P. G. Altbach (Ed.), *The changing academic workplace: Comparative perspectives* (pp.261-277). Center for International Higher Education Lynch School of Education, Boston College.
- Altınsoy, S. (2011). Yeni devlet üniversitelerinin gelişimi: Sorunlar ve politika önerileri. *Yükseköğretim ve Bilim Dergisi*, 2, 98-104. 10.5961/jhes.2011.015
- Altunoğlu, A. (2010). Yükseköğretimde kapsayıcılığın uygulanabilirliği üzerine bir tartışma. *Uluslararası Toplum Araştırmaları Dergisi*, 16(27), 672-679. 10.26466/opus.755015
- Arap, K. S. (2010). Türkiye yeni üniversitelerine kavuşurken: Türkiye'de yeni üniversiteler ve kuruluş gerekçeleri. *Ankara Üniversitesi SBF Dergisi*, 65(01), 1-29. https://doi.org/10.1501/SBFder_0000002156
- Argentin, G., & Triventi, M. (2011). Social inequality in higher education and labour market in a period of institutional reforms: Italy, 1992–2007. *Higher Education*, 61, 309-323. <https://dx.doi.org/10.1007/s10734-010-9379-6>
- Arum, R., & Shavit, Y. (1995). Secondary vocational education and the transition from school to work. *Sociology of Education*, 187-204.
- Arum, R., Gamoran, A., & Shavit, Y. (2007). More inclusion than diversion: Expansion, differentiation, and market structure in higher education. In Y. Shavit, R. Arum, & A. Gamoran (Eds.), *Stratification in higher education: A comparative study*. Stanford University Press.
- Ashwin, P., & McArthur, J. (2020). Introduction: Locating social justice in higher education research. In J. McArthur, & P. Ashwin (Eds.), *Locating social justice in higher education research*. Bloomsbury Academic.
- Aslan, S., & Gülaçti, F. (2013). Üniversite öğrencilerinin sosyal adalete ilişkin görüşleri, *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 203-214.

- Astin, A. W., & Oseguera, L. (2004). The declining “equity” of American higher education. *The Review of Higher Education*, 27(3), 321-341. <https://doi.org/10.1353/rhe.2004.0001>
- Atherton, G., Dumangane, C., & Whitty, G. (2016). *Charting equity in higher education: Drawing the global access map*. Pearson.
- Ayalon, H., & Yogev, A. (2005). Field of study and students’ stratification in an expanded system of higher education: The case of Israel. *European Sociological Review*, 21(3), 227-241. <https://doi.org/10.1093/esr/jci014>
- Ayalon, H., Grodsky, E., Gamoran, A., & Yogev, A. (2008). Diversification and inequality in higher education: A comparison of Israel and the United States. *Sociology of Education*, 81(3), 211-241. <https://doi.org/10.1177/003804070808100301>
- Ayers, W., Quinn, T., & Stovall, D. (2009). *Handbook of social justice in education*. Routledge.
- Baker, R. W., & Siryk, B. (1989). *Student adaptation to college questionnaire*. Western Psychological Services.
- Bastedo, M. N., & Gumport, P. J. (2003). Access to what: Mission, differentiation and academic stratification in U.S. public higher education. *Higher Education*, 46, 341-359. <https://doi.org/10.1023/A:1025374011204>
- Bastedo, M. N., & Jaquette, O. (2011). Running in place: low-income students and the dynamics of higher education stratification. *Educational Evaluation and Policy Analysis*, 33(3), 318-339. <https://doi.org/10.3102/0162373711406718>
- Bates, R. (2006). Educational administration and social justice. *Education, Citizenship and Social Justice*, 1(2), 141–156. <https://doi.org/10.1177/1746197906064676>
- Bertrand, M., & Rodela, K. C. (2018). A framework for rethinking educational leadership in the margins: implications for social justice leadership preparation. *Journal of Research on Leadership Education*, 13(1), 10– 37. <https://doi.org/10.1177/1942775117739414>
- Beycioglu, K., & Kondakci, Y. (2014). Principal leadership and organizational change in schools: A cross-cultural perspective. *Journal of Organizational Change Management*, 27(3). <https://doi.org/10.1108/JOCM-06-2014-0111>
- Bogdan, R. C., & Biklen, S. K. (2006). *Qualitative research in education: an introduction to theory and methods*. Allyn & Bacon.

- Bogotch, I. E. (2002). Educational leadership and social justice: Practice into theory. *Journal of School Leadership*, 12(2), 138-156. <https://doi.org/10.1177/105268460201200203>
- Boliver, V. (2011). Expansion, differentiation and the persistence of social class inequalities in British higher education. *Higher Education*, 61, 229–242. <https://doi.org/10.1007/s10734-010-9374-y>
- Boni, A., & Gasper, D. (2012). Rethinking the quality of universities: how can human development thinking contribute? *Journal of Human Development and Capabilities*, 13(3), 451-470. <https://doi.org/10.1080/19452829.2012.679647>
- Boyadjieva, P., & Illieva-Trichkova, P. (2017). Between inclusion and fairness: social justice perspective to participation in adult education. *Adult Education Quarterly*, 67(2), 97–117. <https://doi.org/10.1177/0741713616685398>
- Bozalek, V., & Leibowitz, B. (2012). An evaluative framework for a socially just institution. In B. Leibowitz (Ed.), *Higher education for the public good: Views from the South*. Sun Press.
- Bozkurt, B. (2018). *Sosyal adalet liderliği ile yöneticiye bağlılık ve örgütsel vatandaşlık davranışları arasındaki ilişki*. [Unpublished doctoral dissertation]. Gaziantep Üniversitesi.
- Brennan, J., & Naidoo, R. (2008). Higher education and the achievement (and/or prevention) of equity and social justice. *Higher Education*, 56, 287-302. <https://doi.org/10.1007/s10734-008-9127-3>
- Brennan, J., & Osborne, M. (2008). Higher education's many diversities of students, institutions and experiences; and outcomes? *Research Papers in Education*, 23(2), 179-190. <https://doi.org/10.1080/02671520802048711>
- Breyer, L. (2018). Patterns of difference in understandings of equity and social justice in adult education policies: Comparing national reports in international contexts by a lexicometric analysis. *Studies in the Education of Adults*, 50(2), 152-166. <https://doi.org/10.1080/02660830.2018.1522943>
- Brighouse, H. (2002) Egalitarian liberalism and justice in education. *The Political Quarterly*, 73(2), 181-190.
- Brighouse, H. (2005). *On education*. Routledge.
- Brighouse, H., & Swift, A. (2008). Putting educational equality in its place. *Education Finance and Policy*, 3(4), 444-466. <https://doi.org/10.1162/edfp.2008.3.4.444>

- Brooks, R., Gupta, A., Jayadeva, S., & Abrahams, J. (2021) Students' views about the purpose of higher education: A comparative analysis of six European countries, *Higher Education Research & Development*, 40(7), 1375-1388. <https://doi.org/10.1080/07294360.2020.1830039>
- Brown, K. M. (2006). Leadership for social justice and equity: Evaluating a transformative framework and andragogy. *Educational Administration Quarterly*, 42(5), 700-745. <https://doi.org/10.1177/0013161X06290650>
- Bunn, M., & Bennett, A. (2020). Making futures: Equity and social justice in higher education timescapes. *Teaching in Higher Education*, 25(6), 698-708. <https://doi.org/10.1080/13562517.2020.1776247>
- Buyruk, H. (2008). Eğitimde yaşanan toplumsal eşitsizlikler ve farklılaşan eğitim rotaları: Üniversite öğrencilerinin deneyimlerine dayalı bir araştırma. *Eğitim Bilim Toplum*, 7(25), 6-45.
- Bülbül, T. (2017a). Factors influencing access to higher education in Turkey. In S. Renes (Ed.), *Global voices in higher education* (pp. 149-171). IntechOpen.
- Bülbül, T. (2017b). Yükseköğretimde eşitsiliği anlamak. In K. Yılmaz (Ed.), *Eleştirel eğitim yönetimi yazıları*. Pegem Akademi.
- Byun, S., & Park, H. (2017). When different types of education matter: Effectively maintained inequality of educational opportunity in Korea. *American Behavioral Scientist*, 61(1), 94-113. <https://doi.org/10.1177/0002764216682810>
- Calhoun, C. (2006). The university and the public good. *Thesis Eleven*, 84, 7-43. <https://doi.org/10.1177/0725513606060516>
- Callender, C. (2008). The impact of term-time employment on higher education students' academic attainment and achievement. *Journal of Education Policy*, 23(4), 359- 77. <https://doi.org/10.1080/02680930801924490>
- Callender, C. (2010). Bursaries and institutional aid in higher education in England: Do they safeguard and promote fair access? *Oxford Review of Education*, 36(1), 45-62. <https://doi.org/10.1080/03054980903518910>
- Cambridge Dictionary. (n.d.). Equity. In *Cambridge dictionary*. Retrieved August 3, 2022, from <https://dictionary.cambridge.org/tr/s%C3%B6zl%C3%BCk/ingilizce/equity>
- Cambridge Dictionary. (n.d.). Flourish. In *Cambridge dictionary*. Retrieved August 3, 2022, from <https://dictionary.cambridge.org/tr/s%C3%B6zl%C3%BCk/ingilizce/flourish>

- Cambron-McCabe, N., & McCarthy, M. M. (2005). Educating school leaders for social justice. *Educational Policy*, 19(1), 201-222. <https://doi.org/10.1177/0895904804271609>
- Campbell, L. A., & McKendrick, J. H. (2017). Beyond aspirations: deploying the capability approach to tackle the under-representation in higher education of young people from deprived communities. *Studies in Continuing Education*, 39(2), 120-137. <https://doi.org/10.1080/0158037X.2017.1293630>
- Caner, A., & Okten, C. (2013). Higher education in Turkey: Subsidizing the rich or the poor? *Economics of Education Review*, 35, 75-92. <http://dx.doi.org/10.1016/j.econedurev.2013.03.007>
- Capper, C. A., & Young, M. D. (2014). Ironies and limitations of educational leadership for social justice: A call to social justice educators, *Theory Into Practice*, 53(2), 158-164. <https://doi.org/10.1080/00405841.2014.885814>
- Carvalho, T. (2020). New public management and social justice in higher education. In J. McArthur, & P. Ashwin (Eds.), *Locating social justice in higher education research* (pp. 38-52). Bloomsbury Academic.
- Castro, J. F., Yamada, G., & Arias, O. (2016). Higher education decisions in Peru: On the role of financial constraints, skills, and family background. *Higher Education*, 72, 457-486. <http://dx.doi.org/10.1007/s10734-016-0040-x>
- Clancy, P., & Goastellec, G. (2007). Exploring access and equity in higher education: Policy and performance in a comparative perspective. *Higher Education Quarterly*, 61(2), 136-154. <https://doi.org/10.1111/j.1468-2273.2007.00343.x>
- Coleman, J. S. (1968). The concept of equality of educational opportunity. *Harvard Educational Review*, 38(1), 7-22.
- Coleman, J. S. (1973). *Effects of school on learning: The IEA findings*. Harvard University. Retrieved from <https://files.eric.ed.gov/fulltext/ED088982.pdf>
- Connell, R. (2019). *The good university. What universities actually do and why it's time for radical change*. Zed Books.
- Cooper, R., & Chickwe, M. (2012). Building bridges between urban schools and urban communities: Creating an institutional culture of care in schools. In C. Boske (Ed.), *Educational leadership: Building bridges among ideas, schools and nations* (pp. 233-239). Information Age Publishing.
- Cotton, D. R., Nash, T., & Kneala, P. (2017). Supporting the retention of non-traditional students in Higher Education using a resilience framework.

- Council of Europe. (1999). *Lifelong learning for equity and social cohesion: a new challenge to higher education*. Working on meeting the needs of all students in a changing society. Bornholm, 27-29 May 1999 (Strasbourg, Council of Europe).
- Creswell, J. W., & Clark, P. (2011). *Designing and conducting mixed-methods research*. Sage.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Sage.
- Cribb, A., & Gewirtz, S. (2005). Navigating justice in practice: An exercise in grounding ethical theory. *Theory and Research in Education*, 3(3), 327–342.
<https://doi.org/10.1177/1477878505057435>
- Culp, B. (2016). Social justice and the future of higher education kinesiology. *Quest*, 68(3), 271-283. <https://doi.org/10.1080/00336297.2016.1180308>
- Cunningham, F. (2007). The university and social justice. *Journal of Academic Ethics*, 5(2-4), 153–162. doi:10.1007/s10805-007-9031-y
- Çalışkan, O., Akın, S., & Engin-Demir, C. (2020). Democratic environment in higher education: The case of a Turkish public university. *International Journal of Educational Development*, 72, 1-8.
<https://doi.org/10.1016/j.ijedudev.2019.102129>
- Çam-Tosun, F. (2021). Türk eğitim politikalarında sosyal adalet ve eşitlik. *Anadolu University Journal of Education Faculty*, 5(3), 348-368.
- Çelik, C. (2017). Örgütlü dinî gruplarda hegemonik dönüşüm nurculuktan post-nurculuğa, cemaatten örgüte gülenist yapının sosyolojik kodları. *İnsan ve Toplum*, 7(1), 25.
- Çelik, Z., & Gür, B. S. (2014). Yükseköğretim sistemlerinin yönetimi ve üniversite özerkliği: Küresel eğilimler ve Türkiye örneği. *Yükseköğretim ve Bilim Dergisi*, 4(1), 18-27.
- Çeribaş, A. (2020). *Sosyal devlet bağlamında yüksek öğrenim kredi ve burs imkanlarının eğitimde fırsat eşitliğini sağlamadaki rolü: Bursa ili araştırması*. [Unpublished doctoral dissertation]. Bursa Uludag University.
- Çetinsaya, G. (2014). *Büyüme, kalite, uluslararasılaşma: Türkiye yükseköğretimi için bir yol haritası*. Anadolu Üniversitesi Basımevi.

- Chesters, J., & Watson, L. (2013). Understanding the persistence of inequality in higher education: Evidence from Australia. *Journal of Education Policy*, 28(2), 198-215. <https://doi.org/10.1080/02680939.2012.694481>
- Dahms, H. F., & Lybeck, E. R. (2014). Conclusion: Barriers and conduits to social justice-universities in the twenty-first century. In J. Shefner, H. F. Dahms, R. Emmet, & A. Jalata (Eds.), *Social justice and the university: Globalization, human rights and future of democracy* (pp. 340-352). Palgrave Macmillan.
- Davies, S. & Guppy, N. (1997). Fields of study, college selectivity, and student inequalities in higher education. *Social Forces*, 75(4), 1417-1438. <https://doi.org/10.2307/2580677>
- Davies, S., Maldonado, V., & Zarifa, D. (2014). Effectively maintaining inequality in Toronto: Predicting student destinations in Ontario universities. *Canadian Review of Sociology*, 51(1), 22-53. <https://doi.org/10.1111/cars.12032>
- Davis, W. (2014). Teaching (for) social justice / organizing for social justice and the university. In J. Shefner, H. F. Dahms, R. Emmet, & A. Jalata, (Eds.), *Social justice and the university. Globalization, human rights and future of democracy* (pp. 320-33). Palgrave Macmillan.
- Dayıoğlu, M., & Türüt-Aşık, S. (2007). Gender differences in academic performance in a large public university in Turkey. *Higher Education*, 53, 255-277. <https://doi.org/10.1007/s10734-005-2464-6>
- De Groot, A. M., & Van Den Brink, R. C. (2010). Foreign language vocabulary learning. *Language Acquisition across Linguistic and Cognitive Systems*, 52, 285.
- Değirmencioğlu, S. M. (2008). Türkiye’de yükseköğrenim mezunları ve eğitimde fırsat eşitliği. *Toplum ve Demokrasi Dergisi*, 2(3), 47-66.
- D’enbeau, S., Mesmer, K., & Socha, D. (2020) Discursive strategies and dilemmas of institutionalizing social justice in a higher education setting. *Western Journal of Communication*, 85(3), 319-338. <https://doi.org/10.1080/10570314.2020.1798496>
- DeMatthews, D., & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequalities. *Educational Administration Quarterly*, 50(5), 844-881. <https://doi.org/10.1177/0013161X13514440>
- Department of Education, (DoE). (2006). *Funding for foundational provision in formally approved programmes. Letter to all higher education institutions in South Africa*. Pretoria: DoE.

- De Valenzuela, J. S., Copeland, S. R., Qi, C. H., & Park, M. (2006). Examining educational equity: Revisiting the disproportionate representation of minority students in special education. *Exceptional Children*, 72(4), 425-441.
- Diaz, S. M. (2011). *Finding our way through the house of mirrors: Higher education, administrative leadership, and social justice*. [Unpublished doctoral dissertation]. California State University.
- Dockery, A. M., Seymour, R., & Koshy, P. (2016). Promoting low socio-economic participation in higher education: A comparison of area-based and individual measures, *Studies in Higher Education*, 41(9), 1692-1714. <https://doi.org/10.1080/03075079.2015.1020777>
- Duru-Bellat, M. (2005, September). Democratisation of Education and reduction in inequalities of opportunities: an obvious link? In *European Conference on Educational Research 2005, Dublin* (pp. 5-p). European Educational Research Association (EERA).
- Duru-Bellat, M., Kieffer, A., & Reimer, D. (2008). Patterns of social inequalities in access to higher education in France and Germany. *International Journal of Comparative Sociology*, 49(4-5), 347-368. <https://doi.org/10.1177/0020715208093081>
- Duru-Bellat, M., & Gajdos, T. (2012). *Access to higher education: what counts as fairness in both an individual and systemic perspective?* LIEPP Working Paper, Laboratoire interdisciplinaire d'évaluation des politiques publiques (LIEPP, Sciences Po), 2012.
- Ekinci, C. E. (2011). Bazı sosyoekonomik etmenlerin Türkiye'de yükseköğretime katılım üzerindeki etkileri. *Eğitim ve Bilim*, 36(160), 281-297.
- Erdoğan, a. (2014). Türkiye'de yükseköğretimin gündemi için politika önerisi. *Journal of Higher Education and Science*, 4(1), 1-17.
- Espinoza, O. (2007). Solving the equity–equality conceptual dilemma: A new model for analysis of the educational process, *Educational Research*, 49(4), 343-363. <https://doi.org/10.1080/00131880701717198>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. McGraw-Hill Companies
- Fraser, N. (1996). *Social justice in the age of identity politics: redistribution, recognition, and participation*. The Tanner Lectures on Human Values. Stanford University. Retrieved from <https://tannerlectures.utah.edu/resources/documents/a-to-z/f/Fraser98.pdf>

- Fraser, N. (1997). *Justice interruptus: Critical reflections on the "postsocialist condition"*. Routledge.
- Fraser, N. (2009). *Scales of justice: Reimagining political space in a globalizing world*. Columbia University Press.
- Frempong, G., Ma, X., & Mensah, J. (2011). Access to postsecondary education: Can schools compensate for socioeconomic disadvantage? *Higher Education*, 63, 19-32. <http://hdl.handle.net/20.500.11910/3849>
- Furlong, A., & Cartmel, F. (2009). *Higher education and social justice*. McGraww Hill.
- Furman, G. (2012). Social justice leadership as praxis: Developing capacities through preparation programs. *Educational Administration Quarterly*, 48(2), 191-229. <https://doi.org/10.1177/0013161X11427394>
- Furman, G. C., & Gruenewald, D. A. (2004). Expanding the landscape of social justice: A critical ecological analysis. *Educational Administration Quarterly*, 40(1), 47-76. <https://doi.org/10.1177/0013161X03259142>
- Furman, G. C., & Shields, C. M. (2005). How can educational leaders promote and support social justice and democratic community in schools. In W. A. Firestone, & C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp.119-137). Teachers College Press.
- Gale, T., & Tranter, D. (2011). Social justice in Australian higher education policy: An historical and conceptual account of student participation, *Critical Studies in Education*, 52(1), 29-46. <https://doi.org/10.1080/17508487.2011.536511>
- Gewirtz, S. (1998) Conceptualizing social justice in education: Mapping the territory. *Journal of Educational Policy*, 13 (4), 469-484. <https://doi.org/10.1080/0268093980130402>
- Gewirtz, S. (2006). Towards a contextualized analysis of social justice in education. *Educational Philosophy and Theory*, 38(1). <https://doi.org/10.1111/j.1469-5812.2006.00175.x>
- Gibbons, S., & Vignoles, A. (2012). Geography, choice and participation in higher education in England. *Regional Science and Urban Economics*, 42(1-2), 98-113. <https://doi.org/10.1016/j.regsciurbeco.2011.07.004>
- Goastellec, G. (2008a). Globalization and implementation of an equity norm in higher education: Admission processes and funding framework under scrutiny. *Peabody Journal of Education*, 83(1), 71-85. <https://doi.org/10.1080/01619560701649174>

- Goastellec, G. (2008b). Changes in access to higher education: from worldwide constraints to common patterns of reform? *The Worldwide Transformation of Higher Education International Perspectives on Education and Society*, 9, 1–26.
- Goldfarb, K. P., & Grinberg, J. (2002). Leadership for social justice: Authentic participation in the case of a community center in Caracas, Venezuela. *Journal of School Leadership*, 12, 157-173.
- Gorard, S., Boliver, V., Siddiqui, N., & Banerjee, P. (2019). Which are the most suitable contextual indicators for use in widening participation to HE? *Research Papers in Education*, 34(1), 99-129.
- Gölpek, F., & Yıldız, K. (2019). Kamu üniversitelerinde kayıtlı öğrencilerin sosyoekonomik statüsü üzerine bir araştırma: Şırnak Üniversitesi örneği. *Journal of Higher Education and Science*, 9(3), 460-473.
- Grant, C. A. (2012). Cultivating flourishing lives: A robust social justice vision of education. *American Educational Research Journal*, 49(5), 910–934.
- Griffiths, M. (1998). *Educational research for social justice: Getting off the fence*. Open University Press.
- Griffiths, M. (2003). *Action for social justice in education: Fairly different*. Open university press.
- Günay, D., & Günay, A. (2011). 1933'den Günümüze Türk Yükseköğretiminde Niceliksel Gelişmeler. *Yükseköğretim ve Bilim Dergisi*, 1(1), 1-22.
- Günay, D., & Günay, A. (2016). Dünyada ve Türkiye’de yükseköğretim okullaşma oranları ve gelişmeler. *Yükseköğretim ve Bilim Dergisi*, 6(1), 13-30.
- Gür, B. S., & Özoğlu, M., (2015). Türkiye’de yükseköğretim politikaları: Erişim, kalite ve yönetim. In A. Gümüş (Ed.), *Türkiye’de eğitim politikaları* (pp. 299-321). Nobel Akademik Yayıncılık
- Gür, B. S. & Çelik, Z. (2011). *YÖK’ün 30 yılı*. SETA.
- Gürgen, B. (2017). *Okullarda sosyal adalet algısının incelenmesi* [Unpublished Master's thesis] Eskişehir Osmangazi Üniversitesi.
- Harris, S., & Hopson, M. (2008). Using an equity audit investigation to prepare doctoral students for social justice leadership, *Teacher Development*, 12(4), 341-352. <https://doi.org/10.1080/13664530802579926>

- Harrison, N., & Hatt, S. (2012). Expensive and failing? The role of student bursaries in widening participation and fair access in England, *Studies in Higher Education*, 37(6), 695-712. <https://doi.org/10.1080/03075079.2010.539679>
- Harrison, N., Davies, S., Harris, R., & Waller, R. (2018). Access, participation and capabilities: Theorizing the contribution of university bursaries to students' well-being, flourishing and success. *Cambridge Journal of Education*, 48(6), 677–695. <https://doi.org/10.1080/0305764X.2017.1401586>
- Herbaut, E., & Geven, K. (2020). What works to reduce inequalities in higher education? A systematic review of the (quasi-) experimental literature on outreach and financial aid. *Research in Social Stratification and Mobility*, 65, 1-14. <https://doi.org/10.1016/j.rssm.2019.100442>
- Hillman, N. W. (2016). Geography of college opportunity: the case of education deserts. *American Educational Research Journal*, 53(4), 987-1021.
- Hjalmarsson, R., & Lochner, L. (2012). The impact of education on crime: international evidence, *CESifo DICE Report* 10(2), 49-55.
- Hoare, A., & Johnston, R. (2011). Widening participation through admissions policy – a British case study of school and university performance, *Studies in Higher Education*, 36(1), 21-41. doi: 10.1080/03075070903414297
- Husen, T. (1975). *Social influences on educational attainment. Research perspectives on Educational ,Equality*. OECD.
- Husen, T. (1987). *Higher education and social stratification: An international comparative study*. Ceuterick.
- Hutton, W. (2006). The British middle class is operating a closed shop. *The Guardian*. <https://www.theguardian.com/commentisfree/2006/jun/18/comment.homeaffairs>
- Ichou, M., & Vallet, L. A. (2011). Do all roads lead to inequality? Trends in French upper secondary school analysed with four longitudinal surveys, *Oxford Review of Education*, 37(2), 167-194. <https://doi.org/10.1080/03054985.2011.559350>
- Jacop, M. (2011). Do brothers affect their sisters' chances to graduate? An analysis of sibling sex composition effects on graduation from a university or a Fachhochschule in Germany. *Higher Education*, 61, 277-291. <https://doi.org/10.1007/s10734-010-9377-8>

- James, R. (2007). *Social equity in a mass, globalized higher education environment: The unresolved issue of widening access to university*. [Faculty of Education Dean's Lecture Series].
- Jerrim, J., & Vignoles, A. (2015). University access for disadvantaged children: A comparison across countries. *Higher Education*, 70, 903-921.
- Jones, E. J., & Shefner, J. (2014). Introduction: Globalization and the university—a path to social justice, 11-17. In J. Shefner, H. F. Dahms, R. Emmet & A. Jalata (Eds.), *Social justice and the university: Globalization, human rights and future of democracy*. Palgrave Macmillan.
- Kahlke, R. M. (2014). Generic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13(1), 37-52. <https://doi.org/10.1177/160940691401300119>
- Kahn, A., Nelson, R. E., Gaeddert, W. P., & Hearn, J. L. (1982). The justice process: Deciding upon equity or equality. *Social Psychology Quarterly*, 3-8. <https://doi.org/10.2307/3033668>
- Karacan, H., Bağlıbel, M., & Bindak, R. (2015). Okullarda sosyal adalet ölçeğinin geliştirilmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 12(31), 54-68.
- Karasaç, F., & Sağın, A. (2019). Türk yükseköğretim sistemi: Erişim, yönetim ve kalite. *The Journal of European Theoretical and Applied Studies*, 7(1), 33-57.
- Karataş-Acer, E., & Güçlü, N. (2017). Türkiye'de yükseköğretimin genişlemesi: Gerçekler ve ortaya çıkan sorunlar. *Yükseköğretim Dergisi*, 7(1), 28-38.
- Karen, D. (2002). Changes in access to higher education in the United States: 1980-1992. *Sociology of Education*, 75(3), 191-210.
- Kato, S., Ashley, S.R., & Weaver, R.L. (2017). Insights for measuring social value: Classification of measures related to the capabilities approach, *International Society for Third-Sector Research and The Johns Hopkins University, Voluntas*, 1-24.
- Kavak, Y. (2010). *2050'ye doğru nüfusbilim ve yönetim: Eğitim sistemine bakış*. TÜSİAD.
- Kavak, Y. (2011). Türkiye'de yükseköğretimde büyüme: Yakın geçmişe bakış ve uzun vadeli (2010-2050) büyüme projeksiyonları. *Yükseköğretim Dergisi*, 1(2), 95-102.

- Kaye, N. (2021). Evaluating the role of bursaries in widening participation in higher education: A review of the literature and evidence, *Educational Review*, 73(6), 775-797. <https://doi.org/10.1080/00131911.2020.1787954>
- Kezar, A. (2004). Wrestling with philosophy: Improving scholarship in higher education. *The Journal of Higher Education*, 75(1), 42–55. <https://doi.org/10.1080/00221546.2004.11778895>
- Kezar, A., & Posselt, J. (2019). *Higher education administration for social justice and equity: Critical perspectives for leadership*. Routledge.
- Kılıç, R. (1999). Türkiye’de yükseköğretimin kapsamı ve tarihsel gelişimi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 3, 289-313.
- Kılınç, Y. (2014). Türkiye’de eğitimsel eşitsizlik ve toplumsal tabakalaşma ilişkisine dair ampirik bir çalışma. *Eğitim Bilimleri Araştırmaları Dergisi*, 4(2), 243-263.
- King, M. L. (1963). *The letter from Birmingham jail*. Retrieved from https://www.csuchico.edu/iege/_assets/documents/susi-letter-from-birmingham-jail.pdf
- Kitchen, H., et al. (2019), *OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey*, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris, <https://doi.org/10.1787/5edc0abe-en>.
- Kondakci, Y., Zayim Kurtay, M., & Kaya Kasikci, S. (2021). School leadership for social justice in Turkish urban setting. *Leadership and Policy in Schools*, 20(1), 95-110. <https://doi.org/10.1080/15700763.2020.1833938>
- Kooji, Y. (2019). Yükseköğretimde fırsat eşitliği. In M. Kurtoğlu (Ed.), *Neoliberalizm, bilgi ve üniversiteler*. Notabene Yayınları.
- Koshy, P. (2013). *Student equity performance in wa higher education: Low socioeconomic (Ises) and regional and remote student participation*. National Centre for Student Equity in Higher Education, Briefing Paper.
- Kurul-Tural, N. (1995). Çeşitli ülkelerde yükseköğretimin parasal kaynakları. *Kuram ve Uygulamada Eğitim Yönetimi*, 2(2), 291-304.
- Kuşaracı, A. (2010). *Ailenin sosyoekonomik yapısının öğrencilerin fakülte veya yüksekokul tercihleri üzerindeki etkileri*. [Yayımlanmamış Yüksek Lisans Tezi]. Cumhuriyet Üniversitesi.

- Küçükcan, T., & Gür, B. S. (2009). *Türkiye’de yükseköğretim: Karşılaştırmalı bir analiz*. SETA.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Sage.
- Leach, L. (2013). Participation and equity in higher education: are we going back to the future? *Oxford Review of Education*, 39(2), 267-286. <https://doi.org/10.1080/03054985.2013.791618>
- Leibowitz, B. (2009). Towards a pedagogy of possibility. Teaching and learning from a ‘social justice’ perspective, 85-101. In E. Bitzer (Ed.), *Higher education in South Africa. A scholarly look behind the scenes*, Sun Media.
- Leibowitz, B., & Bozalek, V. (2015). Foundation provision: a social justice perspective. *South African Journal of Higher Education*, 29(1), 8-25.
- Lincoln Y.S. & Guba E. (1985). *Naturalistic inquiry*. Sage.
- Lincoln, Y. S. (1991). Advancing a critical agenda. In W. G. Tierney (Ed.), *Culture and ideology in higher education* (pp. 17-32), Praeger.
- Lochner, L. (2020). Education and crime. *The Economics of Education*, 109-117. <https://doi.org/10.1016/B978-0-12-815391-8.00009-4>
- Lucas, S. R. (2001). Effectively maintained inequality: Education transitions, track mobility, and social background effects. *American Journal of Sociology* 106, 1642–90. <https://doi.org/10.1086/321300>
- Luo, Y., Gup, F., & Shi, J. (2018). Expansion and inequality of higher education in China: how likely would Chinese poor students get to success? *Higher Education Research & Development*, 37(5), 1015-1034. <https://doi.org/10.1080/07294360.2018.1474856>
- Ma, J., Pender, M., & Welch, M. (2016). *Education pays 2016: The benefits of higher education for individuals and society*. Trends in Higher Education Series. College Board.
- Mahlangu, P. M. (2020). Rethinking student admission and access in higher education through the lens of capabilities approach. *International Journal of Educational Management*, 34(2), 450-460.
- Makulilo, V. (2010). *Private financing in Tanzania: A restraint on democratization of higher education access by the poor?* [Unpublished M.A Dissertation]. University of Dar es Salaam.

- Marginson, S. (2011a). Equity, status and freedom: A note on higher education. *Cambridge Journal of Education*, 41(1), 23-36. <https://doi.org/10.1080/0305764X.2010.549456>
- Marginson, S. (2011b). Higher education and public good. *Higher Education Quarterly*, 65(4), 411-433. <https://doi.org/10.1111/j.1468-2273.2011.00496.x>
- Marginson, S. (2016a). The worldwide trend to high participation higher education: dynamics of social stratification in inclusive systems. *Higher Education*, 72, 413-434. <https://doi.org/10.1007/s10734-016-0016-x>
- Marginson, S. (2016b). High participation systems of higher education. *Journal of Higher Education*, 87(2), 243-270. <https://doi.org/10.1080/00221546.2016.11777401>
- Marshall, C., & Rossman, G. (2016). *Designing qualitative research*. Sage.
- Marshall, C., & Oliva, M. (2006). Building the capacities of social justice leaders. In C. Marshall, & M. Oliva (Eds.), *Leadership for social justice: Making revolutions in education* (pp. 1-15). Pearson Education
- Maya, İ. (2013). Türk eğitim sistemindeki cinsiyet eşitsizliklerinin AB ülkeleri ile karşılaştırılması. *Eğitim ve Bilim*, 38(168), 69-84.
- McArthur, J. (2011) Reconsidering the social and economic purposes of higher education, *Higher Education Research & Development*, 30(6), 737-749. <https://doi.org/10.1080/07294360.2010.539596>
- McArthur, J. (2013). *Rethinking knowledge within higher education: Adorno and social justice*. Bloomsbury Publishing.
- McArthur, J., & Ashwin, P. (2020). *Locating social justice in higher education research*. Bloomsbury Academic.
- McArthur, J. (2020). Bridging near and far perspective in socially just higher education research. In J. McArthur, & P. Ashwin (Eds.), *Locating social justice in higher education research* (pp. 23-38). Bloomsbury Academic.
- McCowan, T. (2007). Expansion without equity: An analysis of current policy on access to higher education in Brazil. *Higher Education*, 53(5), 579-598.
- McCowan, T. (2015). Three dimensions of equity of access to higher education, *Compare: A Journal of Comparative and International Education*, 46(4), 645-665. <https://doi.org/10.1080/03057925.2015.1043237>

- McCowan, T. (2019). *Higher education for and beyond the sustainable development goals*. Palgrave Macmillan.
- McGrath-Morris, P. (2002). The capabilities perspective: A framework for social justice. *Families In Society*, 83(4), 365-373. <https://doi.org/10.1606/1044-3894.16>
- McLaughlin, M. J. (2010). Evolving interpretations of educational equity and students with disabilities. *Council for Exceptional Children*, 76(3), 265-278.
- McMahon, W. W. (2009). *Higher learning, greater good: The private and social benefits of higher education*. JHU Press.
- Merle, P. (2000) *Le concept de démocratisation de l'institution scolaire: une typologie etsa mise à l'épreuve*. Population, 1, INED.
- Merriam S. B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass.
- Merriam S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.
- Meyer, H., John, E., Chankseliani, M., & Uribe, L. (2013). The crisis of higher education access—a crisis of justice. In H. D. Meyer, E. P. St. John, M. Chankseliani, & L. Uribe (2013) (Eds.), *Fairness in access to higher education in a global perspective: reconciling excellence, efficiency, and justice* (pp. 1–12). Sense Publishers.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Milner, M., Jr. (1972). *The illusion of equality*. Jossey-Bass.
- Mızıkacı, F. (2006). Higher education in Turkey. In J. P. Wells (Ed.), *Monographs on higher education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000145584>
- Moreau, M. P., & Leathwood, C. (2006). Balancing paid work and studies: Working (class) students in higher education. *Studies in Higher Education*, 31(1), 23-42. <https://doi.org/10.1080/03075070500340135>

- Morgan, W. R., & Sawyer, J. (1979). Equality, equity, and procedural justice in social exchange. *Social Psychology Quarterly*, 71-75. <https://doi.org/10.2307/3033878>
- Mostafa, T. (2009). *The anatomy of inequalities in attainments: an international investigation on stratification and choice*. [Unpublished Doctoral Dissertation]. Aix-Marseille University.
- Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S., & Higham, L. (2015). *Causes of differences in student outcomes*. HEFCE, King's College London.
- MoNE (2021). *Official statistics*. <http://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64>
- Msigwa, F. M. (2016). Widening participation in higher education: A social justice analysis of student loans in Tanzania. *Higher Education*, 72, 541-556.
- Ndebele, N. (1995). Maintaining domination through language. *Academic Development*, 1(1), 3-5.
- Netz, N., & Cordua, F. (2021). Does studying abroad influence graduates' wages? A literature review. *Journal of International Students*, 11(4), 768-789. <https://doi.org/10.32674/jis.v11i4.4008>
- Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education*. Longman.
- Nikula, P. (2017): Socioeconomic inequalities in higher education: A meta-method analysis of twenty-first century studies in Finland and New Zealand. *Studies in Higher Education*. doi: 10.1080/03075079.2017.1326024
- Novak, M. (2009). Social justice: Not what you think it is. *Heritage Lectures*, 1138, 1-12.
- Nussbaum, M. (2000). *Women and human development*. Cambridge University
- OECD. (2007). *Equity in education*. <https://www.oecd.org/education/school/39676364.pdf>
- OECD. (2013). *Education at a glance 2013: OECD indicators*. [https://www.oecd.org/education/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](https://www.oecd.org/education/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)

- OECD. (2016). *PISA 2015 Results (Volume II): Policies and practices for successful schools*. <http://dx.doi.org/10.1787/9789264267510-en>.
- O’Sullivan, S., O’Tuama, S., & Kenny, L. (2017). Universities as key responders to education inequality, *Global Discourse*, 7(4), 527-538. <https://doi.org/10.1080/23269995.2017.1400902>
- O’Sullivan, K., Robson, J., & Winters, N. (2019). ‘I feel like I have a disadvantage’: How socio-economically disadvantaged students make the decision to study at a prestigious university. *Studies in Higher Education*, 44(9), 1676–1690. <https://doi.org/10.1080/03075079.2018.1460591>
- Osborne, M. (2003). Increasing or widening participation in higher education?: A European overview. *European journal of education*, 38(1), 5-24.
- Osei-Kofi, N., Shahjahan, R. A., & Patton, L. D. (2010). Centering social justice in the study of higher education: The challenges and possibilities for institutional change. *Equity & Excellence in Education*, 43(3), 326-340. <https://doi.org/10.1080/10665684.2010.483639>
- Ou, D., & Hou, Y. (2018). Bigger pie, bigger slice? The impact of higher education expansion on educational opportunity in China. *Research in Higher Education*, 60(3), 358-391. <https://doi.org/10.1007/s11162-018-9514-2>
- Oxford Learner Dictionary. (n.d.). Equity. In *Oxford learner dictionary*. Retrieved August 3, 2022, from https://www.oxfordlearnersdictionaries.com/definition/english/equity_1?q=equity
- Oxford Dictionary. (n.d.). Flourish. In *Oxford learner dictionary*. Retrieved August 3, 2022, from https://www.oxfordlearnersdictionaries.com/definition/english/flourish_1
- Özdemir, M., & Kütküt, B. (2015). Sosyal adalet liderliği ölçeği’nin (SALÖ) geliştirilmesi: Geçerlik ve güvenilirlik çalışması. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 16(3), 201-218.
- Özdemir, M., & Pektaş, V. (2017). Sosyal adalet liderliği ve okul akademik iyimserliği ilişkisinin öğretmen görüşlerine göre incelenmesi. *Ege Eğitim Dergisi*, 18(2), 576-601.
- Özfindik, F. S., Hovardaoğlu, O., & Hovardaoğlu, S. Ç. (2020). TÜBİTAK 4004 Programı Desteğiyle Engelli Üniversite Öğrencilerine Kapsayıcı-Engelsiz Kampüs Tasarımı Eğitimi Projesinin Değerlendirilmesi. *Yükseköğretim ve Bilim Dergisi*, 10(1), 24-35.

- Özoğlu, M., Gür, B. S., & Gümüş, S. (2016). Rapid expansion of higher education in Turkey: The challenges of recently established public universities (2006–2013). *Higher Education Policy*, 29, 21–39. <http://dx.doi.org/10.1057/hep.2015.7>
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Sage.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th edition). Sage.
- Pazey, B. L., & Cole, H. A. (2012). The role of special education training in the development of socially just leaders: Building an equity consciousness in educational leadership programs. *Educational Administration Quarterly*, 49(2), 243-271. <https://doi.org/10.1177/0013161X12463934>
- Perkin, H. (2007). *History of universities. International handbook of higher education*. Springer.
- Polat, S. (2017). The expansion of higher education in Turkey: Access, equality and regional returns to education. *Structural Change and Economic Dynamics*, 43, 1-14. <https://doi.org/10.1016/j.strueco.2017.06.001>
- Raftery, A. E., & Hout, M. (1993). Maximally maintained inequality: Expansion, reform, and opportunity in Irish education, 1921-75. *Sociology of Education*, 66(1), 41-62. <https://doi.org/10.2307/2112784>
- Rawls, J. (1971). *A theory of justice*. Harvard University Press.
- Reay, D. (2009). *Social class in UK higher education: Still an elephant in the room*. Routledge.
- Reay, D. (2012). What would a socially just education system look like? Saving the minnows from the pike, *Journal of Education Policy*, 27(5), 587-599. <https://doi.org/10.1080/02680939.2012.710015>
- Reed, R., King, A., & Whiteford, G. (2015) Re-conceptualising sustainable widening participation: Evaluation, collaboration and evolution, *Higher Education Research & Development*, 34(2), 383-396. <https://doi.org/10.1080/07294360.2014.956692>
- Reichelt, M., Collischon, M., & Eberl, A. (2019). School tracking and its role in social reproduction: Reinforcing educational inheritance and the direct effects of social origin. *The British Journal of Sociology*, 70(4), 1323-1348. <https://doi.org/10.1111/1468-4446.12655>

- Reimer, D., & Jacop, M. (2011). Differentiation in higher education and its consequences for social inequality: Introduction to a special issue. *Higher Education*, 61, 223-227. <https://doi.org/10.1007/s10734-010-9373-z>
- Rivera-McCutchen, R. L. (2014). The moral imperative of social justice leadership: A critical component of effective practice. *Urban Rev*, 46, 747-763. <https://doi.org/10.1007/s11256-014-0297-2>
- Rizvi, F. (1998). Some thoughts on contemporary theories of social justice. In B. Atweh, S. Kemmis, & P. Weeks (Eds.), *Action research in practice: partnerships for social justice in education*, (pp. 47-56), Routledge.
- Robeyns, I. (2005). The capability approach: A theoretical survey, *Journal of Human Development*, 6(1), 93-117. <https://doi.org/10.1080/146498805200034266>
- Roksa, J., Grodsky, E. Arum, R. & Gamoran, A. (2007). *United States: Changes in higher education and social stratification. Stratification in higher education.* Stanford University Press.
- Roksa, J. (2008). Structuring access to higher education: The role of differentiation and privatization. *Research in Social Stratification and Mobility*, 26(1), 57-75. <https://doi.org/10.1016/j.rssm.2007.11.002>
- Roksa, J. (2010). Bachelor's degree completion across state contexts: Does the distribution of enrollments make a difference?. *Research in Higher Education*, 51, 1. <https://doi.org/10.1007/s11162-009-9146-7>
- Roksa, J. (2011). Differentiation and work: Inequality in degree attainment in U.S. higher education. *Higher Education*, 61, 293-308. <https://doi.org/10.1007/s10734-010-9378-7>
- Ross, A. (2003). Access to higher education: Inclusion for the masses? In L. Archer, M. Hutchings, & A. Ross (Eds.), *Higher education and social class: Issues of exclusion and inclusion.* Routledge Falmer
- Ross, S. N. (2014). Diversity and intergroup contact in higher education: Exploring possibilities for democratization through social justice education, *Teaching in Higher Education*, 19(8), 870-881. <https://doi.org/10.1080/13562517.2014.934354>
- Sağlam, B. (2020). *Sosyal politika aracı olarak fırsat eşitliği ve bunun sağlanmasında eğitimin rolü.* [Doctoral dissertation], Bursa Uludağ University.
- Saldana, J. (2011). *Fundamentals of qualitative research.* Oxford University Press.

- Sallan-Gül, S., & Gül, H. (2015). Türkiye’de yükseköğretimin gelişimi, güncel durumu ve eleştirisi. *Toplum ve Demokrasi Dergisi*, 8(17), 51-66.
- Sampson, E. E. (1975). On justice as equality. *Journal of Social Issues*, 31(3), 45-64.
- Santiago, P., Tremblay, K., Basri, E., & Arnal, E. (2008). *Tertiary education for the knowledge society: Special features: Equity, innovation, labour market, internationalisation*. OECD.
- Savaş , G. (2016). Gender and race differences in American college enrollment: Evidence from the education longitudinal study of 2002. *American Journal of Educational Research*, 4(1), 64-75.
- Scanlan, M. (2012). A learning architecture: how school leaders can design for learning social justice. *Educational Administration Quarterly*, 49(2), 348-391. <https://doi.org/10.1177/0013161X12456699>
- Schendel, R., & McCowan, T. (2016). Expanding higher education systems in low- and middle income countries: the challenges of equity and quality. *Higher Education*, 72, 407-411. <https://doi.org/10.1007/s10734-016-0028-6>
- Schwartzman, S. (2004). Equity, quality and relevance in higher education in Brazil. *Anais da Academia Brasileira de Ciências*, 76, 173-188. <https://doi.org/10.1590/S0001-37652004000100015>
- Self, A., & L. Zealey. (2007). *Social trends*, no. 37, 2007 Edition. Office for National Statistics. Palgrave Macmillan.
- Sellar, S., & Gale, T. (2011). Mobility, aspiration, voice: A new structure of feeling for student equity in higher education, *Critical Studies in Education*, 52(2), 115-134. <https://doi.org/10.1080/17508487.2011.572826>
- Sen, A. (1985). *Commodities and capabilities*. New Holland.
- Sen, A. (1987). The standard of living. In G. Hawthorn (Ed.), *The standard of living*. Cambridge.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- Seskir, Z. C. (2017). Türkiye’de yükseköğretimde nicel cinsiyet açığındaki değişimin olası nedenleri ve etkileri. *Yükseköğretim ve Bilim Dergisi*, 7(2), 321-332.
- Sezgin, F., Sart, G., & Dalyancı, L. (2018). Türkiye’de yükseköğrenime kayıt oranı için cinsiyet eşitsizliğinin istatistiksel analizi. *Ekonomi, Yönetim ve Sosyal Araştırmalar Dergisi*, 3(1), 81-92.

- Shah, M., & McKay, J. (Eds.). (2018). *Achieving equity and quality in higher education: Global perspectives in an era of widening participation*. Springer.
- Shavit, Y., & Blossfeld, H. P. (1993). *Persistent inequality: Changing educational attainment in thirteen countries. Social inequality series*. Westview Press.
- Shavit, Y., Arum, R., & Gamoran, A. (2007). *Stratification in higher education*. Stanford University Press.
- Sianou-Kyrigiou, E. (2010). Stratification in higher education, choice and social inequalities in Greece. *Higher Education Quarterly*, 64(1), 22-40. <https://doi.org/10.1111/j.1468-2273.2009.00427.x>
- Singh, M. (2011). The place of social justice in higher education and social change discourses. *Compare: A Journal of Comparative and International Education*, 41(4), 481-494. <https://doi.org/10.1080/03057925.2011.581515>
- Skilbeck, M. (2000). *Access and equity in higher education. An international perspective on issues and strategies*. The Higher Education Authority.
- Stivers, R. (2008). *The illusion of freedom and equality*. State University of New York Press.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques*. Sage.
- Suna, H. E., Gür, B. S., Gelbal, S., & Özer, M. (2020). Fen lisesi öğrencilerinin sosyoekonomik arkaplanı ve yüksek öğretime geçişteki tercihleri. *Yüksek Öğretim Dergisi*, 10(3), 356-370. <https://doi.org/10.2399/yod.20.734921>
- Suransky, C., & Van der Merwe, J. C. (2016). Transcending apartheid in higher education: Transforming an institutional culture. *Race Ethnicity and Education*, 19(3), 577-597. <https://doi.org/10.1080/13613324.2014.946487>
- Şen, Z. (2012). Türkiye’de yükseköğretim sistemi eleştirileri ve öneriler. *Yükseköğretim Dergisi*, 2(1), 1-9.
- Şenses, F. (2007). *Uluslararası gelişmeler ışığında Türkiye yükseköğretim sistemi: Temel eğilimler, sorunlar, çelişkiler ve öneriler*. ERC Working Papers in Economics 07/05.
- Tabak, H. (2019). Türk eğitim sisteminde eğitimde fırsat eşitliğine kuramsal bakış: Roller ve sorumluluklar. *Türk Eğitim Bilimleri Dergisi*, 17(2), 370-393.

- Taneri, P. O. (2014). Üniversite öğrencilerinin demokrasinin eğitime yansımaları hakkındaki görüşleri (Çankırı Karatekin Üniversitesi). *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 12-27.
- Teichler, U. (2008). Diversification? Trends and explanations of the shape and size of higher education. *Higher Education*, 56, 349-379. <https://doi.org/10.1007/s10734-008-9122-8>
- Tekeli, İ. (2010). *Tarihsel bağlamı içinde Türkiye’de yükseköğretim ve YÖK’ün tarihi*. Tarih Vakfı Yurt Yayınları.
- Terzi, L. (2007). The capability to be educated, In M. Walker & E. Unterhalter (Eds.), *Amartya Sen’s capability approach and social justice in education* (pp.25-44). Palgrave Macmillan
- Terzi, L. (2014). Reframing inclusive education: Educational equality as capability equality. *Cambridge Journal of Education*, 44(4), 479-493. <https://doi.org/10.1080/0305764X.2014.960911>
- The Guardian. (2008, September 10). *Cambridge mission 'not social mobility*. <https://www.theguardian.com/education/2008/sep/10/accesstouniversity.highereducation>
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221-258. <https://doi.org/10.1177/0013161X06293717>
- Theoharis, G. (2008). Woven in deeply: Identity and leadership of urban social justice principals. *Education and Urban Society*, 41(1), 3-25. <https://doi.org/10.1177/0013124508321372>
- Thomsen, J. P. (2015). Maintaining inequality effectively? Access to higher education programmes in a universalist welfare state in periods of educational expansion 1984–2010. *European Sociological Review*, 31(6), 683–696.
- Tomul, E. (2009). İlköğretim okullarındaki sosyal adalet uygulamalarına ilişkin yönetici görüşleri. *Education and Science*, 34(152), 126-137.
- Tosun, A., Ay, M. H., & Koçak, S. (2020). Yönetici gözüyle dezavantajlı okullar: Sosyal adaletin sağlanması için çözüm önerileri. *Eğitimde Nitel Araştırmalar Dergisi*, 8(3), 980-999.
- Triventi, M. (2011). *The role of higher education stratification in the reproduction of social inequality in the labor market: A comparative study of recent European graduates*. MPRA Paper. Retrieved from <https://mpra.ub.uni-muenchen.de/35996/>

- Triventi, M. (2013a). Stratification in higher education and its relationship with social inequality: A comparative study of 11 European countries. *European Sociological Review*, 29(3).
- Triventi, M. (2013b). The role of higher education stratification in the reproduction of social inequality in the labor market. *Research in Social Stratification and Mobility*, 32, 45-63. <https://doi.org/10.1016/j.rssm.2013.01.003>
- Triventi, M. (2014). Higher education regimes: An empirical classification of higher education systems and its relationship with student accessibility. *Qual Quant*, 48, 1685-1703. <https://doi.org/10.1007/s11135-013-9868-7>
- Trowler, V. (2020). Researching social justice in higher education from both insider and outsider perspectives. In J. McArthur & P. Ashwin (Eds.), *Locating Social Justice in Higher Education Research* (pp. 53-69). Bloomsbury Academic.
- TSI. (2022). Education. [Data set]. <https://data.tuik.gov.tr/Kategori/GetKategori?p=egitim-kultur-spor-ve-turizm-105&dil=2>
- Total, O. (2018). Üniversite yerleşkeleri ve erişilebilirlik. *Avrasya Uluslararası Araştırmalar Dergisi*, 6(15), 753-775.
- UNESCO. (2020). Toward a universal access to higher education. International trends. <https://globaleducationforum.org/wp-content/uploads/2021/10/DOC-11-Towards-universal-access-to-higher-education-international-trends.pdf>
- United Nations. (2015). Resolution adopted by the General Assembly on 25 September 2015. Transforming our world: the 2030 Agenda for Sustainable Development. General Assembly. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>
- Unterhalter, E., & Walker, M. (2007). Conclusion: Capabilities, social justice, and education. In M. Walker & E. Unterhalter (Eds.), *Amartya Sen's capability approach and social justice in education* (pp. 237-254.). Palgrave Macmillan.
- Unterhalter, E. (2009). What is equity in education? Reflections from the capability approach. *Stud Philos Educ*, 28, 415-424. doi:10.1007/s11217-009-9125-7
- Unterhalter, E. (2013). Educating capabilities. *Journal of Human Development and Capabilities*, 14(1), 185-188. <https://doi.org/10.1080/19452829.2013.762183>
- URAP. (n.d.). URAP Türkiye sıralaması. Accessed at 2021, June 13 <https://newtr.urapcenter.org/cdn/storage/PDFs/kpaxGGBPNuwyZfYpQ/original/kpaxGGBPNuwyZfYpQ.pdf>

- Van Maanen, J. (1979). Reclaiming qualitative methods for organizational research: A preface. *Administrative Science Quarterly*, 24(4), 520-526.
- VERBI Software. (2020). MAXQDA 2021 [computer software]. Berlin, Germany: VERBI Software.
- Walker, M. (2003). Framing social justice in education: what does the ‘capabilities’ approach offer? *British Journal of Educational Studies*, 51(2), 168–187. <https://doi.org/10.1111/1467-8527.t01-2-00232>
- Walker, M. (2006). *Higher education pedagogies*. Society for Research into Higher Education & Open University Press.
- Walker, M., & Unterhalter, E. (2007). The capability approach: Its potential for work in education. In M. Walker, & E. Unterhalter, (Eds.), *Amartya Sen’s capability approach and social justice in education* (pp.1-18). Palgrave Macmillan.
- Wang, L. (2011). Social exclusion and inequality in higher education in China. A capability perspective. *International Journal of Educational Development*, 31, 227-286. <https://doi.org/10.1016/j.ijedudev.2010.08.002>
- Wang, F. (2018). Social justice leadership—theory and practice: a case of Ontario. *Educational Administration Quarterly*, 54(3), 470–498. <https://doi.org/10.1177/0013161X18761341>
- Wangenge-Ouma, G. (2010). Funding and the attainment of transformation goals in South Africa’s higher education. *Oxford Review of Education*, 36(4), 481-497. <https://doi.org/10.1080/03054985.2010.491181>
- Wells, R., Cuenca, R., Ramirez, G. B., & Aragon, J. (2018). Geographic mobility and social inequality among Peruvian university students. *Higher Education*, 75, 449-469.
- White, P. M., & Lee, D. M. (2019). Geographic inequalities and access to higher education: Is the proximity to higher education institution associated with the probability of attendance in England? *Research in Higher Education*, 61, 825-848. <https://doi.org/10.1007/s11162-019-09563-x>
- Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, 35, 493-511. <https://doi.org/10.1146/annurev-soc-070308-115926>
- Willems, J., & Bossu, C. (2012). Equity considerations for open educational resources in the globalization of education. *Distance Education*, 33(2), 185-199. <https://doi.org/10.1080/01587919.2012.692051>

- Wilson-Strydom, M. (2011). University access for social justice: a capabilities perspective. *South African Journal of Education*, 31(3), 407-418.
- Wilson-Strydom, M. (2012). *A framework for facilitating the transition from School to University in South Africa: A capabilities approach* [Unpublished doctoral thesis]. University of the Free State.
- Wilson-Strydom, M. (2014). Confronting contradiction: Diversity experiences at school and university. *Perspectives in Education*, 32(4), 56-73.
- Wilson- Strydom, M. (2015). University access and theories of social justice: contributions of the capabilities approach. *Higher Education*, 69, 143-155. <https://doi.org/10.1007/s10734-014-9766-5>
- Wilson-Strydom, M. & Walker, M. (2015). A capabilities-friendly conceptualisation of flourishing in and through education, *Journal of Moral Education*, 44(3), 310-324. <https://doi.org/10.1080/03057240.2015.1043878>
- Wisker, G., & Masika, R. (2017). Creating a positive environment for widening participation: A taxonomy for socially just higher education policy and practice. *Higher Education Review*, 49(2), 56-84.
- Wolff, J., & de-Shalit, A. (2007). *Disadvantage*. Oxford University Press.
- World Bank. (1998). *Knowledge for development*. https://openknowledge.worldbank.org/bitstream/handle/10986/5981/WDR%201998_99%20-%20English.pdf?sequence=1&isAllowed=y
- World Bank. (2017). *Higher education for development: An evaluation of the world bank group's support* <https://documents1.worldbank.org/curated/en/729101493052924041/pdf/Higher-education-for-development-an-evaluation-of-the-World-Bank-Group-s-support.pdf>
- World Bank. (2018). *The World Bank open data*. <https://data.worldbank.org/country/turkey?locale=tr>
- World Bank. (2022). *School enrollment, tertiary (% gross)*. <https://data.worldbank.org/indicator/SE.SEC.ENRR?locations=TR>
- Wright, E. O., Dahms, H. F., & Shefner, J. (2014). Real utopias and the university: An interview. In J. Shefner, H. F. Dahms, R. E. Jones, & A. Jalata (Eds.), *Social justice and the university* (pp. 333-339). Palgrave Macmillan.

- Wu, L., Yan, K., & Zhang, Y. (2020). Higher education expansion and inequality in educational opportunities in China. *Higher Education*, 80(3), 549-570. <https://doi.org/10.1007/s10734-020-00498-2>
- Yalçintaş, A., & Akkaya, B. (2019). Türkiye’de akademik enflasyon:“Her ile bir üniversite politikası” sonrasında Türk yükseköğretim sistemi. *Ankara Üniversitesi SBF Dergisi*, 74(3), 789-810.
- Yıldırım, F. (2011). Üniversite gençliği “sosyal adalet”ten ne anlıyor? Sosyal adalet ilkelerinin sosyal adalet algısı üzerindeki etkisi. *Aile ve Toplum*, 12(7), 113-124.
- Yin, R. K. (2018). *Case study research and applications: Design and methods*. Sage.
- Ylimaki, R. M., Jacobson, S. L., & Drysdale, L. (2007). Making a difference in challenging, high-poverty schools: Successful principals in the USA, England, and Australia. *School Effectiveness and School Improvement*, 18(4), 361–381. <https://doi.org/10.1080/09243450701712486>
- YÖK. (n.d.). *Yükseköğretim bilgi yönetim sistemi*. <https://istatistik.yok.gov.tr/>
- YÖK Atlas (n.d.). *YÖK Lisans atlası*. <https://yokatlas.yok.gov.tr/lisans-anasayfa.php>
- Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press.
- Young, I. M. (2006). Education in the context of structural injustice: A symposium response. *Educational Philosophy & Theory*, 38(1), 93–103.
- Yu, K., & Ertl, H. (2010). Equity in access to higher education in China. *Chinese Education & Society*, 43(6), 36-58. <https://doi.org/10.2753/CED1061-1932430602>
- Zajda, J., Majhanovich, S., & Rust, V. & Sabina, E. M. (2006). *Education and social justice*. Springer.
- Zarifa, D. (2012). Choosing fields in an expansionary era: Comparing two cohorts of baccalaureate degree-holders in the United States and Canada. *Research in Social Stratification and Mobility* 30, 328–351.
- Zeybekoglu-Çalışkan, Z., Simsek, H., & Kondakci, Y. (2017). Differentiated function of school in socio-culturally disadvantaged context: A constructivist grounded theory study from Turkey. *The Urban Review*, 49(3), 400–419.

Zyl, L. E., & Rothmann, S. (2012); Flourishing of students in a tertiary education institution in South Africa. *Journal of Psychology in Africa*, 22(4), 593-599.
<https://doi.org/10.1080/14330237.2012.10820573>

A. ADMINISTRATOR INTERVIEW FORM

Yönetici Görüşme Formu

Tarih:

Çalıştığı Birim:

Unvanı:

Görüşme Süresi:

Bölüm I: Kişisel Bilgiler

1. Nereden mezun oldunuz? (Lisans, Yüksek lisans ve Doktora)
2. Kaç yıldır bu üniversitede çalışmaktasınız?
3. Şu an hangi birime çalışmaktasınız? Kaç yıldır bu birimde çalışmaktasınız?
4. Daha önce farklı yöneticilik deneyimleriniz oldu mu? Bu deneyimler nelerdir ve ne kadar süreyle yürüttünüz?

Bölüm II: Dağıtıcı Boyut

1. Üniversitenizde öğrencilere yönelik ne tür sosyal ve ekonomik destekler sunmaktasınız (örnek, burs, sağlık hizmeti, vs?)
2. Bahsetmiş olduğunuz bu hizmetlerin öğrencilere dağıtımında kullandığınız kriterler nelerdir?
 - a. Kaynakların dağıtımında kullandığınız kriterler nelerdir?
 - Burs
 - Yurt
 - Ulaşım
 - Yemek
 - Eğitim materyalleri
 - b. Özellikle ihtiyaç sahibi öğrencileri belirlemek için nasıl bir yol izliyorsunuz?
3. Kaynakların dağıtımı konusunda hangi konulara dikkat edilmelidir?
4. Kaynakların dağıtımı sürecinde yaşadığınız zorluklar nelerdir?
5. Sizce bu kaynaklar öğrenciler için yeterli mi?

Bölüm III: Farkında Olma Boyutu

1. Üniversitenizdeki öğrencilerin profili hakkında ne söyleyebilirsiniz?
 - a. Lise türü, sosyoekonomik durum, coğrafya, uluslararası öğrenciler vb.
2. Bu profil hakkında (özellikleri) hakkında ne düşünüyorsunuz?
3. Bu üniversiteye gelen "sabit bir öğrenci profili" vardır diyebilir miyiz? Bu üniversiteye gelen öğrencilerin özellikleri benzerlik (pattern) göstermekte midir?

- a. Ne tür benzerlik ya da farklılıklar gözlemlemektesiniz?
4. Bu üniversitede öğrenim gören öğrencilerin temel ihtiyaçları nelerdir?
 - a. Bu ihtiyaçlar sizce öğrenci özellikleri açısından farklılık göstermekte midir?
 - b. Ör: (Engelli, gelir durumu düşük, uluslararası öğrenciler, birinci kuşak öğrenciler, küçük ölçekli şehirden gelen öğrenciler vb.) Bu grupların ihtiyaçları nelerdir?
5. Bu üniversitede hangi öğrenci grupları desteğe ihtiyaç duyuyor?
 - a. Ör:(Engelli, gelir durumu düşük, uluslararası öğrenciler, birinci kuşak öğrenciler, küçük ölçekli şehirden gelen öğrenciler vb.)
6. Bu üniversite içerisinde dezavantajlı dediğimiz bir öğrenci grubu var mı?
 - a. Bu öğrencileri nasıl belirliyorsunuz?
 - b. Bu öğrenciler nelere ihtiyaç duyuyorlar?
 - c. Bu ihtiyaçları nasıl karşılıyorsunuz?
7. Üniversiteye yeni başlayan öğrenciler için sunduğunuz hizmetler nelerdir?
 - a. Ne tür etkinlikler düzenliyorsunuz?
 - b. Bu kurumun üniversiteyi yeni kazanan öğrencilerin oryantasyonuna yönelik sağladığı hizmetler nelerdir?
 - c. Öğrencileri tanıma ve ihtiyaçlarının farkında olma konusunda nelere dikkat edilmelidir?
8. Mezuniyet aşamasında olan öğrenciler için istihdama yönelik üniversite olarak neler yapmaktasınız?

Bölüm IV: Katılımcı Boyut

1. Öğrencileri hangi karar alma süreçlerine nasıl dahil ediyorsunuz?
2. Tüm öğrencilerin diğer bir ifade ile farklı gruptan öğrencilerin karar alma süreçlerine ne ölçüde dahil edildiğini düşünüyorsunuz?
 - a. Öğrencilerin üniversite içerisinde kendilerini ve isteklerini (kaynakların dağıtımı gibi) ifade edebilecekleri iletişim kanalları var mı?
 - b. Bu iletişim kanallarının etkililiği hakkında ne düşünüyorsunuz?
3. Dezavantajlı öğrenciler için özel bir katılım mekanizması var mı?
 - a. Nasıl işliyor?

Bölüm V: Kapasite Boyutu

1. Bir ODTÜ öğrencisinin sahip olması gereken yeterlilikler nelerdir?
2. Sizce bu yeterliliklere sahip olmak için bu kurum öğrencilere neler sunmaktadır?
 - a. Sizce bu üniversitenin öğrencilere sağladığı fırsatlar nelerdir?
3. Sizce öğrencilerin gerekli niteliklere sahip olması için bu üniversitenin ne tür kurumsal düzenlemeler yapması gerekmektedir?
4. Sizce bu kurumda öğrenciler açısından var olan bireysel, sosyal ve fiziki mekan ile ilgili engeller nelerdir?
5. Dezavantajlı öğrenciler bu yeterlikleri ne ölçüde edinebiliyor? Dezavantajlı öğrencilerin bu yeterlikleri sağlaması için ne gibi uygulamalar yapmaktasınız?
 - a. Sizce dezavantajlı öğrenciler açısından ne yapılmalıdır?

Bölüm VI: Üniversitenin Rolü ve Yöneticilik Boyutu

1. Sosyal adalet kavramı hakkında düşünceleriniz nelerdir?
 - a. Yükseköğretim bağlamında nasıl tanımlarsınız?
 - b. Üniversitenin sosyal adalet sağlama konusunda görevleri nelerdir sizce?
2. Üniversitede sosyal adaleti sağlamak için neler yapılması gerekmektedir?
 - a. Politika, uygulama, birim kurma vs.

3. Siz bir yönetici olarak üniversitede sosyal adaleti sağlamak için neler yapabilirsiniz?
4. Bir yöneticinin sosyal adaleti sağlamak için sahip olması gereken özellikler nelerdir?
5. Üniversitede sosyal adaletin sağlanması için yöneticilerin temel sorumlulukları ve görevleri nelerdir?

B. FACULTY INTERVIEW FORM

Öğretim Elemanı Görüşme Formu

Tarih:

Görüşülen Kişi:

Çalıştığı Birim:

Unvanı:

Görüşme Süresi:

Bölüm I: Kişisel Bilgiler

1. Nereden mezun oldunuz? (Lisans, Yüksek lisans ve Doktora)
2. Kaç yıldır bu üniversitede çalışmaktasınız?
3. Şuan hangi birime çalışmaktasınız? Kaç yıldır bu birimde çalışmaktasınız?

Bölüm II: Dağıtıcı Boyut

1. Dersiniz kapsamında kullandığınız temel kaynaklar ve materyaller nelerdir?
2. Öğrencilerin bu kaynaklara ve materyallere erişimini nasıl sağlıyorsunuz?
3. Öğretim süresince öğrencilerin yaşadığı temel zorluklar nelerdir?
 - a. Bu zorlukları yaşayan öğrenciler kimlerdir?
 - b. Bu öğrencilere destek olmak için neler yapmaktasınız?
4. Bu üniversite içerisinde öğrencilere destek olmak için ne tür hizmetler sunuyorsunuz?
5. Kaynakların dağıtım sürecinde yaşadığınız zorluklar nelerdir?

Bölüm III: Farkında Olma Boyutu

1. Bu üniversiteye gelen öğrencilerin profili (özellikleri) hakkında ne düşünüyorsunuz?
 - a. Lise türü, sosyoekonomik durum, coğrafya, uluslararası öğrenciler vb.
2. Bu üniversiteye gelen “sabit bir öğrenci profili” vardır diyebilir miyiz? Bu üniversiteye gelen öğrencilerin özellikleri benzerlik göstermekte midir?
 - a. Ne tür benzerlik ya da farklılıklar gözlemlemektesiniz?
3. Bu üniversitede öğrenim gören öğrencilerin temel ihtiyaçları nelerdir?
 - a. Bu ihtiyaçlar sizce öğrenci özellikleri açısından farklılık göstermekte midir?
 - b. Ör: (Engelli, gelir durumu düşük, uluslararası öğrenciler, birinci kuşak öğrenciler, küçük ölçekli şehirden gelen öğrenciler vb.) Bu grupların ihtiyaçları nelerdir?
4. Bu üniversite içerisinde “risk altında/hassas” dediğimiz bir öğrenci grubu var mı?
 - a. Bu öğrencileri nasıl belirliyorsunuz?
 - b. Bu öğrenciler nelere ihtiyaç duyuyorlar?
 - c. Bu ihtiyaçları nasıl karşılıyorsunuz?
5. Üniversiteye yeni başlayan öğrenciler nelere ihtiyaç duymaktadır?

- a. Bu ihtiyaçlara gidermek için neler yapmaktasınız?
6. Eğitim materyalleri vb. konularda desteğe ihtiyacı olan öğrencileri nasıl tespit ediyorsunuz?
7. Mezuniyet aşamasında olan öğrenciler için istihdama yönelik üniversite olarak neler yapmaktasınız?
8. Bu kurumun üniversiteyi yeni kazanan öğrencilerin oryantasyonuna yönelik sağladığı hizmetler nelerdir?
9. Öğrencileri tanıma ve ihtiyaçlarının farkında olma konusunda nelere dikkat ediyorsunuz?
10. Dersinizde yabancı uyruklu, engelli ya da farklı hassas gruptan gelen öğrencilerin ihtiyaçlarını nasıl belirliyorsunuz?

Bölüm IV: Katılımcı Boyut

1. Öğrencilerin derse katılımını nasıl sağlıyorsunuz?
2. Öğrencilerin kendi geçmişlerinden getirdiği bilgilere ya da hikayelerine sınıf içerisinde dahil ediyor musunuz? Bu hikayelerden nasıl yararlanıyorsunuz?
3. Tüm öğrencilerin diğer bir ifade ile farklı gruptan öğrencilerin karar alma süreçlerine ne ölçüde dahil edildiğini düşünüyorsunuz?
4. Öğrencilerin öğretim süresi boyunca kendilerini ve isteklerini (kaynakların dağıtımını gibi) ifade edebilecekleri iletişim kanalları var mı?
 - a. Bu iletişim kanallarının etkililiği hakkında ne düşünüyorsunuz?

Bölüm V: Yeterlilikler Boyutu

1. Bir ODTÜ öğrencisinin sahip olması gereken yeterlilikler nelerdir?
2. Dersleriniz kapsamında öğrencilere kazandırmak istediğiniz temel yeterlilikler nelerdir?
3. Bu yeterlilikleri kazanmak için öğrencilerinize ne tür kaynaklar ve fırsatlar sunmaktasınız?
4. Sizce bu kurumda öğrenciler açısından var olan kişisel, sosyal ve çevresel engeller nelerdir?
 - a. Sizce bu kurumda öğretim elemanları açısından var olan kişisel, sosyal ve çevresel engeller nelerdir?
5. Sizce öğrencilerin gerekli niteliklere sahip olması için bu üniversitenin ne tür kurumsal düzenlemeler yapması gerekmektedir?
 - a. Dersiniz kapsamında ne tür düzenlemeler yapıyorsunuz?

Bölüm VI: Öğretim

1. Derslerinizde öğrencilerinize kazandırmak istediğiniz temel nelerdir?
 - a. Bilgi
 - b. Nitelik
 - c. Değer
2. Dersleriniz kapsamında sosyal adaleti sağlamak için ne tür yaklaşımlar kullanıyorsunuz?
3. Sosyal adalet ve sosyal dahil edilme gibi konularda sınıfınızda ne tür noktalara dikkat etmektesiniz?
4. Eleştirel bir vatandaş yetiştirmek için ne tür uygulamalar kullanmaktasınız?
5. Tüm bu öğretim sürecinde yaşadığınız temel zorluklar nelerdir?
 - a. Bu zorluklarla baş etmek için hangi birimlere başvurduğunuz?
 - b. Bahsettiğiniz bu birimlerin etkililiği hakkında düşünceleriniz nelerdir?
 - c. Kurumunuz size bu zorluklarla baş etmek için hangi destekleri sunmaktadır?

Bölüm VI: Üniversitenin Rolü ve Öğretim Elemanı Boyutu

1. Sizce üniversitenin rolü ve temel sorumlulukları nelerdir?
2. Sizin öğretim elemanı olarak görev ve sorumluluklarınız nelerdir?
3. Sosyal adalet kavramı hakkında düşünceleriniz nelerdir?
4. Üniversitede yer alan uygulamalarda gözlemlediğiniz adil olmayan durumlar nelerdir?
5. Bu üniversitede yer alan sosyal adalet uygulamaları hakkında ne düşünüyorsunuz?
6. Üniversitede sosyal adaleti sağlamak için neler yapılması gerekmektedir?
7. Siz bir öğretim elemanı olarak üniversitede sosyal adaleti sağlamak için neler yapabilirsiniz?
8. Bir öğretim elemanının sosyal adaleti sağlamak için sahip olması gereken özellikler nelerdir?
9. Üniversitede sosyal adaletin sağlanması için öğretim elemanlarının temel sorumlulukları ve görevleri nelerdir?

C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816 /34

29 OCAK 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yaşar KONDAKÇI

Danışmanlığını yaptığınız Sevgi Kaya KAŞIKÇI'nın "Tabakalı Sistemlerde Sosyal Adalet Temelli Kurumlar Oluşturmak: Erişimdeki Engeller ve Eşitsizlikleri Engellemeye Yönelik Kurumsal Faaliyetler" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 034-ODTU-2021 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY
İAEK Başkanı

D. RESEARCH INFORMATION NOTE

Sayın _____,

Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümünde araştırma görevlisiyim. Prof. Dr. Yaşar Kondakçı ve Prof. Dr. Cennet Engin-Demir danışmanlığında gerçekleştirdiğim “Yükseköğretimde Sosyal Adalet” konulu tezim kapsamında sizinle iletişime geçiyorum. Bu çalışma kapsamında üniversitede sosyal adaleti sağlamak için kullanılan araçları ve bu süreçte yaşanan zorlukları ortaya çıkarmayı amaçlamaktayım. Bu çalışma kapsamında sizin fikirlerinize de yer vermek ve deneyimlerinizden yararlanmak adına sizinle online bir görüşme yapmak istiyoruz.

Görüşmelerimiz sizin tercih ettiğiniz online bir platform üzerinden yapılmaktadır ve yaklaşık olarak 60 dakika sürmektedir. Görüşme sırasında izniniz dahilinde görüşmelerimiz kayıt altına alınacaktır. Bu kayıtlar sadece araştırma amaçlı kullanılacak olup kimliğinizi ortaya çıkaracak bilgilerle eşleştirilmeyecektir. Çalışma sonucunda yaptığımız görüşme verileri kişisel bilgileriniz saklı tutularak değerlendirilecek ve çalışmanın amacına uygun olarak kullanılacaktır. Görüşme, sizleri rahatsız edecek sorular içermemektedir. Görüşmeye katılarak fikirlerinizi ve deneyimlerinizi bizimle paylaşmanız araştırmaya önemli bir katkı sunacaktır.

Araştırmaya katılımınızın bizim için çok önemli olduğunu tekrar belirtmek ister ve saygılar sunarım.

Sevgi Kaya Kaşıkçı

E. CONSENT FORM

Bu araştırma ODTÜ Eğitim Bilimleri Bölümü öğretim üyelerinden Prof. Dr. Yaşar Kondakçı ve Prof. Dr. Cennet Engin-Demir'in danışmanlığında yürütülen doktora tez çalışmasıdır. Bu form sizleri araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Bu çalışma, yükseköğretim kurumu olarak üniversitenin ve üniversite içerisinde çalışan öğretim üyelerinin kurum içerisinde sosyal adaleti sağlamaya yönelik kurulan mekanizmaları ve sağlanan fırsat ve imkanları yönetici, öğretim üyesi ve öğrenci bakış açısından ele almaktadır.

Bu çalışmanın amacı yükseköğretimde sosyal adaleti sağlamak için üniversitenin hangi yapıları olduğunun, ne tür uygulamalara yer verdiğinin, bu süreçte ne tür zorluklarla karşılaştığının ve öğretim elemanlarının sosyal adaleti sağlamak için öğretim süreçlerinde nelere odaklandığının ortaya çıkarılmasıdır. Bu amaca ulaşmak için çalışma kapsamında üniversite içerisinde yönetim görevinde olan akademisyenler, idari personel ve öğretim elemanları ile görüşme yapmaktayım.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz sizinle belirli soruların yer aldığı bir görüşme yapmak istiyoruz. Bu görüşme yaklaşık olarak bir saat sürmektedir. Görüşme sırasında istemediğiniz sorulara yanıt vermek zorunda değilsiniz.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir. Görüşme sırasında izniniz dahilinde ses kaydı alınacaktır. Ses kayıtları isimsiz bir şekilde muhafaza edilecek olup sadece araştırma dahilinde kimlik bilgilerinizi ortaya çıkarmayacak şekilde kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Görüşme formu kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz istemediğiniz sorulara yanıt vermeyebilir ya da görüşmeyi sonlandırabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Çalışma hakkında daha fazla bilgi almak için Sevgi Kaya Kaşıkçı (eposta:sewgikaya@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim - Soyisim

Tarih ---/---/---

İmza

F. STUDENT INTERVIEW FORM

Öğrenci Görüşme Formu

Tarih:

Bölüm:

Öğrenim Durumu:

Görüşme Süresi:

Bölüm I: Kişisel Bilgiler

1. Şu an hangi bölümde öğrenim görmektesiniz? Kaçınıcı sınıftasınız? Kaç yıldır bu üniversite içerisinde öğrenim görmektesiniz?
2. Hangi liseden mezun oldunuz?
3. Mezun olduğunuz bu lisenin eğitim kalitesini nasıl değerlendirirsiniz?
4. Ankara'ya üniversite için gelmeden önce hangi şehirde yaşıyordunuz? Burayı nasıl tanımlarsınız? (Kasaba, merkez, köy).
5. Daha önce yaşadığınız şehrin öğrencilere sunduğu imkanlar nasıl?
6. Anneniz ve babanızın eğitim durumu nedir?
7. Kardeşiniz var mı?

Bölüm II: Üniversiteye Geçiş Süreci

1. Üniversiteye hazırlık sürecinizden biraz bahsedebilir misiniz?
 - a. Bu süreçte en çok kimlerden destek aldınız? (aile, öğretmen, müdür, okul, arkadaş)
 - b. Hazırlık sürecinde hangi kaynaklardan destek aldınız?
2. Hazırlık sürecinde yaşadığınız zorluklar nelerdi? Bu zorluklarla baş etmek için neler yaptınız?
3. Bu süreçte okulunuzun size sağlamış olduğu kaynaklar nelerdi?
 - a. Bu kaynakların yeterliği hakkında ne düşünüyorsunuz?
 - b. Öğretmenlerin size yaklaşımı nasıldı?
4. Bu üniversiteyi tercih etmeye nasıl karar verdiniz?
 - a. Kimler sizi yönlendirdi?
 - b. Bu bölümü niçin tercih ettiniz? Kimler sizi yönlendirdi?

Bölüm III: Üniversite Süreci

1. Üniversitede eğitim görmek sizin için ne ifade ediyor?
2. ODTÜ'de eğitim görmek sizin için ne ifade ediyor?
 - a. Neden bu üniversiteyi tercih ettiniz?
 - b. Bu üniversitede eğitim görmenin fark yarattığını düşünüyor musunuz? Neden?
 - c. Neden şu an eğitim gördüğünüz bölümü tercih ettiniz?
3. Bu süreçte üniversiteye geçiş vb. konularda kimlerden destek aldınız?

- a. Bu geçiş sürecini kolaylaştırmak adına üniversiteniz size destek sağladı mı?(üniversiteniz size ne tür imkanlar sundu?)
4. Üniversitenin size sunduğu imkanlar nelerdir?
 - a. Bu imkanlardan hangilerinden / ne ölçüde yararlanıyorsunuz?
5. Üniversite içerisinde yer alan kulüplere üye misiniz?
 - a. Hangi kulüplerde yer alıyorsunuz? / Neden dahil olmuyorsunuz?
6. Bu üniversitenin size sunduğu imkanları ne ölçüde yeterli buluyorsunuz?
 - a. Hangi imkanlar ne ölçüde yeterli?
7. Bu üniversite size yeteneklerinizi geliştirecek ne tür fırsatlar sunmaktadır?
8. Üniversiteye ilk başladığınız seneyi düşündüğünüzde yaşadığınız zorluklar nelerdi?
 - a. Sizi en çok şaşırtan / korkutan / hoşunuza giden durumlar nelerdi?
 - b. Bu zorluklarla nasıl baş ettiniz?
9. Üniversiteye ilk başladığınız zamandan bugüne kadar olan süreci düşündüğünüzde kendinizde ne tür değişimler gözlemliyorsunuz?
 - a. Bu değişim üzerinde ODTÜ'nün etkisini nasıl değerlendirirsiniz?
10. Kendinizi bu üniversitenin bir parçası olarak görüyor musunuz? Neden?

Bölüm II: Dağıtıcı Boyut

1. Bu üniversitede sunulan imkanlardan yararlanıyor musunuz?
 - Burs
 - Yurt
 - Ulaşım
 - Yemek
 - Eğitim materyalleri
2. Bu kaynaklara ek olarak sizin ihtiyaç duyduğunuz destekler nelerdir?
3. Bu kaynaklardan ihtiyaç duymanız halinde hangi birimlere başvurmanız gerektiğini biliyor musunuz?
4. Sizce bu kaynakların dağıtımında üniversiteniz nasıl bir yol izlemektedir?
5. Bu kaynakların dağıtımında üniversitenizin adil ve şeffaf bir süreç takip ettiğini düşünüyor musunuz? Neden?
6. Kaynakların dağıtımı konusunda hangi konulara dikkat edilmelidir?
7. Kaynaklara ulaşma konusunda sizin yaşadığınız zorluklar nelerdir?
 - a. Üniversitenizin bu zorluklarla baş etmeniz için size sağladığı destekler nelerdir?

Bölüm III: Farkında Olma Boyutu

1. Sizce bu üniversitede hangi öğrenci grupları desteğe ihtiyaç duyuyor?
 - a. Ör:(Engelli, gelir durumu düşük, uluslararası öğrenciler, birinci kuşak öğrenciler, küçük ölçekli şehirden gelen öğrenciler vb.)
2. Bu üniversitede öğrenim gören öğrencilerin temel ihtiyaçları nelerdir?
 - a. Bu ihtiyaçlar sizce öğrenci özellikleri açısından farklılık göstermekte midir?
 - b. Ör: (Engelli, gelir durumu düşük, uluslararası öğrenciler, birinci kuşak öğrenciler, küçük ölçekli şehirden gelen öğrenciler vb.) Bu grupların ihtiyaçları nelerdir?
3. Üniversitenizin sizin ihtiyaçlarınızın farkında olduğunu düşünüyor musunuz? Neden?
4. Öğretim üyelerinin (hocalarınızın) sizin ihtiyaçlarınızın farkında olduğunu düşünüyor musunuz?
5. İdari birimler sizin ihtiyaçlarınıza ne ölçüde duyarlı?

6. Üst yönetim (rektörlük) sizin ihtiyaçlarınıza ne ölçüde duyarlı?

Bölüm IV: Katılımcı Boyut

1. Bu üniversitede bir öğrenci olarak hangi karar alma süreçlerine nasıl dahil ediliyorsunuz?
2. Sizlerin üniversite içerisinde kendilerini ve isteklerini (kaynakların dağıtımı gibi) ifade edebilecekleri iletişim kanalları var mı?
 - a. Bu iletişim kanallarının etkililiği hakkında ne düşünüyorsunuz?
3. Tüm öğrencilere eşit derecede söz hakkı verildiğini düşünüyor musunuz?
 - a. Akademik ve idari süreçlerde ne ölçüde söz sahibisiniz ?
4. Üst yönetim sorunlarınızı iletmek için ne ölçüde erişilebilir?

Bölüm V: Yeterlilikler Boyutu

1. Bir ODTÜ öğrencisinin sahip olması gereken yeterlilikler nelerdir?
2. Sizce bu yeterliliklere sahip olmak için bu kurum öğrencilere neler sunmaktadır?
 - a. Sizce bu üniversitenin öğrencilere sağladığı fırsatlar nelerdir?
3. Sizce bu kurumda öğrenciler açısından var olan kişisel, sosyal ve çevresel engeller nelerdir?
4. Sizce öğrencilerin gerekli niteliklere sahip olması için bu üniversitenin ne tür kurumsal düzenlemeler yapması gerekmektedir?

G. CURRICULUM VITAE

Sevgi Kaya Kasikci

Middle East Technical University
Faculty of Education
Department of Educational Sciences
E-mail: sewgikaya@gmail.com

EDUCATION

Ph.D., Department of Educational Sciences, Faculty of Education, Middle East Technical University, Ankara, Türkiye. Major: Educational Administration, Planning and Supervision. Thesis: *Building Socially Just Higher Education Institutions in Stratified Systems: Obstacles in Access and Institutional Actions for Mitigating Inequalities*.

Master of Science, Department of Educational Sciences, Faculty of Education, Middle East Technical University, Ankara, Türkiye. Major: Educational Administration, Planning and Supervision. Thesis: *Experiences of Education Policy Actors in Relation to the Role of the National Education Council in the Process of Policy-Making*. February 2016.

Bachelor of Science, Department of Foreign Languages, Faculty of Education, Çanakkale Onsekiz Mart University, Çanakkale, Türkiye. Major: English Language Teaching, June 2011. (Graduated as the first rank student).

ACADEMIC POSITIONS

Research Assistant. September 2013- Present. Middle East Technical University, Ankara, Türkiye Department of Educational Sciences.

Research Assistant. March 2013- November 2013. Karadeniz Technical University, Trabzon, Türkiye Department of Educational Sciences.

Research Assistant. January 2012- March 2013. Aksaray University, Aksaray, Türkiye, International Relations Office.

PUBLICATIONS

Articles Published in International Journals (SSCI & ESCI)

Kondakci, Y., Zayim-Kurtay, M., **Kaya-Kasikci, S.** & Önen, Ö. (2022). Exploring the graduate students' preparedness for responsible conduct of research: A mixed methods research . *Ethics and Behaviour*. <https://doi.org/10.1080/10508422.2022.2149524>

Kondakci, Y., Zayim-Kurtay, M., **Kaya-Kasikci, S.**, Senay, H., & Kulakoglu, B. (2022) Higher education for forcibly displaced migrants in Turkey. *Higher Education Research and Development*. <https://doi.org/10.1080/07294360.2022.2106946>

Kondakci, Y., Zayim, M., **Kaya-Kasikci, S.**, Senay, H.H., & Kulakoglu, B. (2021) 'Scaling' the academia: Perspectives of academics on the impact of their practices. *Research Evaluation*, 30(3), 370-381. <https://doi.org/10.1093/reseval/rwab015>

Kondakci, Y., Kurtay-Zayim, M., & **Kaya-Kasikci, S.** (2021). School leadership for social justice in Turkish urban setting. *Leadership and Policy in Schools*, 20, 95-110. 10.1080/15700763.2020.1833938

Kondakci, Y., Khalid, A., **Kaya-Kasikci, S.**, & Erberk, E. (2020). Higher education policy for displaced people: Implications of Turkey's higher education policy for Syrian Migrants. *Higher Education Policy*, 33, 265-285. <https://doi.org/10.1057/s41307-020-00181-2>

Articles Published in National Journals

Kondakci, Y., Zayim-Kurtay, M., & **Kaya-Kasikci, S.** (2021). Adaptation of the responsible conduct of research perceived preparedness scale into Turkish. *İnönü University Journal of the Faculty of Education*, 22(3), 2096-2114. doi: 10.17679/inuefd.936555

Book Chapters

Kondakci, Y., Zayim-Kurtay, M., & **Kaya-Kasikci, S.** (2022). Problems and pitfalls of school principalship in Turkey: Perspectives for centralized educational contexts. A. Nir (Ed.). In *School Leadership in 21st Century: Challenges and Strategies*. Nova Science Publishers: New York.

Kaya-Kasikci, S., & Zayim-Kurtay, M. (2022). Okulun Psikolojik Boyutu (Psychological Aspect of Schools) In *Türk Eğitim Sistemi ve Okul Yönerimi*. (Turkish Educational System and School Management). Pegem.

Kondakci, Y., & **Kaya-Kasikci, S.** (in press). Regionalization of education: Turkey's educational policies in Eurasia. In *Turkey in Eurasia: Endeavours of encounters*. A. Ergun & M. Aydın (Ed.). Routledge.

Marín, V. I., Bedenlier, B., Capa-Aydin, Y., **Kaya-Kasikci, S.**, Kondakci, Y., Schieber, J., Zayim-Kurtay, M. (2022). Apoyo al profesorado para la implementación de la evaluación en línea en educación superior: el proyecto europeo Remote.EDU. En S. Olmos-Migueláñez, M. J. Rodríguez-Conde, A. Bartolomé, J. Salina, F. J. Frutos Esteban y F. J. García-Peñalvo (Eds.), *La influencia de la tecnología en la investigación educativa post-pandemia* (pp. 185-200). Octaedro.

Zayim-Kurtay, M., & **Kaya-Kasikci, S.** (2022). Vakıf Üniversitelerinde Öğrenci (Students at Foundation Universities) In *Türkiye'de Vakıf Üniversiteleri: Bir Sektörün Anatomisi* (Foundation Universities in Turkey: An Anatomy of a Sector). Seçkin Publisher: Ankara.

Presentations at International Conferences

Kondakci, Y., Zayim-Kurtay, M., & **Kaya-Kasikci, S.**, Preparedness of graduate students for responsible conduct in research: A mixed-method research. "*AERA Annual Meeting*", (2022, will be presented in April 23).

Kaya-Kasikci, S., & Zayim-Kurtay, M., Türkiye'de vakıf üniversiteleri: Doluluk oranları ve ilişkili faktörler. "*The 5th International Higher Education Studies Conference (IHEC)*", (2021).

Zayim-Kurtay, M., **Kaya-Kasikci, S.**, & Kondakci, Y., Vizyon, işbirliği ve özyeterlik algısı ile öğretmenlerin teknoloji entegrasyonu arasındaki ilişki, "*15th International Educational Administration Conference*", (2021).

Arar, K., Kondakci, Y., Zayim-Kurtay, M., **Kaya Kasikci, S.**, Senay, H. & Kulakoglu, B. (2020, Apr 17 - 21) Higher education for forcibly displaced migrants in Turkey and Germany [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r8dae3b> (Conference Cancelled)

Kondakci, Y. Zayim-Kurtay, M., Senay, H., **Kaya-Kasikci, S.** & Kulakoglu, B., Perspectives of academics on the impact of academic practice. "*The 4th International Higher Education Studies Conference (IHEC)*", (2019).

Kaya-Kaşıkçı, S., Ertem, H. Y., & Gökalg, G., Knowledge production of inclusion and exclusion in education in Turkey: a content analysis of research on key concepts. "*European Conference on Educational Research (ECER)*", (2018).

Kaya- Kaşıkçı, S., & Yıldırım, A., Teaching in Higher Education: A study of good teachers at university level. "*European Conference on Educational Research (ECER)*", (2018).

Kaya-Kaşıkçı, S. & Gökalg, G., Research trends in education policy studies: Content analysis. "*13. Uluslararası Eğitim Yönetimi Kongresi*", (2018).

Ertem, H. Y., Gökalg, G. & **Kaya-Kaşıkçı, S.**, Barriers to academic freedom: a bottom up approach through systematic review. "*European Conference on Educational Research (ECER)*", (2017), p.53-69.

Kondakci, Y., **Kaya-Kaşıkçı, S.** & Ertem, H.Y., What went wrong in technology integration policy of Turkey: A review of research? "*European Conference on Educational Research (ECER)*", (2016), p.2352.

Kaya-Kaşıkçı, S. & Gökalg, G., The Policy-making Process of 4+4+4 (Intermittent Education) Reform in Turkey. "*European Conference on Educational Research 2016*", (2016), p.123.

Gökalg, G., Çalışkan, Ö., Zayim, M., Ertem, H. Y. & Kaya, S., Experience of being a Future Faculty Development Program research assistant at a large university in Turkey.. "*American Educational Research Association (AERA)*", (2015), p.313.

Gokalg, G., **Kaya, S.** & Cınar, R., Examining problems research assistants face as they are groomed to become academicians at newly established universities in Turkey. "*European Council of Educational Research 2014 Annual Conference (ECER)*", (2014), p.131.

Presentations at National Conferences

Kaya-Kaşıkçı, S. & Gökalg, G., Experiences of education policy actors in relation to the role of the national education council in the process of policy-making. "*11. National Educational Administration Conference*", (2016), s.369-373.

PROJECTS

International Projects

Project Title: REMOTE.EDU – Empower Teachers for Remote Online Assessments in Higher Education (ERASMUS+ KA2)

Position: Researcher

Project code: 2020-1-DE01-KA226-HE-005782

Year: 2021-ongiong

Budget: 220,334 €

Project Title: European Network on International Student Mobility: Connecting Research and Practice. COST Action

Position: Member of WG 1 (Global international student mobility flows and trends at the macro level)

Member of WG 2 (Social inequalities in access to and during international student mobility)

Project code: CA20115

Year: 2021-ongiong

TUBITAK projects

Project Title: Assessment of Graduate Students' Needs and Experiences of Graduate Students in Research and Publication Ethics (1001)

Position: Research Assistant

Project code: 118K156

Year: 2018-2021

Research Fund Projects

Project Title: Experiences and Engagement of Syrian Refugee Students to Higher Education in Turkey.

Position: Research Assistant

Project code: GAP-502-2018-3057.

Year: 2018-2020

Project Title: Developing Knowledge, Skills and Approaches of Pre-service Teachers about Classroom Management by Using Expert-based Feedback Methods.

Position: Research Assistant

Project code: GAP-502-2018-3057

Year: 2016-2018

Project Title: Increasing Participatory and Democratic Processes in Schools

Position: Researcher

Project supporter: Friedrich Ebert Stiftung.

Year: 2018-2019

H. TÜRKÇE ÖZET / TURKISH SUMMARY

Giriş

Eğitimin toplumlara, kurumlara ve en önemlisi bireylere sosyal, ekonomik ve kültürel getirisi olan bir sosyolojik faaliyet olduğu genel kabul gören bir gerçektir. Eğitim bireyin, ülkenin ve toplumun gelişmesini, bireylerin topluma entegrasyonunu ve değerlerin aktarılmasını sağlayan en önemli sosyolojik faaliyettir. Bu nedenle eğitim en önemli kamu hizmetlerinden biri olarak kabul edilmektedir (Beycioğlu ve Kondakci, 2014). Bu bağlamda eğitime verilen önemin en temel göstergesi ise küresel düzeyde temel eğitimin bireysel hak olarak tanınması ve bu hakka ulaşmak için gerekli yasal ve idari düzenlenmelerin eksiksiz yapılmasıdır. Diğer bir ifade ile gelişmiş toplumlar eğitim hakkını en üst yasal metinler olan anayasada teminat altına almıştır. Bu bağlamda temel eğitim en fazla önem verilen bir araç iken, Dünya Bankası'nın 1988 yılında yayınlanan raporu bu konuya yeni bir bakış açısı getirmiştir (referans). Bu rapor toplumda kalkınmayı sağlamak için yükseköğretimin gücüne açık bir şekilde vurgu yapmaktadır ve bu tarihten itibaren yükseköğretime verilen değer her geçen gün artmıştır. İlk bakışta yükseköğretim bir meslek edinme aracı gibi gözükse de yükseköğretimin birey ve toplum üzerindeki etkisi ve değeri bunun ötesindedir. Şöyle ki yükseköğretim makro düzeyde; ekonomik kalkınmayı ve büyümeyi sağlamak, işgücü piyasasında üretkenliği temin etmek (Altbach, 2000; O'Sullivan vd., 2017); sosyal dayanışmayı ve sivil katılımı sağlamak (Kezar vd., 2005; Schwartzman, 2004); ülkedeki suç oranını azaltmak gibi toplumlar için fayda sağlarken, mikro düzeyde ise bireyler için yüksek gelirli istihdam, kültürel, sosyal ve ekonomik basamaklarda dikey hareketlilik, daha iyi bir sağlık ve hayat kalitesi sağlamak (Ma vd., 2016; Msigwa, 2016), bireylerin yeterliklerini geliştirerek potansiyellerine ulaşmalarına katkıda bulunmak (Sen, 1999; Wilson-Strydom, 2014) gibi bir çok fayda sağlamaktadır. Ayrıca, OECD (2013) sosyal ve ekonomik sermayelerin diğer bir ifade ile kazançların kişilere dağıtımında yükseköğretimin temel rolü ve yeri olduğunun altını çizmektedir.

Yükseköğretimin sağladığı tüm bu faydalar düşünüldüğünde isteyen herkesin bu eğitime ulaşması için gerekli önlemleri almak bir zorunluluk olarak kabul edilebilir. Yükseköğretimin birey ve toplumlara olan getirileri bu eğitimin neden erişebilir olması gerektiği konusunda açık bir fikir vermektedir. Diğer bir ifade ile, yükseköğretimin faydaları düşünüldüğünde, yükseköğretim hizmetinin üretilmesi ve dağıtılmasında hak temelli bir yaklaşımın önemi açık bir şekilde ortaya çıkmaktadır. Buradan hareketle dünya çapında birçok ülke hak temelli bir anlayışla yükseköğretimi daha erişebilir kılmak ve ayrıca kişiler için sosyal adalet sağlamak için genişleme politikası izlemişlerdir. Bu anlayış ve çabalara rağmen yükseköğretim sisteminin adaletsiz bir yapı ile genişlemesi toplum için olumsuz sonuçlar doğurmakta ve karşılığında sosyoekonomik eşitsizlikleri derinleştirmektedir (McMahon, 2009). Bu sebeple, yükseköğretime erişim sağlamak önemli bir husustur ve buna ek olarak yükseköğretim bireylerin ve toplumların yaşam kalitesini artırdığı için (McCowan, 2015) yükseköğretimde sosyal adalet ve hakkaniyet sağlamak için atılacak ilk adımdır.

Yükseköğretimde sosyal adalet konusu son zamanlarda giderek önem kazanmış ve temel eğitimde olduğu gibi yükseköğretim literatüründe de bir yer edinmeye başlamıştır. Tarihsel olarak bakıldığında yükseköğretimde sosyal adaleti sağlamak yükseköğretime erişimle eş değer tutulmuştur. Bireylerin yükseköğretime kayıt yaptırması, kaç kişinin yükseköğretime eriştiği ve yerleştiği, öğrenciler için kaç kontenjanın ayrıldığı sosyal adalet sağlamada temel gösterge iken son zamanlarda yükseköğretimde öğrenciler için sosyal adalet sağlamak nicel bir yaklaşımdan daha çok nitel yaklaşıma doğru evrilmiştir. Birçok araştırmacı yükseköğretime erişim sağlamanın yükseköğretimde sosyal adalet temelli kurumlar oluşturmak için başlangıç noktası olduğunu belirtmektedir (örn., Furlong ve Cartmel, 2009). Yükseköğretime erişim sağlamak, fırsatlara erişmede “pasaport” almak (Brennan ve Naidoo, 2008) olarak sembolize edilmiş ve ekonomik getiri sağlayacak (Shah ve McKay, 2018) becerileri elde etmeyi temin ettiği için yükseköğretime erişim ayrıcalıklara ulaşmada önemli bir adım olarak ifade edilmiştir. Bu nedenle, dünya çapında pek çok ülke yükseköğretimin avantajlarından yararlanmak ve eğitim aracılığı ile toplumda eşitlik sağlamak için yükseköğretime erişim oranlarını

artırmayı amaçlamıştır. Bu durum yükseköğretime erişim kavramının ve yapısının elit bir kesimin erişiminden kitlelerin erişimine dönüşmesine neden olmuştur.

Her ne kadar yükseköğretime erişim sağlamak bir gösterge olarak ele alınsa da daha hak temelli bir sistemi nelerin oluşturduğu üzerine bir fikir birliğine varılamamıştır. McCowan (2015) yükseköğretime erişimin eşitlik sağlayıp sağlamadığını ortaya çıkarmak için bu meseleyi üç boyutlu olarak ele almak gerektiğine vurgu yapmıştır: mevcut olma, erişilebilir olma ve yatay yapı. Bu yaklaşıma göre yükseköğretime erişim oranını artırmak üniversitelerde öğrenciler için daha fazla yer (kota) sağlarken, mevcut olan bu yerler cinsiyet, öğrencinin yaşadığı bölge ve önceki okul deneyimi gibi bağlamsal engeller nedeniyle öğrenciler için erişilebilir olmayabilir. Ayrıca, tabakalı sistemler özellikle dezavantajlı öğrencilerin seçeneklerini sınırlamakta ve bu öğrenciler için görece daha az prestijli kurumları ya da kazancı az olan bölümleri erişilebilir kılmaktadır. Diğer bir ifade ile, yükseköğretime erişim sağlamanın eşitsizlikleri azaltmada yetersiz kaldığı ve eşitsizliklerin farklı formlarda devam ettiği (Altbach, 2000) iddia edilebilir.

Son zamanlarda yükseköğretimde yaşanan aşırı büyüme yükseköğretime erişimin 21. yüzyılda artık bir sorun olmadığı gibi bir algıya neden olmaktadır. Fakat, uluslararası literatürde yer alan tartışmalar yükseköğretime erişim sağlamanın yanında yükseköğretime kimlerin hangi üniversitelere ve hangi bölümlere erişim sağladığı sorusuna odaklanmaktadır. Bu soru aslında yükseköğretimin tabakalaşması ile yakından ilişkilidir. Hemen hemen her ülkede yükseköğretime erişimde küresel ve bağlamsal engeller yer almaktadır ve bu durum yükseköğretimde iyi üniversitelerin ve yüksek gelir getiren bölümlerin özellikle avantajlı ailelerin (yüksek sosyoekonomik gelire sahip, üniversite mezunu ebeveynler vb.) çocukları tarafından doldurulduğu endişesini doğurmuştur. Yani, alanyazın sosyal adalet ve eşitlik sağlamak için artırılan kotaların toplumun her kesimine eşit bir şekilde dağıtılamadığı ve bu hali ile üniversitelerin belirli öğrencilerin “gizli bahçesi” (Leach, 2013) haline geldiğini vurgulamaktadır. Ayrıca bu durum yükseköğretimi ve üniversiteleri toplumda var olan eşitsizlikleri yeniden üreten bir makineye dönüştürmektedir (Marginson, 2016a).

Yükseköğretimde erişimde ortaya çıkan engellere yönelik olarak alanyazın çoğunlukla cinsiyet, sosyoekonomik düzey, anne ve baba eğitim düzeyi, coğrafi konum ve bir önceki okul türü ve deneyimi gibi değişkenleri işaret etmektedir (Msigwa, 2016; Triventi, 2013b; Wang, 2011). Bu değişkenler ülkelere göre değişmekte ve bazıları bireyler için kesişimsel olarak birlikte bir engel oluşturmaktadır. Literatürde yer alan çalışmalar genellikle kadın öğrencilerin, sosyoekonomik olarak dar gelirli ailelerden gelen ve anne ya da babası üniversite mezunu olmayan öğrencilerin yükseköğretime erişim sağladıklarını fakat bu erişimin daha az prestijli üniversiteler ve az kazançlı bölümlerle sınırlı olduğunu vurgulamaktadır (örn., Triventi, 2013a). Ayrıca öğrencilerin yaşadıkları bölgelerin özellikle üniversiteye erişimlerinde belirleyici olduğu; özellikle kadın öğrencilerin ve dar gelirli ailelere sahip öğrencilerin mobilitesinin erkek öğrencilere ve yüksek sosyoekonomik düzeye sahip öğrencilere kıyasla daha az olduğu farklı çalışmalar tarafından ortaya konulmuştur (Wells vd., 2018).

Tüm bu faktörler birlikte düşünüldüğünde aslında yükseköğretimi genişletmek için atılan tüm adımlar ve üretilen politikalar üniversiteye erişimde eşitsizlik örüntüsü ile sonuçlanabilir; dahası sadece belirli bir kesime avantaj sağlayabilir. Türkiye son yirmi yıldır yükseköğretimde “her ile bir üniversite” sloganı ile iddialı bir büyüme politikası takip etmiş ve bunun sonucunda orta gelişmişlik seviyesine sahip olan ülkeler arasında yükseköğretimde hızlı bir büyüme trendine sahip olmuştur. Bu politika yükseköğretimi erişilebilir kılmak ve bu vesile ile yükseköğretimde sosyal adaleti sağlamak, açılan üniversiteler aracılığı ile yükseköğretime yerleşmede cinsiyet dengesizliğini azaltmak, üniversitenin kurulduğu bölgeleri kalkındırmak ve öğrencilerin gelişimini sağlamak gibi önemli amaçlara hizmet etmektedir (Günay ve Günay, 2016; Polat, 2017). Fakat büyüme politikasının uygulanmasından sonra bu politikanın yükseköğretime erişimi ne derece sağladığı ve bu büyümenin eşitsizlikleri azaltmaya ne kadar çare olduğu konusunda tartışmalar ortaya çıkmıştır. Alanyazında yer alan bazı çalışmalar bu politikanın erişim sorununu çözdüğüne, üniversiteye yerleşmede cinsiyet dengesizliğini ortadan kaldırdığına, kişilerin ve bölgelerin kalkınmasına destek olduğuna atıfta bulunurken (örn., Günay ve Günay, 2016; Polat, 2017), bazı çalışmalar mevcut ve öngörülemeyen hızda olan bu büyümenin üniversitelerde nitelik sorununa yol açtığına, mezunların kalitesi ve

yeterliklerindeki azalmaya (Erdoğan, 2014; Küçükcan ve Gür, 2009; Sallan-Gül ve Gül, 2015), üniversitelerin sunduğu hizmetlerin yetersiz kaldığına ve bazı üniversitelerin daha yerel bir yapıya bürünmesine (Gölpek ve Yıldız, 2019) vurgu yapmıştır. Bu çalışma hem uluslararası literatürde ve teoriler ekseninde belirtilen yükseköğretiminin genişlemesinin eşitsizlikleri değişik formlarda nasıl koruduğu argümanına hem de ulusal literatürde bahsi geçen ve birbiri ile örtüşmeyen tartışmaların çatışmasından şekillenmektedir. Şöyle ki, bu çalışma Türkiye’de son yirmi yıl içerisinde gerçekleşen genişleme politikasının kişileri sahip oldukları cinsiyet, geldikleri coğrafi bölge ve mezun oldukları okul türü açısından elemeyen kapsayıcı bir şekilde toplumdaki popülasyonu yansıtıp yansıtmadığına odaklanmaktadır. Diğer bir ifade ile bu çalışmanın ilk amacı Türkiye’deki üniversitelerin ve belirli bölümlerin erişim örüntülerini ortaya çıkarmak, bu örüntünün yükseköğretimdeki tabakalaşmayı nasıl şekillendirdiğini tanımlamak ve özünde yükseköğretim genişleme politikasının yükseköğretimde eşitliği nasıl sağladığını ya da eşitsizliği nasıl ürettiğini ortaya çıkarmaktadır. Bu noktada, bu araştırma genişleme politikasının ilk izlenim olarak eşitliği ve sosyal adaleti sağlıyor gibi görünse de aslında bu durumun bir yanılsama olduğunu, eşitsizliklerin farklı formlarda yeniden üretildiğini iddia etmektedir.

Üniversiteye erişim sosyal adalet sağlamanın önemli bir adımı olmakla birlikte (Wilson-Strydom, 2011) yükseköğretimde güçlü bir sosyal adalet yapısı oluşturmak için yeterli değildir (McCowan, 2015; 2019; Osborne, 2003). Bunun ötesinde öğrencilerin neye erişim sağladığının, yükseköğretimde adil bir yapı oluşturmak için üniversitelerin ve üniversite bileşenlerinin rolünün ve görevlerinin, ne tür mekanizmaların ve yapıların kurulması gerektiğinin ortaya çıkarılması gerekmektedir. Son zamanlarda birçok çalışma üniversitelerin öğretim, araştırma ve topluma hizmet gibi klasik rollerinin ötesinde sosyal adalet rollerine de vurgu yapmakta buna ilişkin üniversitelerin konumunun net olmadığını ifade etmektedir. Fakat, Furlong ve Cartmel (2009) üniversitelerin toplumda sosyal adalet sağlamak için öncülük eden bir rolü olması gerektiğini belirtmekte ve üniversitelerin eşitsizlikleri azaltmada dönüştürücü etkisine vurgu yapmaktadır. Bu noktada, bu çalışma üniversitelerin eşitsizlikleri azaltmak için bir araç olabileceğini ve bunun için üniversitelerde sosyal adalete dayalı bir yapı kurulması gerektiğini iddia etmektedir.

Sosyal adalet temelli yapılar ve mekanizmalar oluşturan üniversiteler öğrencilerinin becerilerini ve yeterliklerini geliştirerek dezavantajlı öğrenciler için eşitsizlikleri azaltabilir ve sosyal adalet sağlayabilir. Bu amaçla, bu çalışma Fraser'in (2009) adalet kuramından ve Sen'in (1999) yeterlikler kuramından faydalanarak sosyal adalet temelli yapıların özelliklerini, kurduğu mekanizmaları, sosyal adalet liderlerinin ve öğretim elamanlarının özelliklerini ve rollerini, üniversitenin sosyal adalet tanımını ve sorumluluklarını incelemektedir.

Son olarak, üniversiteye erişim sağlamak sosyal adalet sağlama da yeterli olmadığı gibi öğrencilerin üniversiteye katılımını da garantilememektedir. Özellikle sosyoekonomik olarak dezavantajlı olan öğrenciler ve tarihsel olarak dışlanmış öğrenciler yükseköğretime erişim sağlasa da üniversiteye yeterince katılım sağlamamaktadır (Moreau ve Leathwood, 2006). Bu sebeple, son zamanlarda gelişmiş olan ülkeler (örneğin İngiltere) yükseköğretim politikalarını toplumun dezavantajlı kesiminden öğrencilerin yükseköğretime katılımını sağlamak amacıyla erişimden öte katılım odaklı hale getirmektedirler. Birçok çalışma ekonomik, kültürel ya da sosyal nedenlerle bu öğrencilerin üniversitede yer alan kaynaklardan yeterli yararlanmadığını ortaya çıkarmıştır (Harrison ve Hatt, 2012). Örneğin; ekonomik olarak zorluk yaşayan öğrencilerin daha fazla ruhsal sorunlar yaşadığı, ekstra okul dışında çalışmaları gerektiği, üniversite faaliyetlerine daha az katıldığı ve sonuç olarak üniversiteyi bırakma riskine sahip oldukları belirtilmektedir (Callender, 2008; Moreau ve Leathwood, 2006). Sosyal ve kültürel nedenlerden kaynaklanan engeller ele alındığında ise çalışmalar dezavantajlı öğrencilerin kurumda yer alan kodları anlamakta güçlük çektiğini, kendilerini o kültür içinde yabancı hissettiklerini ve sonuç olarak bir arkadaş bağı oluşturamadıklarını göstermektedir (Kaye, 2021). Tüm bu engeller yüzünden dezavantajlı öğrenciler üniversiteye erişim sağlasa da kendilerini yeterince geliştirememekte ve var olan fırsatları, kaynakları yeterliğe dönüştürme de zorluk yaşamaktadır. Bu bağlamda, bu çalışma sosyal adalet temelli kurumların dezavantajlı öğrencilerin katılımını ve yeterliklerini geliştirerek bu öğrencilerin süregelen dezavantajlarını azaltabileceğini ve dönüşümlerini sağlayabileceğini iddia etmektedir. Çalışmanın amacı; sosyoekonomik ve kültürel olarak dezavantajlı öğrenciler için üniversitelerin dönüştürücü olabileceğini ve bu

öğrencilerin üniversitenin sosyal adalet temelli uygulamalarını nasıl deneyimlediklerini ortaya çıkarmaktır.

Özetle bu çalışma yükseköğretimde sosyal adalet kavramını ülke düzeyinde (politika), kurum düzeyinde (strateji, program ve uygulamalar) ve birey düzeyinde (algı ve davranış) olmak üzere üç boyutlu olarak ele almıştır. Bu boyutları aynı doktora çalışmasının farklı kısımlarında ele almanın amacı merkezi olarak yapılandırılan yükseköğretim genişleme politikasının yükseköğretimde sosyal adaleti ne derece sağladığını incelemek (araştırma 1), kurumların sosyal adalet sağlamada politikalardan daha güçlü araçlar olabileceğini ortaya koymak (araştırma 2) ve sosyal adalet temelli oluşturulan mekanizmaların sosyoekonomik ve kültürel olarak dezavantajlı olan öğrencilerin dönüşümünü nasıl sağlayabileceğini ve bu öğrenciler için mevcut eşitsizlikleri nasıl azaltabileceğini (araştırma 3) ortaya koymaktır. Bütüncül olarak ele alındığında ise bu çalışma yükseköğretimde erişim sağlamaktan öte nasıl sosyal adalet temelli kurumlar oluşturulabileceğine odaklanmaktadır.

Bu doktora çalışması yapılan her araştırmanın kendi yöntemine sahip olduğu üç çalışmadan oluşmaktadır. Fakat, dönüştürücü (transformative) karma yöntem deseni doktora çalışmasının yöntem olarak oturduğu zemini oluşturmaktadır. Doktora çalışmasının her üç araştırmasının da bu zemine uyumlu olduğu ve araştırmalara bütüncül bakıldığında bu çalışma dönüştürücü karma yöntem deseninin ayrı boyutlarını tamamlamaktadır. Dönüştürücü karma desen Creswell ve Clark (2011) tarafından dört temel karma yöntemin ötesinde dönüştürücü bir teorik bakış açısına sahip bir yöntem olarak tanımlanmıştır. Bu bağlamda, söz konusu çalışma, Fraser'in sosyal adalet teorisinden ve Sen'in yeterlikler çerçevesinden faydalanarak, ilk aşamada nicel olarak prestijli üniversitelere ve kazanç getiren bölümlere erişim sağlamada eşitsizlikleri ortaya çıkarmak ve sonrasında nitel olarak sosyal adalet sağlamada üniversitenin gücünü ve sosyal adalet temelli oluşturulan mekanizmaların öğrencilerin hayatını nasıl dönüştürdüğünü göstermek için ardışık dönüştürücü karma yöntem desenini kullanmıştır.

Bu çalışmanın dayandığı temel argümanlar ise şu şekildedir:

- Genişleme temelli politikalar eşitsizlikleri azaltmada yetersiz kalırken dezavantajlı öğrencileri daha az kaynağa sahip kurumlara yönlendirerek farklı kaynaklı eşitsizliklere neden olmaktadır.
- Niteliğe dikkat etmeden yapılan yükseköğretimin niceliksel kapasitesindeki büyüme, tabakalaşma, ayrışma ve eşitsizliklerin çarpanı olarak işlev görür.
- Yükseköğretim, var olan eşitsizlikleri analiz eden ve bu eşitsizlikleri azaltmak için yapılar inşa eden sosyal adalet temelini oluşturarak eşitsizlikleri azaltma da güçlü bir potansiyele sahiptir.
- Sosyal adalet temelli yükseköğretim kurumları, sosyoekonomik ve kültürel olarak dezavantajlı öğrenciler için dönüştürücü olabilir.

Araştırma 1

Bu çalışmanın amacı kazançlı (lucrative) yükseköğretim programlarının ve prestijli üniversitelerinin erişim örüntülerini ortaya çıkarmaktır. Bu örüntülerden hareketle bu çalışma Türkiye'deki yükseköğretim genişlemesinin eşitlik temelli olup olmadığı sorusuna ampirik bulgular sunmaktadır. Buna ek olarak ortaya çıkarılan erişim örüntülerinin belli değişkenler açısından çarpık bir yapı sergileyip sergilemediği de incelenmiştir. Şöyle ki; bu çalışmada prestijli üniversiteler ve prestijli olmayan üniversitelere ve aynı zamanda mühendislik fakültesi gibi kazançlı bölümler ile eğitim fakültesi ve idari bilimler gibi görece daha az kazanç getiren bölümlere yerleşen öğrencilerin özellikleri ortaya çıkarılmıştır. Bu amaçla, yatay tabakalaşmanın göstergesi olarak mezun olunan lise türü, cinsiyet ve coğrafi bölge değişkenleri ele alınmıştır. Bu çalışmada listelenen araştırma sorularına yanıt aranmaktadır:

1. Mevcut erişim kalıpları Türkiye'de yükseköğretimdeki tabakalaşmayı nasıl şekillendirmektedir?
2. Prestijli üniversitelere karşı görece daha az prestijli üniversitelerin ve kazançlı bölümlere karşı görece daha az kazanç getiren bölümlerin mevcut erişim örüntüleri nelerdir?
3. Yükseköğretime erişim hem prestijli üniversitelerde hem de kazançlı bölümlerde cinsiyete, coğrafi bölgeye ve lise türüne göre nasıl farklılık göstermektedir?

Yöntem

Bu çalışmada tarama araştırma yöntemi kullanılmıştır. Tarama araştırma yönteminde temel amaç bir popülasyonun genel özelliklerini tanımlamaktır (Fraenkel vd., 2011), bu bağlamda bu araştırma ise belirli üniversitelere ve bölümlere yerleşen öğrencilerin özelliklerini cinsiyet, lise türü ve coğrafi bölge açısından betimlemektedir.

Araştırmanın örneklemini kalite göstergesi olarak ele alınan ve üniversiteleri akademik performanslarını hesaplayarak sıralayan URAP 2019 listesi kullanılarak seçilen ve listede yer alan ilk yedi ve son sekiz üniversite oluşturmaktadır. Ayrıca belirlenen liste içerisinde son sıralarda yer alan üniversiteler arasından 2006 sonrası kurulan üniversiteler seçilmiştir. Araştırmada veri seti olarak YÖK tarafından sunulan ve YÖK Atlasta yer alan 2019 verileri kullanılmıştır. Bu veriler üniversite bazında üniversiteye yerleşen öğrenci sayılarını cinsiyet, özel okul – devlet okulu, liste türü ve coğrafi bölge gibi değişkenler bazında oransal olarak sunmaktadır. Veriler sistem üzerinden araştırmacı tarafından çekilmiş ve analize hazır hale getirilmiş ve tüm veriler üniversite ve bölüme erişim örüntülerini incelemek için betimsel olarak analiz edilmiştir.

Bulgular

Çalışmanın nicel bulguları prestijli olarak görülen üniversiteler ve URAP listesinin en son sıralarında yer alan üniversiteler ile bu üniversitelerin kazançlı olan ve görece daha az kazanç getiren bölümlerindeki erişim örüntülerini ortaya koymuştur. İlk olarak prestijli üniversitelerin mühendislik fakülteleri incelendiğinde açılan tüm kotaların öğrenciler tarafından doldurulduğu ve bu üniversitelerdeki bölümlerin erkek öğrenciler, hem özel hem de devlet Anadolu ya da Fen liselerinden mezun olan öğrenciler ve genellikle Marmara bölgesi ve İç Anadolu bölgesinde yaşayan öğrenciler tarafından doldurulduğu görülmektedir. Diğer taraftan prestijli olmayan üniversitelerde yer alan mühendislik bölümlerinde ise açılan hiçbir kotaların doldurulmadığı görülmektedir. Ayrıca bu üniversitelerde yer alan mühendislik bölümleri genellikle erkek öğrenciler (%80), Anadolu lisesi (24%) ve Temel liselerden (15%) mezun olan öğrenciler ve Güneydoğu Anadolu (48%) ve Doğu Anadolu (37%) bölgesinde yaşayan öğrenciler tarafından tercih edilmektedir.

Prestijli üniversitelerdeki daha az kazançlı bölümlerden biri olan eğitim fakültelerinde ise açılan tüm kontenjanlar dolmuş ve kontenjanlar çoğunlukla kadın öğrenciler (%79), Anadolu lisesinden mezun olan öğrenciler (%52) ve İç Anadolu (%31) ve Marmara (%23) bölgelerinden gelen öğrenciler tarafından doldurulmuştur. Prestijli olmayan üniversitelerde yer alan eğitim fakültelerinde ise mühendislik fakültelerinde olduğu gibi matematik öğretmenliği hariç açılan hiçbir kontenjan doldurulamamıştır. Erişim sağlanan kontenjanların çoğunluğunu ise kadın öğrenciler (57%), Anadolu lisesinden mezun olan öğrenciler (%64) ve Güneydoğu Anadolu (%67) bölgesinde yaşayan öğrenciler oluşturmaktadır.

Son olarak, prestijli üniversitelerin idari bilimler fakültesi ele alındığında ise açılan tüm kontenjanlara talep olmuş ve bu bölümler erkek öğrenciler (%54), devlet Anadolu (%45) ve özel Anadolu lisesinden (%19) mezun olan öğrenciler ve Marmara (43%) ve İç Anadolu (27%) bölgelerinde yaşayan öğrenciler tarafından doldurulmuştur. Diğer taraftan, görece daha az prestijli üniversitelerin bölümlerinde ise açılan hiçbir kontenjanda doluluğa ulaşılamamıştır. Erişim sağlanan kontenjanlar ise erkek öğrenciler (58%), Anadolu liseleri (%43), Mesleki liseler (%30) ve Anadolu İmam Hatip liselerinden (%16) mezun olan öğrenciler tarafından doldurulmuştur.

Tüm bu bulgular üniversiteye erişimde farklı toplum kesimlerinin temsiliyetinde çarpıklık olduğunu ve toplumun her kesimini yansıtacak şekilde eşit temsiliyet olmadığına işaret etmektedir. Ayrıca araştırma sonuçları üniversiteye erişim sağlamada prestijli olmayan üniversitelerde dahil olmak üzere kadın öğrencilerin yeterince temsil edilmediğini göstermektedir. Daha geniş perspektifte ise araştırma sonuçları cinsiyet, coğrafi bölge ve mezun olunan okul türünün prestijli üniversitelere ve daha fazla kazanç getiren bölümlere erişimde engel oluşturduğunu ortaya koymuştur. Son olarak, bu bulgular yükseköğretim talep eden öğrenciler için yeni kurulan ve mevcut kılınan bölümlerin ve üniversitelerin öğrenciler tarafından talep edilmediğini göstermektedir.

Araştırma 2

Yükseköğretimde sosyal adaleti sağlamak sadece üniversitelere erişimi artırmakla mümkün değildir. Birinci araştırmanın sonuçlarının da ortaya koyduğu üzere

üniversiteye erişimi artırmak aslında eşitsizlikleri azaltmamakta bunun yerine eşitsizliklerin farklı formlarda devam etmesine neden olmaktadır. Bu nedenle, yükseköğretimde sosyal adaleti sağlamak için daha bütüncül bir bakış açısına ihtiyaç vardır. Ayrıca, hem akademik ve idari olmak üzere tüm alanlarda hem de birey, birim ve kurum olmak üzere tüm düzeylerde üniversitede sosyal adaleti oluşturmak için ne tür uygulamalara ve mekanizmalara sahip olduğunu anlamak önemlidir. Buradan hareketle, bu çalışmanın amacı yükseköğretim kurumlarında sosyal adaleti gerçekleştirmeye yönelik yapılan uygulamaları, kurulan mekanizmaları, üniversitenin ve kişilerin rollerini bütüncül bir açıdan incelemektir. Bu bölümde, sosyal adalet temelli uygulamaları ve politikaları analiz ederek kurumlarda sosyal adalet modelinin nasıl oluşturulabileceğine odaklanılmıştır. Bu amaca ulaşmak için incelenen araştırma soruları ise şu şekildedir:

4. Bu prestijli üniversiteye hangi öğrencilerin erişimi vardır?
5. Prestijli bir yükseköğretim kurumunda sosyal adalet nasıl uygulanmaktadır?
 - a. Sosyal adalet temelli bir yükseköğretim kurumunun boyutları nelerdir?
 - b. Prestijli bir yükseköğretim kurumunda sosyal adaleti yerleştiren yapılar ve uygulamalar nelerdir?
 - c. Prestijli bir yükseköğretim kurumunda sosyal adaleti oluşturmanın kolaylıkları ve zorlukları nelerdir?
6. Sosyal adalet temelli bir kurum oluşturmak için akademik liderlerinin ve öğretim üyelerinin sahip olduğu özellikler nelerdir?
7. Yükseköğretimde sosyal adalet kavramı üniversitedeki paydaşlar tarafından nasıl algılanmakta ve tanımlanmaktadır?
 - a. Sosyal adaleti oluşturmak için üniversiteye hangi roller ve sorumluluklar yüklenmiştir?
 - b. Öğrenciler için sosyal adalet temelli kurumlar oluşturmak amacıyla yapılması gereken gerekli düzenlemeler nelerdir?

Yöntem

Bu çalışma nitel araştırma çeşitlerinden biri olan örnek olay çalışması olarak tasarlanmıştır. Çalışmada örnek olay olarak ise ülkenin önde gelen devlet

üniversitelerinden biri seçilmiştir. Çalışmada yer alan nitel veriler yarı yapılandırılmış görüşmelerden ve kurum içerisinde yer alan bilgilendirme mesajları, kurum web sayfası ve misyon, vizyon bildirilerinden elde edilmiştir. Çalışma kapsamında kartopu tekniği kullanılarak seçilen öğretim elemanları, idari personel ve akademik liderlerle görüşme yapılmıştır. Yönetim görevi olan ve akademik rolü olan öğretim elemanları için iki farklı görüşme formu hazırlanmış olup görüşme formları; kişisel bilgiler, dağıtım, tanıma, katılım, kurumun kapasitesi, liderlik ve öğretim gibi boyutları içermektedir. Elde edilen veriler MAXQDA programı aracılığıyla içerik analiz yöntemi ile analiz edilmiştir. Araştırmada elde edilen bulguların geçerlik ve güvenilirliğini sağlamak için uzman incelemesi, çeşitleme (farklı veri kaynakları ve araştırma 3 aracılığı ile), uzun süreli etkileşim, araştırmacının rolünün tanımlanması, örnek olay protokolü, denetim izi (audit trail) ve transfer edilebilirlik yöntemlerine başvurulmuştur. Araştırmada elde edilen verilerin analizi sonucunda ortaya çıkan 7 ana tema şu şekildedir: 1) örnek olayın betimlenmesi, 2) kurum içerisindeki çok boyutlu sosyal adalet yapısı, 3) kurumdaki sosyal adalet uygulamalarının kesişimi, 4) üniversitenin sosyal adalet rolü ve sosyal adalete atfedilen anlam, 5) sosyal adalet için liderlik, 6) sosyal adaleti sağlamanın kolaylıkları ve zorlukları ve 7) kurumsal düzenlemeler.

Bulgular

Araştırmada örnek olayın betimlenmesine ilişkin bulgular; kimlerin bu prestijli yükseköğretime erişim sağladığı, bu kurum içerisinde hangi öğrencilerin dezavantajlı olduğu ve bu öğrencilerin yaşadığı zorlukların ve ihtiyaçların neler olduğu alt temaları etrafında toplanmaktadır. Araştırma sonuçları birinci çalışmadaki bulgulara paralel bir şekilde bu üniversite içerisinde de diğer seçkin üniversiteler ve kazanç getiren bölümlerde olduğu gibi (araştırma 1) üniversiteye erişimde toplumu eşit temsiliyet açısından çarpıklık olduğunu göstermektedir. Şöyle ki, bu üniversitenin çoğunluğunu sosyoekonomik düzeyi yüksek olan öğrenciler, genellikle büyükşehirlerden gelen öğrenciler, Anadolu ve Fen liselerinden mezun olan öğrenciler oluşturmaktadır. Özellikle temsiliyetteki çarpıklık bölümler arasında daha fazla ortaya çıkmaktadır. Araştırma sonuçları bölümler arasında bir tabakalaşma olduğunu; eğitim fakültesi ve mühendislik ya da mimarlık fakültesi öğrencilerinin

farklı bir yapı sergilediklerini ve bu yapı içerisinde eğitim fakültesi öğrencilerin daha dezavantajlı kesimi oluşturduğunu ortaya koymuştur.

Araştırma bulguları dezavantajlı tanımlamasının sadece sosyoekonomik durumla sınırlandırılmadığını fiziksel, ekonomik, kültürel engeller, çok yönlü adaptasyon sorunları ve cinsel yönelim gibi birçok özellik dizilerinin bu tanım içerisinde yer aldığını göstermektedir. Bu tanımlamadan hareketle bu üniversite içerisinde yer alan dezavantajlı gruplar demografik ve akademik temelli olarak iki gruba ayrılmıştır. Sosyoekonomik düzeyi düşük olan öğrenciler, küçük şehirlerden gelen öğrenciler, bazı bölümlerde kadın öğrenciler, engelli öğrenciler, psikolojik sorunlar yaşayan öğrenciler ve LGBT öğrenciler demografik özellikleri açısından dezavantajlı olarak sıralanırken; akademik becerileri ve yabancı dil becerileri yetersiz olan öğrenciler akademik temelli dezavantajlı gruplar arasında yer almıştır. Araştırma sonuçları akademik olarak dezavantajlı olan öğrencilerin aynı zamanda genellikle sosyoekonomik düzeyi düşük olan öğrenciler olduğu ve bunun yanı sıra listelenen bu dezavantajlı durumların bazen kesiştiğini göstermektedir.

Dezavantajlı öğrencilerin bu üniversite içerisinde deneyimledikleri zorluklar akademik, duygusal ve sosyal olmak üzere başlık altında toplanabilir. Bu zorluklar arasında en fazla vurgu duygusal zorluklara yapılmış ve öğrencilerin yaşadıkları duygusal zorlukların onların sosyal ve akademik adaptasyonlarını da zorlaştırdığını ortaya koymuştur. Özellikle küçük ölçekli şehirlerden gelen, ailede ilk defa üniversite deneyimi yaşayan, sosyoekonomik geliri düşük olan ve engelli öğrenciler üniversite yaşamına entegre olmak için gerekli olan kodları ve mitleri bilmediklerinden dolayı üniversitedeki sosyal yaşantıya adapte olmakta zorluk çekmekte ve bu zorlukların sonucunda akademik yaşantıları da olumsuz olarak etkilenmektedir. Buna yönelik olarak araştırma bulguları öğrencilerin sahip oldukları dezavantajları telafi edebilecek farklı mekanizmalara ihtiyaç duyduklarına işaret etmektedir.

Kurumda işletilen sosyal adalet yapısına yönelik olarak dağıtım, tanıma, katılım ve yeterliklere yönelik çok boyutlu mekanizmalar yer almaktadır. Dağıtım mekanizması boyutunda bu üniversite içerisinde öğrenciler için sosyal adalet sağlamak amacıyla; yemek, burs, yurt, teknik altyapı (kütüphane hizmetler, bilgisayar, internet vb.) ve

üniversitenin sağladığı kampüs ortamı (ücretsiz taşıma hizmetleri vb.) gibi hizmetler yer almakta ve bulgular bu hizmetlerin mezun dernekleri gibi çeşitli yapılar aracılığı ile sürdürülebilir kılındığını göstermektedir. Tanıma mekanizmaları boyutu ise sosyal adalet bağlamında dağıtım mekanizmaları kadar geniş bir hizmet alanı sunmamakla birlikte sosyoekonomik gelir düzeyi az olan öğrenciler ve engelli öğrencilere yönelik üniversite içerisinde resmi tanıma hizmetleri yer almaktadır. Diğer bir ifade ile yukarıda tanımlanan farklı dezavantajlara yönelik kapsayıcı tanıma mekanizmaları kurum içerisinde yer almamaktadır. Bir başka tanıma mekanizmasının öğrenmeyi geliştirme merkezi olduğu ortaya çıkmış fakat daha çok akademik, psikolojik ve sosyal uyum sorunu yaşayan öğrenciler için sorun çözücü aktiviteler sunan bu birimin belirli bir kitleyi tanımlamadıkları, tüm faaliyetlerin herkese açık şekilde sunulduğu bulgusuna ulaşılmıştır. Katılım boyutunda yer alan mekanizmalar ise resmi mekanizmalar ve resmi olmayan mekanizmalar olmak üzere iki grupta toparlanmıştır. Öğrenci dekanlığı ve öğrenci temsilciler kurulu resmi mekanizmalar arasında yer alan ve üniversite içerisinde öğrencilerin karar süreçlerini etkileyebileceği ya da seslerini duyurabileceği mekanizmalar olarak ifade edilmiştir. Fakat araştırma sonuçları bu mekanizmaların etkili bir şekilde öğrenci katılımını sağlayamadığı ve daha çok görünüşte var olan ama işlemeyen bir yapı olduğunu ortaya koymuştur. Bu nedenle resmi yapılardan ziyade kurum içerisinde öğrencilerin seslerini duyurabileceği ve katılımlarını sağlayabileceği öğrenci kulüpleri, öğrenci gösterileri ve öğretim elemanları tarafından işletilen sistemler resmi olmayan yapılar olarak öğrencilerin kararlarda etkili olabilmesi ve isteklerini duyurabilmesi için kullanılmaktadır. Ayrıca sonuçlar üniversitenin sağladığı ve oluşturduğu demokratik kültürün tüm bu enformel yapıları kucaklayan bir yapı sağladığını ve en önemli ve etkili katılım mekanizması olduğunu göstermektedir. Bu bulgulara ek olarak tüm boyutlar arasında sosyal adaleti sağlamak için en etkili ve en güçlü boyut dağıtım boyutu iken en az etkili boyut ise katılım boyutudur. Bu temaya ilişkin olarak bulgular ayrıca öğrencilerin mesleki bilgilerini, kişisel ve entelektüel yeterliklerini geliştirebilecekleri yapılar olduklarını ve akademik yeterliklerin zaten varsayılan ve zorunlu bir biçimde üniversite içerisinde gelişmesi gerektiğini buna ek olarak entelektüel yeterliklerin üniversite tarafından geliştirilmesine vurgu yapıldığını göstermiştir. Üniversitede sunulan iyi eğitim öğrencilerin mesleki yeterliklerini geliştirirken, çeşitli üniversite kulüpleri ve üniversitenin sahip olduğu kültür

öğrencilerin sosyokültürel ve entelektüel yeterliklerini geliştiren unsurlar olarak ortaya çıkmıştır.

Üniversite içerisinde yer alan ve yukarıda listelenen boyutlar öğrenciler için sosyal adaleti sağlamanın sadece ekonomik temelli uygulamalar ile mümkün olmadığı, aynı zamanda kültürel, akademik ve sosyal temelli mekanizmalara da ihtiyaç duyulduğunu göstermektedir. Araştırma sonuçları dağıtım, tanıma ve katılım boyutlarının kesişimsel bir şekilde ve birlikte hareket ederek öğrenciler için sosyal adalet sağladığını ortaya koymaktadır. Sosyal adalet temelli ve üç boyutlu bu mekanizmaların dezavantajlı öğrenciler için ilk aşamada var olan engelleri azalttığını ve şartları bu öğrenciler için eşitlemeye çalıştığını göstermektedir. Şöyle ki, özellikle dağıtım mekanizmaları yemek, burs, kalacak yer gibi en temel ihtiyaçları karşılayarak öğrencilerin yaşadığı ekonomik sorunların çözülmesini sağlamakta ve dolayısı ile öğrencilerin bu zorlukları düşünmeyerek akademik adaptasyonlarını hızlandırmaktadır. Ayrıca üniversite içerisinde sağlanan akademik olanaklar öğrencilerin mesleki yeterliklerini geliştirirken öğrenci kulüpleri tarafından sunulan ve çoğu ücretsiz olan etkinlikler öğrencilerin kendilerini kültürel olarak geliştirmesine katkı sağlamaktadır. Ayrıca araştırma bulguları bu üniversitenin öğrenciler için dönüştürücü etkisi olduğunu, sunmuş olduğu çok boyutlu sosyal adalet mekanizmaları aracılığı ile öğrencilerin hareketliliğini sağladığını, öğrencilerin kendine güvenen ve kendi ve başkalarının haklarını koruyan, farklılıklara karşı daha hoşgörülü bireylere dönüştüğünü ve aykırı fikirlerinin ve önyargılarının kırıldığını göstermektedir.

Üniversitenin sosyal adalet rolü ve sosyal adalete atfedilen anlam teması incelendiğinde her ne kadar araştırma üniversite içinde sosyal adalet sağlamak için gerekli yapılar ve üniversite rolüne odaklanmış olsa da araştırma sonuçları hem üniversite içerisinde hem de üniversite dışında topluma yönelik olarak üniversitenin rolünü ortaya çıkarmıştır. Üniversite içerisinde sosyal adalet kavramı öğrencilerin temel ihtiyaçlarının karşılanması, süregelen eşitsizlikleri azaltmak için gerekli mekanizmalar kurmak, demokratik ve katılımcı bir üniversite kültürü yaratmak ve öğrencilerin yeterliklerini geliştirerek dönüşümlerini sağlamak olarak tanımlanırken üniversite dışında sosyal adalet toplumu dönüştürecek bireyler yetiştirmek olarak ortaya çıkmıştır. Ayrıca üniversitenin sosyal adalet rolüne ilişkin bulgular sosyal

adaletin üniversitenin başlıca tanımlanmış rollerinin; öğretim, araştırma ve topluma hizmet, tam içinde olduğunu ortaya koymuştur.

Sosyal adalet odaklı öğretim elemanları ve akademik liderlerin, diğer bir ifade ile sosyal adalet liderlerinin sahip olduğu özellikler ve sorumluluklar ele alındığında öğretim elemanları ve akademik liderler arasında karakteristik özellikler açısından belirgin bir fark bulunmazken bu kişilerin sahip olduğu sorumluluklar farklılık göstermektedir. Araştırma bulguları üniversitede sosyal adalet odaklı bir liderin ve öğretim elemanının adil olan, empati kuran, destekleyici, kapsayıcı iletişime açık, ulaşılabilir, risk alabilen, rol model olabilen, içsel motivasyona sahip ve ekstra zaman ve çaba ortaya koyan kişiler olduğunu göstermektedir. Yönetim pozisyonuna sahip akademik liderlerin sosyal adalet sağlamaya yönelik sorumlulukları incelendiğinde ise dezavantajlı öğrencileri tanımlama, verilerin kullanılması, üniversite içerisinde sosyal adalet temelli mekanizmalar oluşturma, farklı paydaşları bir araya getirme, barışçıl bir ortam yaratma, öğretim elemanlarını bilgilendirme ve onlarla işbirliği yapma gibi aktif roller ön plana çıkmaktadır. Diğer taraftan, bulgular öğretim elemanlarının sosyal adalet sağlamak için sahip oldukları sorumlulukların öğretim görevi nedeniyle özellikle sınıf içi uygulamalar açısından farklılık gösterdiğini (sınıflarında kapsayıcı bir ortam yaratmak, kullanılan kaynakları herkes için erişilebilir hale getirmek vb.) ve buna ek olarak bu sorumlulukların ihtiyaç sahibi öğrencileri tespit etmek, var olan sosyal adalet temelli mekanizmaları öğrencilere tanıtmak, derslerinde gerekli düzenlemeleri yapmak ve derslerinde sosyal adalet temasını uygun konuları entegre etmek olduğunu göstermiştir.

Sosyal adalet temelli kurumlar oluştururken süreç içerisinde ortaya çıkan kolaylaştırıcı ve zorlaştırıcı unsurlar da bulunmaktadır. Sosyal adalet temelli kurumlar oluşturmak için gerekli olan en önemli kolaylaştırıcı faktör üniversitenin sahip olduğu kültürdür. Araştırmada elde edilen bulgular bu üniversite içerisinde herkesin kendisini özgürce ifade edebileceği ortamlar yaratıldığını, güvenilir, demokratik ve kapsayıcı bir atmosfer oluşturulduğunu, üniversitenin zaman içerisinde farklı mekanizmalar kullanılarak öğrencileri farklılıklara saygı gösteren ve tolerans sahibi kişiler olarak değiştirdiğini ve özellikle öğrenci kulüpleri gibi resmi olmayan mekanizmalarla öğrencilerin katılımının sağlandığını göstermiştir.

Zorlaştırıcı unsurlar ise kişilerden kaynaklı ve kurumun kendisinden kaynaklı olarak iki boyutludur. Kurum düzeyinde ortaya çıkan zorluklar incelendiğinde kurumun sosyal adalet temelli politikalarının yetersiz olması, buna bağlı olarak dezavantajlı öğrencileri tanımlamada eksik kalması, üniversite içerisinde uygulamaların bir kısmının hakkaniyetten ziyade eşitlik temelli olması, dezavantajlı öğrenci tanımlamasının ekonomik ve engelli odaklı olması ve son olarak üniversiteye erişim politikasının bir sonucu olarak son zamanlarda üniversite içerisinde artan öğrenci sayısı ön plana çıkmaktadır. Üniversitenin mevcut durumda kapasitesinin üzerinde öğrenciye ev sahipliği yapıyor olması sosyal adalet açısından tanıma, dağıtma ve katılım mekanizmalarının yetersiz kalmasına neden olmaktadır. Diğer taraftan, öğretim elemanlarının bakış açıları, algıları ve önyargıları kişilerden kaynaklı olarak ortaya çıkan zorluklar arasındadır. Araştırma sonuçları öğretim elemanlarının kısıtlı zaman, fazla iş yükü, sınıflarında yer alan kalabalık öğrenci nüfusu gibi nedenlerden dolayı ya da sahip oldukları önyargılar nedeniyle derslerinde düzenleme yapmak istemediğini göstermiştir. Ayrıca öğretim elemanlarının bir kısmının ise bu konuda daha duyarlı olan meslektaşları üzerinde yargılayıcı tutumlar sergilediği, araştırma gibi kendi işlerine odaklanmadıklarına yönelik eleştiride buldukları ve baskı kurdukları görülmektedir.

Son olarak sosyal adalet uygulamalarının iyileştirilmesi için yapılması gereken düzenlemelere yönelik bulgular sosyal adalet temelli kurumlar oluşturmak için daha sistematik, kurumsal ve kapsayıcı uygulamaların tasarlanması ve bu uygulamaların ya da mekanizmaların birlikte bütüncül olarak işbirliği içerisinde çalışmasına vurgu yapmıştır. Bu süreçte atılacak ilk adım ise kurumda var olan dezavantajlı öğrencilerin tanımlanması, dezavantajlı kavramının revize edilmesi ve genişletilmesi ve hizmetlerin eşitlikten öte hakkaniyet temelli sunulmasıdır. Ayrıca bulgular sadece üniversite içi mekanizmalarla değil aynı zamanda öğrencileri sosyal adalet konusunda ve toplumda yer alan eşitsizlikler konusunda daha farkında olarak yetiştirmeye yönelik düzenlemeleri de işaret etmektedir.

Araştırma 3

Bu tez kapsamında yer alan Araştırma 1 ve Araştırma 2 birlikte değerlendirildiğinde bulgular merkezi şekilde oluşturulan politikalardan ziyade kurum içerisinde

oluşturulan çok boyutlu mekanizmalar, tanımlayıcı kurum politikaları ve aksiyonları, sosyal adalet odaklı akademik liderler ve öğretim elemanları aracılığı öğrenciler için sosyal adalet sağlanabileceğini ortaya koymuştur. Buradan hareketle Araştırma 3 örnek olay olarak seçilen üniversitede yer alan ve Araştırma 2 kapsamında ortaya çıkan uygulamaların ve mekanizmaların gerçekte sosyoekonomik ve kültürel olarak dezavantajlı olan öğrenciler için sosyal adaleti ne derece sağladığı sorusuna odaklanmaktadır. Daha açık bir ifade ile bu çalışma bu üniversite içerisinde yer alan sosyoekonomik ve kültürel olarak yoksun öğrencilerin kurumun sosyal adalet temelli uygulamalarını nasıl deneyimlediklerini ve bu uygulamaların onların hayatını nasıl etkilediğini açıklamayı amaçlamaktadır. Bu bağlamda, çalışmanın odak noktasında olan araştırma soruları şu şekildedir:

8. Sosyoekonomik ve kültürel olarak yoksun öğrencilerin prestijli bir üniversiteye geçişte yaşadığı zorluklar nelerdir?
9. Sosyoekonomik ve kültürel olarak yoksun öğrencilerin prestijli bir üniversitedeki deneyimleri nelerdir?
10. Sosyoekonomik ve kültürel olarak yoksun öğrencilerin üniversitenin sosyal adalet temelli uygulamalarına yönelik olarak deneyimleri nelerdir?
11. Sosyoekonomik ve kültürel olarak yoksun öğrenciler üniversitenin dönüştürücü rolünü nasıl deneyimlemektedir?

Yöntem

Bu çalışma, prestijli bir üniversitede yer alan sosyoekonomik ve kültürel olarak dezavantajlı öğrencilerin prestijli bir üniversitede öğrenci olma deneyimlerine, bu üniversitenin sosyal adalet uygulamalarını nasıl deneyimlediklerine ve öğrenim süreçleri boyunca yaşadıkları dönüşümü nasıl deneyimlediklerine ve bu deneyimi nasıl anlamlandırdıklarına odaklanan jenerik nitel araştırma olarak tasarlanmıştır (Merriam, 2009; Patton, 2015). Araştırmanın örnekleme örnek olay olarak seçilen üniversitede yer alan ve sosyoekonomik ve kültürel olarak yoksun olan öğrenciler oluşturmaktadır.

Amaçlı örnekleme çeşitlerinden ölçüt örnekleme, maksimum çeşitlilik ve kartopu tekniği kullanılarak 14 sosyoekonomik ve kültürel olarak dezavantajlı öğrenci seçilmiştir. Daha zengin veri elde etmek amacıyla ailede ilk defa üniversiteye giden

öğrenci, küçük ölçekli şehirlerde yaşayan öğrenci ya da ülkenin doğusunda yaşayan öğrenci, düşük sosyoekonomik gelire sahip öğrenci ve bu üniversite içerisinde en az 3 yıldır bulundan öğrenci olmak gibi kriterler belirlenmiştir. Araştırmacıdaki örneklemin bir kısmı araştırmacı tarafından oluşturulan anket aracılığı ile seçilmiş ve diğer katılımcılar ise görüşme yapılan öğrencilere bu kriterlere uyan ve araştırmaya katılmaya gönüllü olan öğrenciler sorulup çalışmaya davet edilmiştir.

Araştırma verileri araştırmacı tarafından oluşturulan veri toplama aracı kullanılarak yapılan görüşmeler sonucunda elde edilmiştir. Görüşmeler ortalama bir saat sürmüş ve araştırmaya katılan öğrencilerin izni ile ses kaydına alınmıştır. Elde edilen veriler katılımcıların kimliğini koruyacak şekilde depolanmış ve kimliği açığa çıkaran bilgiler transkript sırasında gizli ve anonim hale getirilmiştir. Verilerin analizinde ise Marshall ve Rossman (2016) tarafından önerilen analitik strateji basamakları izlenerek içerik analizi yapılmıştır. Bu bağlamda veri analiz süreci verinin düzenlenmesi, veriye aşına olunması, olay özetlerinin, olası tema ve kategorilerin oluşturulması, verinin kodlanması, analitik memoların kaydedilmesi, alternatif çıkarımların incelenmesi ve raporlama şeklinde ilerlemiştir. Analiz sonucunda öğrencilerin deneyimlerini yansıtan 4 tema elde edilmiştir: 1) geçiş sürecinde yaşanan zorluklar, 2) üniversitenin sosyal adalet uygulamaları, 3) dönüştürücü etki ve 4) sosyal adalet sağlayıcısı olarak üniversite.

Araştırmada elde edilen bulguların iç ve dış geçerlik ve güvenilirliğini sağlamak için araştırmacının tuttuğu notlar, sahip olduğu önyargılar ve araştırmanın arka planı da dahil olmak üzere (Marshall ve Rossman, 2016) araştırma sorularının oluşturulmasından raporlamaya kadar araştırmanın tüm süreçleri açık bir şekilde tasvir edilmiştir. Ayrıca, veri analiz sürecinde çeşitleme yöntemi kullanılmış ve analiz edilen verilerin bir kısmı için uzman değerlendirmesi alınmıştır. Ayrıca analizdeki çıkarımları yansıtan direk alıntılara, yoğun anlatım tekniklerine de yer verilmiştir.

Bulgular

Araştırma sonuçları sosyoekonomik ve kültürel olarak dezavantajlı olan öğrencilerin prestijli bir üniversiteye geçiş sırasında ve üniversite eğitimlerinin ilk yıllarında ekonomik ve aileden kaynaklı, yaşadıkları bölgenin altyapısından ve aldıkları lise

eğitiminin niteliğinden, nitelikli kaynaklara ve öğretmenlere ulaşamama gibi sorunlar nedeniyle çeşitli zorluklar yaşamışlardır. Diğer bir ifade ile öğrencilerin sahip olduğu kültürel, finansal ve sosyal birikim hem onların üniversiteye geçiş sürecini ve üniversite tercihlerini etkilemiş hem de bu üniversite içerisindeki ilk yıllarında adaptasyon sorunları yaşamalarına neden olmuştur. Bu engeller Sen'in yeterlikler (yapabilirlikler) kuramı açısından ele alındığında ise çevirim faktörleri (conversion factors) olarak ortaya çıkmaktadır. Öğrencilerin "miras olarak" ailelerinden aktarımsal bir şekilde sahip olduğu bu çevirim faktörleri onların üniversite tercihlerini kazanç getiren bir bölüm olmasa da prestijli bir üniversite seçme konusunda şekillendirmiştir. Bu seçimin arkasında ise öğrencilerin üniversiteye atfettikleri dönüştürücü değer yer almaktadır.

Sosyoekonomik ve kültürel olarak yoksun olan öğrencilerin prestijli üniversitedeki ilk deneyimleri akademik, sosyal ve ekonomik nedenlerden dolayı adaptasyon sorunları etrafında toplanmaktadır. Bulgular öğrencilerin akademik anlamda özellikle yabancı dil konusunda sorun yaşadıklarını, bu durumun geldikleri bölgede ve lise eğitimleri sırasında dil becerilerini yeterince geliştirecek fırsatlar yakalayamamaktan kaynaklandığını göstermiştir. Sosyal bağlamda ise öğrencilerin üniversite içerisinde kendilerini yalnız hissettiklerini, üniversite hayatına dair bir farkındalıkları ve birikimleri olmadığını, diğer taraftan üniversite içerisinde aynı liseden ya da gelişmiş bölgelerden gelen öğrencilerin ortak bir birliktelik oluşturabildiğini ve bu durumun onları hem sosyal hem de kültürel olarak yalnızlaştırdığını ortaya çıkmıştır. Son olarak, öğrencilerin yaşadıkları finansal zorluklar onları hem sosyal, kültürel ve akademik anlamda sınırlamakta ve bu durum onların adaptasyon sürecini olumsuz olarak etkilemektedir.

Fakat, tüm bu zorluklara rağmen araştırmanın diğer teması üniversite içerisinde öğrencilerin getirmiş olduğu çevirim faktörlerinin etkisini azaltabilecek mekanizmalar olduğunu, bu mekanizmaların ise çalışma 2'de belirtilen ve Fraser'in teorisi bağlamında boyutları da kapsayan dağıtım, tanıma ve katılım şeklinde yer aldığını ortaya koymuştur. Tüm bu mekanizmalar çalışma 2'de yer alan bulgularla (mekanizmalar ve uygulamalarla) denk düşmekte ve öğrencilerin gözünden ve deneyimlerinden de bu bulguları desteklemektedir. Tüm bu boyutlar birlikte hareket ederek sosyoekonomik ve kültürel olarak yoksun öğrenciler için sosyal adalet

sağlamaktadır. Daha ayrıntılı bir şekilde incelendiğinde ise üniversite içerisinde işletilen bu mekanizmalar ilk etapta dezavantajlı öğrencilerin temel ihtiyaçlarını karşılıyor, üniversite içerisinde öğrenciler için eşitlik sağlıyor, formal ve enformal mekanizmalarla öğrencilerin sosyal ve kültürel beceri ve yeterliklerinin gelişmesini sağlıyor ve ayrıca öğrencilerin gözünden tüm bu gelişimle birlikte mezun olunca iş bulmalarını garantiliyor. Son olarak, araştırma bulguları bu üniversitenin öğrenciler için dönüştürücü bir etki yarattığını, süregelen çevirici faktörleri ve eşitsizlikleri azaltarak öğrenciler için sosyal adalet sağladığını ortaya koymuştur.

Tartışma ve Sonuç

Bu çalışmanın temel amacı yükseköğretimde sosyal adalet kavramının nasıl yerleştirilmesi, yapılanması ve uygulanması sorusunu politika, kurum ve birey düzeyinde incelemek ve aynı zamanda sosyal adalet temelli bir üniversitenin sahip olması gereken prensipleri tanımlamak ve bu yapıların öğrencilerin yaşamını nasıl dönüştürdüğünü ortaya çıkarmaktır. Bulgular, merkeziyetçi politikaların tek başına sosyal adaleti sağlamada yetersiz kaldığını, bunun yerine sosyal adalet sağlamak için resmi ve resmi olmayan yapılarla ve uygulamalarla kurumların güçlendirilmesi gerektiğini, ancak sosyal adalet temelli kurumların sosyoekonomik ve kültürel olarak yoksun olan öğrencilerin hayatını değiştirdiğini ortaya koymuştur.

Her ne kadar ilk bakışta genişleme politikasının sonucunda ülkede “eğitim çölleri” olarak (Hillman, 2016) adlandırılacak bölgeler kalmamış olsa da bu durum sosyal adalet sağlamak açısından bir illüzyon yaratmakta ve nicel büyümenin özellikle dezavantajlıları göz ardı eden nitel sorunlar ürettiği görülmektedir. Şöyle ki; bu politikanın bir sonucu olarak özellikle yeni açılan üniversitelere yerleşen ve belli bir bölgeye bağlı kalmak zorunda olan öğrenci (place-bound students) sayısı artmış ve bu öğrenciler nitelik ve kaynak bakımından yetersiz olan bu üniversitelere yerleştikleri için daha fazla dezavantajlı duruma düşmüştür (Bastedo ve Gumpert, 2003). Çalışmada yer alan bu bulgular sadece üniversiteleri mevcut kılma (available) üzerine kurulu genişleme politikalarının sosyal adalet sağlamada yetersiz kaldığını (Connell, 2019), bu hali ile üniversitelerin yükseköğretim sisteminin tabakalaşmasına neden olarak eşitsizlikleri devam ettiren ve üreten bir yapıya dönüştüğünü (Duru-Bellat, 2005; Goastellec, 2008; Marginson, 2016a) doğrulamaktadır. Ayrıca nicel bir

şekilde hızla artan ve kalite olarak olanakları yetersiz kalan ve hatta kalite sorunları ile baş başa kalan bu üniversitelerin (Kavak, 2011; Sallan-Gül ve Gül, 2015) öğrenciler tarafından tercih edilmediği, ve üniversitelerin değerini düşürerek akademik ve diploma enflasyonuna (Yalçıntaş ve Akkaya, 2019) yol açtığı söylenebilir.

Bu çalışma alanyazında yer alan diğer araştırmalarda olduğu gibi genişleme politikasının yükseköğretimin sadece beyaz yaka ailelerden gelen erkek öğrencilere hizmet eden elit bir yapı olmaktan kurtardığını (Goastellec, 2008b; Meyer vd., 2013) küçük şehirlerden gelen, farklı lise türünden mezun olan ve kadın öğrencilerin sayısının arttığını göstermiştir. Her ne kadar bu durum yükseköğretimin daha fazla kişiye erişim sağlayarak eşitlik sağladığını gösteriyor olsa da hangi öğrencilerin hangi üniversitelere ve bölümlere yerleştiği incelendiğinde bu erişimin eşitlik sağlamadan uzak kaldığını, eşitsizliği farklı formlarda ürettiğini ve Türkiye’de de yükseköğretim sisteminin yatay tabakalaşmasına neden olduğunu göstermektedir (Ayalon ve Yogev, 2005; Breannan ve Naidoo, 2008; Davies vd., 2014). Diğer bir ifade ile bulgular, literatürde yer alan prestijli üniversitelerin ve kazanç getiren bölümlerin özellikle gelişmiş şehirlerden gelen, sosyoekonomik düzeyi yüksek ve erkek öğrenciler tarafından domine edildiğini gösteren araştırma sonuçlarıyla paralellik göstermekte (örn., Davies vd., 2014; Roksa, 2010) ve buna ek olarak cinsiyetin (Bastedo ve Jaquette, 2011; Davies ve Guppy, 1997), coğrafi bölgenin (Gibbons ve Vignoles, 2012, Wells vd., 2018), okul türünün (Frempong vd., 2011, Jerrim ve Vignoles, 2015), ve sosyoekonomik geçmişin (anne baba eğitim düzeyi dahil) (Astin ve Oseguera, 2004; Makulilo, 2010; Wang, 2011) yükseköğretimde prestijli üniversitelere ve kazançlı bölümlere erişimde engel olduğunu doğrulamaktadır. Ayrıca, tüm bu bulgular maksimum olarak korunan eşitsizlikler ve etkili olarak korunan eşitsizlikler teorilerini Türkiye bağlamında da doğrulamaktadır.

Bir taraftan sonuçlar yükseköğretimin genişleme politikaları ve öğrenci seçme sistemi ile birlikte K-12’den gelen eşitsizlikleri sürdürdüğünü göstermekte ve Türkiye’deki yükseköğretim sisteminde İngiltere gibi gelişmiş ülkelerin aksine üniversitelerin mevcut eşitsizliklerin içine doğduğunu aslında toplumun bir yansıması olduğunu iddia etmektedir (Dahms ve Lybeck, 2014; Reay, 2012). Diğer taraftan ise yine bu araştırma ile üniversitelerin aslında pasif kurumlar olmadığı,

toplumdaki eşitsizlikleri tersine çevirebilecek mekanizmalar yaratabileceği ve bu hali ile sosyal adalet için bir lokomotif görevi üstelenebilecek kadar güçlü yapılar olduğu görülmektedir. Literatürde üniversitenin sosyal adalet sağlama görevine ve etkisine yönelik tartışmalı ifadeler yer almakta; bu argümanlardan birini destekleyen Wilkinson ve Pickett (2009) eşit bir toplum kurulmadan sosyal adalet temelli bir eğitim sisteminin var olmayacağını iddia etmektedir. Bu çalışma, Wilkinson ve Pickett (2009)'in argümanını desteklememekte; bunun aksine üniversitelerin toplumu değiştirecek ve öğrencilerin hayatını olumlu anlamda etkileyebilecek güçlü ve dönüştürücü kurumlar olduğunu (Suransky ve van der Merwe, 2016; Walker ve Unterhalter, 2007) ortaya çıkarmaktadır. Ayrıca, eşit bir toplumun var olmasını beklemek sosyal adalet kavramının iddiasına ters düşmekte, sosyal adalet için atılacak en küçük adımlar ile oluşturulan kurumlar içindeki yapılar özellikle dezavantajlı öğrencilerin hayatında süregelen eşitsizliklerden kurtulup yeterliklerini akademik, sosyal ve kültürel anlamda geliştirmelerine katkı sağlayarak ve öğrencilerin kendini geliştiren kişilere (Marginson, 2011) dönüşmesini destekleyerek öğrenciler için sosyal adaleti temin etmektedir. Literatürde yer alan görece güncel çalışmalarda sosyal adalet temelli oluşturulan üniversite kültürlerinin dezavantajlı öğrencilerin kişisel donanımlarına ve tamamlanmış hissetmelerine destek olduğunu göstermektedir (Terzi, 2007; Unterhalter, 2013).

Bu çalışma ayrıca Fraser'in sosyal adalet teorisinin (2009) üniversite bağlamında uygulanabileceğini göstermektedir. Araştırma sonuçları üniversite içerisinde sosyal adalet sağlamak için dağıtım, tanıma ve katılım mekanizmaları olduğu fakat bu mekanizmalar arasında en güçlü yapının ekonomik ve kaynaklar temelli dağıtım mekanizmaları olduğunu ortaya koymuştur. Bu sonuç, üç farklı sosyal adalet boyutları arasında ekonomik temelli boyutun tarihsel olarak ortaya konulan ilk kavram olmasından kaynaklanıyor olabilir. Ayrıca bu bulgu tanıma boyutunun en az dikkat edilen yapı olduğuna ilişkin literatürde yer alan bulgularla da örtüşmektedir (örn., Wilson-Strydom, 2015). Diğer taraftan alanyazında yer alan sosyal adalet çalışmalarından farklı olarak bu çalışma Fraser'in sosyal adalet teorisinin genişletilmesi gerektiği ve bu teori içerisine kurumun sahip olduğu kültür (demokratik, kapsayıcı vb.) ögesinin eklenmesi gerektiğidir. Kültür, bu çalışmada

Fraser'in teorisinde yer alan tüm sosyal adalet boyutlarını çapraz bir şekilde kesen, bir arada tutan birleştirici ve gerekli bir öge olarak ortaya çıkmıştır.

Bu çalışma elde ettiği bulgular temelinde yükseköğretimde sosyal adalet temelli kurumlar oluşturmak için “sosyal adalet temelli üniversite modeli” ortaya koymuştur. Model beş basamaktan oluşmaktadır: 1) politika düzeyi, 2) kurumsal stratejiler, 3) sosyal adalet temelli kültür oluşturma, 4) sosyal adalet için liderlik ve 5) sosyal adalet için kurumsal uygulamalar. Bu beş basamak bir üniversite içerisinde sosyal adalet temelli bir yapı oluşturmak için ne tür kurumsal politikalara ve stratejilere ihtiyaç duyulduğunu, oluşturulan politikaların ve stratejilerin uygulanabilmesi ve sürdürülebilir olması için nasıl bir kültür oluşması gerektiği, bu kültürün ve sosyal adalet temelli uygulamaları gerçekleştirecek liderlerin sahip olması gereken özelliklerin neler olduğunu ve sosyal adalet için gerekli dağıtım, tanıma ve katılım mekanizma ve uygulamalarının neler olduğunu modellemektedir. Bu model sosyal adalet temelli bir üniversite yapısı oluşturmak için birebir uygulanacak bir reçete sunmamakta aksine kurumların kendi reçetelerini var olan ihtiyaçları temelinde oluşturabileceği bir yol haritası sunmaktadır.

Son olarak, bu çalışma yöntem ve teorik açıdan bazı sınırlılıklar içermektedir ve bu sınırlılıklardan hareketle gelecek çalışmalar için önerilerde bulunmuştur. Öncelikle araştırma 1 için ikincil veri seti kullanılmış ve bu veri seti kurum düzeyinde olup bireysel düzeyde analize uygun olmamakla birlikte literatürde vurgu yapılan anne baba eğitim durumu ve aile geliri gibi değişkenleri içermemektedir. Bu nedenle, gelecekte yapılacak çalışmalarda bireysel düzeyde verilerin toplanması ve daha geniş yelpazede ele alınan kişisel geçmişe sahip değişkenlerle lojistik analiz gibi kişilerin hangi bölümlere ve hangi üniversitelere gidebileceğinin olasılığını hesaplayabilecek çıkarımsal analizler yapılması önerilmektedir. Ayrıca birinci çalışmada sadece yatay tabakalaşma ele alınmıştır; Türk yükseköğretiminde dikey tabakalaşmada incelenmesi gereken konular arasında yer almaktadır.

Örnekleme açısından ise bu çalışmada örnek olay olarak sadece prestijli bir araştırma üniversitesi ve birey düzeyinde ise sosyoekonomik ve kültürel olarak yoksun öğrenciler seçilmiştir. Araştırma sonuçları yeni açılan üniversitelerde farklı bulgular sunabilir; bu durum sosyal adalet temelli üniversiteler oluşturmak için daha

genellenebilir bir modele ulaşma da literatüre katkı sağlayabilir. Ayrıca, bu çalışma üniversitede farklı dezavantaja sahip öğrenciler olduğu bulgusuna ulaşmıştır; gelecek çalışmalar farklı dezavantaja sahip öğrencilerin deneyimlerine odaklanacak şekilde işlenebilir.

Teorik açıdan ise bu çalışma Sen'in yeterlikler kuramında faillik (agency) kavramına odaklanmamaktadır. Literatürde yer alan çalışmalar öğrenci failliğinin de aynı geçmişten gelen öğrencilerin benzer kaynaklara sahip olsa dahi farklı çıktılara ulaşabileceğini göstermektedir. Bu noktada, öğrenci failliği kavramı Sen'in kuramı çerçevesinde daha kapsamlı şekilde gelecek çalışmalarda ele alınabilir.

I. THESIS PERMISSION FORM / TEZ İZİN FORMU

ENSTİTÜ / INSTITUTE

- Fen Bilimleri Enstitüsü** / Graduate School of Natural and Applied Sciences
- Sosyal Bilimler Enstitüsü** / Graduate School of Social Sciences
- Uygulamalı Matematik Enstitüsü** / Graduate School of Applied Mathematics
- Enformatik Enstitüsü** / Graduate School of Informatics
- Deniz Bilimleri Enstitüsü** / Graduate School of Marine Sciences

YAZARIN / AUTHOR

Soyadı / Surname : Kaya Kaşıkçı
Adı / Name : Sevgi
Bölümü / Department : Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması

TEZİN ADI / TITLE OF THE THESIS (İngilizce / **English**): BUILDING SOCIALLY JUST HIGHER EDUCATION INSTITUTIONS IN STRATIFIED SYSTEMS:OBSTACLES IN ACCESS AND INSTITUTIONAL ACTIONS FOR MITIGATING INEQUALITIES

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master **Doktora / PhD**

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. *
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. *

** Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir. / A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

Yazarın imzası / Signature **Tarih / Date**

Tezin son sayfasıdır. / This is the last page of the thesis/dissertation.