

THE ROLE OF SOCIAL AND CULTURAL CAPITAL IN ACADEMIC
EXPERIENCES OF UNIVERSITY STUDENTS

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NURHAN TÖTÜNCÜ SAKA

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submitted by **NURHAN TÜTÜNCÜ SAKA** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Sciences, Curriculum and Instruction, the Graduate School of Social Sciences of Middle East Technical University** by,

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

Prof. Dr. Zeynep HATİPOĞLU SÜMER
Head of Department
Educational Sciences

Assoc. Prof. Dr. Yeşim ÇAPA AYDIN
Supervisor
Educational Sciences

Examining Committee Members:

Prof. Dr. Fatma BIKMAZ (Head of the Examining Committee)
Ankara University
Educational Sciences

Assoc. Prof. Dr. Yeşim ÇAPA AYDIN (Supervisor)
Middle East Technical University
Educational Sciences

Prof. Dr. Cennet ENGİN
Middle East Technical University
Educational Sciences

Assoc. Prof. Dr. Nur AKKUŞ ÇAKIR
Middle East Technical University
Educational Sciences

Assoc. Prof. Dr. Sevinç GELMEZ BURAKGAZİ
Hacettepe University
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: Nurhan TÜTÜNCÜ SAKA

Signature:

ABSTRACT

THE ROLE OF SOCIAL AND CULTURAL CAPITAL IN ACADEMIC EXPERIENCES OF UNIVERSITY STUDENTS

TÜTÜNCÜ SAKA, Nurhan

Ph.D., Department of Educational Sciences, Curriculum and Instruction

Supervisor: Assoc. Prof. Dr. Yeşim ÇAPA AYDIN

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The purpose of the study was to investigate the role of social and cultural capital in students' higher education experiences. The relationship between students' capital and their achievement, the cultural capital of the students, the role of institutional agents on students' achievement and how students with low and high capital differ in their higher educational experiences and their aspirations were explored. Then, it was aimed to find out how some first-generation students succeed in schools while many others do not was aimed to be examined. The study employed a partially-mixed, sequential, and equal status mixed-methods research design. Accordingly, 317 university students participated in the quantitative phase via convenience sampling, and 25 of them were selected through criterion sampling to participate in the qualitative phase. Student questionnaires and student interviews were utilized. Exploratory Factor Analysis, Pearson Correlation, Multiple Regression, Logistic Regression, and Interpretive Phenomenological Analyses were performed.

According to the results, social capital and cultural capital predicted student achievement. Besides, income also predicted achievement, while there was no significant relationship between parents' education and achievement. On the contrary, interviews revealed that parents' educational background was important for students' higher education experiences and their aspirations. While high-educated parents acted as institutional agents, students with low-educated parents had their peers, siblings, teachers, and the institution as their agents. Inequalities due to social capital were reported, and scholarships and internships contributed to students' capital. Lastly, achieving goals, perseverance, and financial freedom were the main reasons motivating first-generation students.

Keywords: Social Capital, Cultural Capital, Achievement, Higher Education, Bourdieusian Analysis

ÖZ

SOSYAL VE KÜLTÜREL SERMAYENİN ÜNİVERSİTE ÖĞRENCİLERİNİN AKADEMİK DENEYİMLERİNDEKİ ROLÜ

TÜTÜNCÜ SAKA, Nurhan

Doktora, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

Tez Yöneticisi: Doç. Dr. Yeşim ÇAPA AYDIN

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Bu çalışmada sosyal ve kültürel sermayenin üniversite öğrencilerinin eğitim-öğretim deneyimleri ve başarılarındaki rolünün araştırılması amaçlanmaktadır. İlk olarak, öğrencilerin sosyal ve kültürel sermayeleri ile başarıları arasındaki ilişki incelenmiştir. İkinci olarak öğrencilerin kültürel sermayesi araştırılmıştır. Ardından öğrencilerin başarısına etki eden bireylerin rolleri incelenmiş, düşük ve yüksek sermayeli öğrencilerin, yükseköğrenim deneyimlerinin ve geleceğe ilişkin isteklerinin nasıl farklılaştığı analiz edilmiştir. Son olarak birinci nesil öğrencileri başarılı kılan etmenlerin ne olduğunun ortaya konulması amaçlanmıştır. Karma yöntem deseni kullanılan araştırmanın nicel boyutuna kolay ulaşılabilir durum örnekleme yoluyla seçilen 317 üniversite öğrencisi katılmış ve araştırmanın nitel boyutuna ise ölçüt örnekleme yöntemi ile 25 öğrenci seçilmiştir. Öğrenci anketleri ve öğrenci görüşmeleri yoluyla toplanan verilerin analizi, Açıklayıcı Faktör Analizi, Pearson Korelasyonu,

Çoklu Regresyon, Lojistik Regresyon ve Yorumlayıcı Olgu Bilim Analizler ile yapılmıştır.

Nicel bulgular, sosyal ve kültürel sermayenin öğrenci başarısını yordadığını göstermektedir. Bunun yanı sıra aile geliri başarıyı yordarken, ebeveynlerin eğitimi ile öğrencilerin başarısı arasında anlamlı bir ilişki bulunmamıştır. Nitel bulgular ebeveynlerin eğitim geçmişinin öğrencilerin yükseköğrenim deneyimlerinde ve gelecek planlarında önemli olduğunu göstermektedir. Yüksek eğitilmiş ebeveynlerin çocukları üzerinde yönlendirici ve destekleyici etkisi bulunurken, düşük eğitilmiş ebeveynlere sahip öğrencilerin eğitim konusunda akranlarından, kardeşlerinden, öğretmenlerinden ve okullarından destek aldıkları görülmektedir. Öte yandan sosyal sermaye ve statüden kaynaklanan eşitsizliklerin birçok öğrenci tarafından belirtildiği, kurum tarafından sağlanan burs ve staj imkânlarının öğrencilerin sosyal ve kültürel sermayelerine katkı sağladığı görülmüştür. Son olarak, hedefe ulaşma, azim ve finansal özgürlük birinci nesil öğrencileri motive eden en temel faktörler olarak ortaya çıkmıştır.

Anahtar Kelimeler: Sosyal Sermaye, Kültürel Sermaye, Akademik Başarı, Yükseköğrenim, Bourdieu Metodolojisi

*To those who never give up on their dreams,
and to my new life...*

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LIST OF ABBREVIATIONS

ANOVA: Analysis of Variance

CGPA: Cumulative Grade Point Average

EFA: Exploratory Factor Analysis

FGS: First-Generation Students

GPA: Grade Point Average

HANT: High-Achieving Nontraditional University Students

HE: Higher Education

IPA: Interpretive Phenomenological Analysis

MA: Master's Degree

SCCS: Social and Cultural Capital Scale

SPSS: Statistical Package for the Social Science

CHAPTER 1

INTRODUCTION

"It always seems impossible until it's done."
(Mandela, 2001)

This chapter gives information about the background, purpose of the study, and significance of the study. Then, the research questions addressed and the definitions of essential constructs examined in the study are presented.

1.1. Background of the Study

‘I want to become a lorry driver’ and ‘I want to become a diplomat.’ These responses, by a 20-year high-honor computer engineer student and a 21-year high-honor law student, were triggered by the question, ‘what would you like to do after graduation?’ They both want to go abroad and see other countries; however, the way they want to do is strikingly different. While the first one feels the necessity to find a job that allows him to do so, the other student is planning to apply for a master’s degree for that. Though they are studying at the same university and have both good GPAs, the only dissimilarity is that one has low and the other one has high social and cultural capital. Moreover, while the former student’s parents are high school graduates, the latter has parents with master’s. Hence, the question is how the education these students get will affect their future, and make them different from their families. Therefore, Nelson Mandela's statement (2001), ‘it always seems impossible until it's done,’ acts as a potent prompt that the path to accomplishing our aspirations is frequently arduous and

demanding. Nonetheless, it is a journey that holds value and should be pursued with firm dedication and determination. By remaining devoted to our goals, upholding a constructive point of view, and rejecting constraints imposed by barriers, we can achieve remarkable feats and transform our ostensibly unattainable ambitions into reality. Yet, how people decide on their goals, and whether studying alone is enough to make dreams come true need to be answered.

Human beings find themselves in a social environment from the moment they open their eyes. This environment surrounds their whole life and plays a decisive role in their thoughts, behaviors and hopes. From birth to death, individuals maintain both personal and professional relationships; however, the quality of these relationships is determined by the possibilities and limitations of the social environment they grow up. Therefore, individuals need to comply with the norms determined by the social environment they are part of, and they are exposed to a kind of control mechanism over their attitudes and behaviors by that environment. Moreover, through the values, knowledge, and skills that individuals inherit from their parents, their social environment is shaped, and with the beginning of schooling, their environment continues to enlarge. However, in all the succeeding environments they enter, they bring the values, behaviors, attitudes, knowledge, and skills they already had.

As a member of the society, people are expected to be capable of meeting the expectations of the society. To meet these expectations, one needs to be equipped with the abilities and knowledge valuable in the society. Therefore, in the transmission of these valuable skills, first families and then schools have important roles. However, as expected, how families provide their children with these skills differs in accordance with parents' educational background, families' socioeconomic structure, and their

own knowledge and abilities. Hence, prior to and during schooling, children have different capacities and knowledge. In other words, the child of a well-educated family and one with a less-educated family do not have equal knowledge and skills when they start school (Davis-Kean, 2005; Lareau & Horvat, 1999). Thus, through formal education, it is aimed at levelling off or minimizing this gap to provide equal chances, yet the way children benefit still depends on their background.

For a long time, the sociology of education has been investigating the factors that lead to disparities in education (Prokic-Breuer, 2011). To understand whether education provides equal opportunities to students, it is necessary to examine students' backgrounds. Moreover, equal opportunities do not necessarily mean that students will benefit the same from them. Therefore, first, equality should be defined to further analyze the opportunities provided through educational experiences. The definition of equality mainly depends on what is meant by equality, i.e., whether it is related to equal access to resources, the guarantee of equal resources in the accessed institutions, or the guarantee of equality based on the results of schooling (Lodge & Lynch, 2004). Moreover, the concept of equality does not only encompass the access to education or resources but also includes other dimensions such as equality of respect and recognition, equality of power, and equality of care, love and solidarity (Coleman, 1975). If one takes equality of output as a definition, it is unfortunately unable to be achieved due to disparities in the influences in the environments of different children, particularly families with different socio-economic backgrounds (Coleman, 1975).

In addition to the socio-economic differences, there are much more significant concepts that should be taken into consideration. One of the most influential concepts is the term 'capital.' The first and foremost known capital is economic capital, which

includes material assets that are “immediately and directly convertible into money and may be institutionalized in the form of property rights” (Bourdieu 1986, p. 242). Therefore, it can be stated that all types of material resources, i.e., financial assets, land, car, or owning a house that could be used to get a better education can be listed as indicators of economic capital. Rather than solely relying on economic capital, Bourdieu introduced multiple forms of capital, which enriches the understanding of social dynamics and individual positions within society (Crossley, 2008; Johnstonbaugh, 2014). While economic capital encompasses the tangible and material resources, including financial assets, cultural capital is related to one’s knowledge, taste and cultural resources, which should also be used to understand the higher education system (Lareau & Weininger, 2008). Social capital, on the other hand, involves social connections, networks, and cultural heritage that can be used in different fields (Thomson, 2008). It’s worth noting that all forms of capital require investment, and such investments often yield valuable returns (Moore et al., 2009).

Bourdieu’s economic, social, and cultural capital theories have been effective in further exploring and understanding the social inequality in education since the theories enable one to have a more comprehensive perspective on the relation between inherited attitudes and worldviews (Bormann & Thies, 2019). Therefore, in order to understand the inequities in educational settings, Pierre Bourdieu’s theories have been used in many studies (Aşer, 2017; Aşer, 2021; Aktaş, 2016; Atmaca & Aydın, 2020; Aytar, 2023; Bailey & Dynarski, 2011; Bridges, 2017; Brown, Hurst & Hail, 2016; Cohen & Greenberg, 2011; Erdem, 2015; Espino, 2014; Furlong & Cartmel, 2009; Glass & Gesing, 2018; Hassani & Ghasemi, 2016; Horn & Berger, 2004; Hutchison, 2017; Light & Strayer, 2002; Lata, 2013; Lueg & Lueg, 2014; Khodadady & Zabihi, 2011; Khodadady & Zabihi, 2011; Martin, 2010; O’ Shea, 2016; Otaç, 2019;

Pisghdaham et al., 2011; Richards & Camuso, 2015; Schofer & Meyer, 2005; Shavit, 2007; Steiner et al., 2011; Toprak, 2011; Wong, 2018). These studies have aimed at identifying and exploring the ways through which educational institutions strengthen or lessen the inequities through the establishment of habitus, providing plausible field and implementing practices, which are all built on the existing cultural and social capital of students.

Prior to schooling, students depend on their parents' transmission of capital, which gives parents a significant role in the accumulation of capital in accordance with the economic, cultural and social capital they already have. While they can provide economic capital directly by letting their children benefit from the financial resources they have, their preferences, inclinations, and knowledge constitute the cultural capital that could be transmitted. In terms of the social capital, the social networks or the people parents know also enable their children to access a diverse range of connections. Each of these elements represents the complete environment from which the child originates, encompassing financial, occupational, social, and cultural resources (Prokic-Breuer, 2011). However, it is inevitable that the extent and types of capital passed on by parents vary significantly based on their educational backgrounds, occupational prestige, and income levels.

Depending on students' existing capital or competencies, what aims they have and how they can reach that are defined. As stated earlier, these competencies gained first from family and then from school effectuate the intellectual accumulation. In addition, their social attitudes, behaviors, and preferences are all indicators of their social position, which is shaped based upon the capital accumulations (Avcı & Yaşar, 2014). Therefore, both the roles of the school and the family are important in the habitus of

the individuals. In other words, how the individuals structure or interpret their surroundings is affected by their existing capital, which includes their experiences later in schooling and in their lives. For example, a student brought up in an English-speaking family can get a high grade in their English class, which is not a coincidence since his/her level of knowledge, perception, and gain; in other words, their habitus allows them to do so.

The concepts of social capital, cultural capital, field, habitus and symbolic violence all function together in an overlapping and interdependent way in the intellectual accumulation; they are used to elucidate the role of schools and educators in the process of social reproduction (Brar, 2016). Symbolic violence is the power that enforces interpretations and presents them as valid by obscuring the underlying power dynamics that are the basis of its force (Sadovnik, 2001). Bourdieu thinks that cultural capital and symbolic violence should be examined to understand how schooling is a part of a symbolic process of cultural and social reproduction (Sadovnik, 2001). In other words, he states that although schools seem neutral, they actually offer advantages to the upper and middle classes through their symbolic representations, such as language, knowledge of music, art, and literature, and so on. (Sadovnik, 2001). However, as stated earlier, these symbolic representations are actually part of social and cultural capital, i.e., the inherited characteristic features. Hence, it can be claimed that the schooling experience may accelerate the gap that exists between students with low and high capital if schools correspond only to the needs of one group of learners and design their curricula accordingly (Sadovnik, 2001). As a result, unless the existing various levels of cultural and social capital of students are taken into consideration, educational opportunities provided to low capital students will be limited due to their inherited capital accumulations.

Later in schooling, it becomes schools' responsibility to provide capital. Students with their different capital may benefit from the opportunities provided in schools, though. In other words, accessing the capital at school may also require possessing cultural and social capital from their home environment. Therefore, while the capital provided at school is valuable, whether it can compensate for the lack of capital acquired at home and how schools will contribute to the formation of students' habitus, i.e., shaping their attitudes, beliefs, and behaviors, remains uncertain (Johnstonbaugh, 2014).

If the disparities in the existing social and cultural capital are not taken into consideration, as Bourdieu claims, the inequalities in educational achievement will continue to exist as an outcome of these differences (Cincinnati et al., 2016). As Bourdieu believes, education perpetuates the dominant culture in society, advantages students from the dominant class, and disadvantages students from lower classes because of the acquired (insufficient) cultural capital from their family (Bourdieu, 1986). Starting from the beginning of schooling till the end, the opportunities provided will differ. For example, while parents with no family history of higher education (HE) living in socioeconomically disadvantaged areas are more likely to send their children to poorer performing schools (Burgess et al., 2008), parents with higher education are more careful about the choice of schools (Brown et al., 2016; Davies & Rizk, 2018; Lata, 2013; Noble & Davies, 2009).. Similarly, parents with limited educational backgrounds give more importance to job options available in their choices, and more educated parents care more about their children's inclinations (O'Sullivan et al., 2019). Even upon graduation, students from the dominant class with higher cultural capital lead to higher earning jobs and more job opportunities (Amundsen, 2019). In contrast, students without valued cultural capital have limited educational opportunities and outcomes (Reay, 2005; Reay et al., 2005, 2009).

Since Bourdieu (1977; 1984) portrayed society as a complex arrangement of various multi-dimensional environments and sub-environments (fields), he held the view that whenever a person engages in one of these fields, they always carry with them their habitus, which is a blend of their economic, social, or cultural capital that an individual has (Bourdieu, 1984; 1986). In other words, Bourdieu (1984) represents this narrative chain of events in the form of a social conditioning formula which can be displayed as [(Cultural capital) (Habitus)] + Social Field = Practice. When you take cultural capital and multiply it by habitus, then add the product to a social field, the outcome is an equivalent measure of practice. In simpler terms, this means the actions and behaviors individuals exhibit in a specific context (Bourdieu, 1986). Therefore, in each field, there are individuals with different cultural capital, habitus, and social capital; as a result, different practices are observed.

It is evident that equalities in educational opportunities may differ in accordance with the social and cultural capital of the students. Higher education institutions as fields also have various student bodies, and the practices also differ accordingly, which also makes them responsible for adopting different pedagogies, curricula, and orientations to respond to the different needs of the students (Bourdieu, 1984). Pierre Bourdieu's concepts of economic, social and cultural capital along with the habitus, field and practice should be thoroughly understood by the teachers, researchers, and institutions in that not all the students have similar backgrounds, which possibly require differentiation in the attitudes, behaviors as well as practices in the higher education. Although economic capital is mostly considered as a relevant concept, social and cultural capital are also pivotal in terms of student achievement, in their transition to higher education and in their higher education experiences.

Therefore, the implementation of Bourdieu's theory in a higher education as a field with various student bodies with low and high capital is crucial. Given Bourdieu's scholarship as "arguably the most sustained theorization of higher education"(Marginson, 2008, p. 303), scholars in a range of national and international contexts have used his framework to examine, most often, classed practices in higher education (Oliver & Kettle, 2010). For this reason, this study also embraced Bourdieu's theory to explore and understand students' higher education experiences by taking into account their social and cultural capital, and with a focus on higher education institution as a field to find out how it enhances or deteriorates these inherited features. Although cultural capital is deeply affected by family background, whether it can still be increased via influential practices in higher education and whether it is also possible to raise students' social capital via practices offered by the institutions are worth studying. In this sense, it would be better to focus on the possible association between students' capital and their achievement first and then explore how low and high capital students' experiences and their future aspirations differ in higher education.

1.2. Purpose of the Study

The purpose of this study was to examine the relationship between social and cultural capital. Additionally, it aimed at predicting students' achievement (based on their GPAs and scholarships) by their social and cultural capital. In doing so, the possible relationships between their capital and achievement were examined through regression analyses. For this aim, The Social and Cultural Capital Scale (SCCS) (Pishghadam et al., 2011) was translated and adapted to the Turkish language within the scope of this study.

After investigating the possible association between students' capital and their achievement, this study also attempted to inquire about the impact of cultural and social capital on students' higher education experiences and their future aspirations, the role of institutional agents in the success of students with different capital; and the motivations of successful first-generation students. Upon investigating the cultural capital of students at a foundation university, it aimed at understanding how students' institutional agents vary based upon their capital. Next, starting from their choice of university, the study analyzed both the social and academic experiences of students with a focus on the impacts of their social and cultural capital. Finally, after providing the reader with information related to these experiences, the study specifically focused on successful first-generation students to understand how they are affected by their social and cultural capital. Therefore, the study embraced a mixed-method design by employing both quantitative and qualitative methods.

1.3. Research Questions

In accordance with the purpose of the study, the following main and sub-research questions guided this study:

1. How are social and cultural capital related and how do they influence student achievement?
 - a. Is there a relationship among family cultural capital, cultural competence, and social capital?
 - b. How well do mother's and father's education, income, social and cultural capital predict university students' success as measured by GPA?
 - c. How well do mother's and father's education, family income, social and cultural capital predict the likelihood of getting a scholarship?
2. What are the cultural capital of students in a foundation university?

3. What is the role of institutional agents in the success of students with different social and cultural capital?
4. How do social and cultural capital affect students' higher education experiences and their future aspirations?
5. What are the motivations of successful first-generation students?

1.4. Significance of the Study

Research to date indicates that educational achievements of individuals are related to various forms of capital that an individual possess (or does not possess): social, economic, and cultural capital (Doolan, 2009; Eng, 2009; Sullivan, 2001). Studying cultural and social capital and their roles in education plays a significant part in the success of the students (Barrett, 2017) since many of the students do not come to graduate school with the cultural and social capital needed for an easy transition to the higher education (Cohen & Greenberg, 2011; Espino, 2014; Mastekaasa, 2006). Therefore, it is necessary to understand their expectations, attitudes and values during this transition process (Amundsen, 2019; Bridges, 2017; Cohen & Greenberg, 2011). The literature has shown that cultural and social capital positively affect students' achievement in higher education (Astone et al., 1999; Bormann & Thies, 2019; Crook, 1997; DiMaggio, 1982; Egerton, 1997; Jackson & Povey, 2015; Khodadady & Zabihi, 2011; O' Shea, 2016; Pisghdaham et al., 2011; Ra, 2011; Richards & Camuso, 2015; Wells, 2008). Therefore, this study would contribute to the national and international literature by analyzing the relationship between social and cultural capital and achievement with the addition of the adapted and revised the Social and Cultural Capital Scale, which can be further utilized by the institutions both to get an overall profile of their students' social and cultural capital and to analyze their effects on achievement.

However, focusing merely on the relationship between students' social or cultural capital and their achievement would be incomprehensible to understand their role in higher education. As well as seeking out the relationship between the social and cultural capital and the achievement, this study would also provide an opportunity to evaluate the power of the field by inquiring about students' experiences in higher education.

Considering the higher education experiences of the students, the establishment of trust-based relationship (Bormann & Thies, 2019; Toprak, 2011), effective school organizations (Glass & Gesing, 2018) along with pre-college programs (Hutchison, 2017) are reported to be effective ways in increasing the social and cultural capital of the students, especially in terms of their transition to higher education. Raising awareness related to the transition process is pivotal in that many studies also underscore the effect of cultural background and relate lower levels of achievement and students' higher education choice to the family background (Brown et al., 2016; Davies & Rizk, 2018; Hossler et al., 1999; Khodadady & Zabihi, 2011; Lata, 2013; Mare, 1980; Manski et al., 1983; Noble & Davies, 2009). Therefore, this study would also contribute to the literature by exploring the effects of cultural capital, yet with an inclusion of other institutional agents who have a role in students' educational choices and their decision-making processes to have a better understanding of their experiences.

Moreover, the literature has also shown that there has been a strong and significant influence of school settings on students' capital accumulation, which affects their aspirations and achievement (Khattab, 2003; Shavit & Williams, 1985; Marjoribanks, 1998). Therefore, it is also vital to focus on the settings or the fields to have a deeper

understanding of how cultural and social capital of the students are affected via the opportunities provided by the educational institutions, which requires the exploration of field and practices. In other words, it is crucial to understand how students with various backgrounds, attitudes, behaviors benefit from the practices in the educational institutions. Although previous studies focus mostly on economic capital, social and cultural capital are also worth studying to understand the achievement of students, their transition to higher education and academic experiences. As it was discussed earlier, students with less cultural capital tend to have a habitus that cannot take advantage of social systems in the same way as those with a higher level of cultural capital. Therefore, by focusing on the field through the effects of its practices, this study would provide a set of suggestions to the institutions to make the setting more plausible for everyone. In this perspective, this study would contribute to both national and international literature based on the findings of the students' social and cultural levels, the relationship between their capital and their educational experiences, and the effects of practices offered by the institutions based upon students' existing capital.

Building on Bourdieu's concepts of social and cultural capital, numerous studies carried out in the higher education setting have shown that students who are the first in their family to attend university might not possess the essential capital needed to achieve success (O' Shea, 2016). Besides, research has also indicated that students from similar class backgrounds may tend to gravitate towards specific types of institutions and degree programs (Thomas & Quinn, 2006), which in return causes educational stratification not only due to differences in their existing capital but also because of their conceptions of 'fit' with the institution (O'Shea, 2016; Reay et al., 2005). In the case of first-generation students, such self-restriction can result in this group being more likely to "study less prestigious subjects at less prestigious

universities” (Spiegler & Bednarek, 2013, p. 324). While there is a well-documented history detailing the connection between poverty and lower educational performance, there is a lack of comprehensive discourse on the academic accomplishments of students from working-class backgrounds who come from deprived backgrounds (Barrett, 2017). Yet, if we can identify plausible explanations for some of the factors contributing to their success, these insights could potentially be utilized to enhance educational practices for this particular group as well (Barrett, 2017). Hence, it is also significant to explore the strengths of first-generation students’ perspectives, motivations, and experiences of university life to learn how they pave their ways to the higher education successfully. Therefore, this study would contribute to the literature by presenting the educational journeys of first-generation students with their motivations to become successful despite difficulties they have encountered.

All in all, by collecting both quantitative and qualitative data, this study aimed at finding out how cultural and social capital affected student achievement in higher education, and focused on the experiences of the students with various social and cultural capital levels. With the help of this research, the researcher would like to unearth how social and cultural capital affect students’ experiences, and what has motivated first-generation students despite the challenges they face due to their lower social and cultural capital by using the theoretical approach proposed by Bourdieu. Moreover, the studies on the relationship between students’ capital and achievement, in addition to their higher education experiences along with their aspirations, are mostly carried out in other countries. In contrast, there is a lack of research on this issue in the national literature (Atmaca & Aydın, 2020; Sülun et al.,2023). In addition, the majority of the studies explored teachers’ social capital (Altun, 2021; Ekinçi, 2008; Güngör, 2011, Kahraman, 2016; Parlar et al., 2020; Sarı, 2019; Yıldız, 2021), their

cultural capital (Alaca, 2022; Avcı, 2022; Aydın, 2020; Bucak, 2019; Ergüven-Akbulut, 2019; Etiz & Çoğaltay, 2021; Güleç, 2019; Toprakçı & Avcı, 2021) and their relation with job satisfaction (Arslanoğlu, 2014; Ersözlü, 2008; İpek, 2018; Şimşek, 2013), teacher burn-out (Püsküllüoğlu, 2015), school's social capital (Çakır, 2019; Doğan, 2017; Eker, 2014; Namalır, 2015), school climate (Alaca, 2022), work-engagement (Altun, 2021), classroom practices (Atmaca, 2021); administrators' capital (Arslan, 2021; Yawson, 2018; Gokalp, 2021; Namalır, 2015); or parents' capital (Anbar, 2016). Besides, the majority of the studies focused on either social or cultural capital, and explored their relationship with success by merely using quantitative data. On the other hand, the qualitative or mixed studies exploring students' experiences in accordance with their capital mostly included small sample sizes (Atmaca & Aydın, 2020; Sülun et al.,2023). Therefore, this study would make a valuable contribution to both national and international literature by the addressed research problems, utilized research sample, implemented research design and employed data analysis methods to respond to these research questions.

1.5. Definition of the Important Terms

Capital is defined by Bourdieu (1986) as the accumulated labor (in its materialized form or its incorporated, embodied form) which, when appropriated on a private, exclusive basis by agents or groups of agents, enables them to appropriate social energy in the form of reified or living labor.

Economic capital is defined by Bourdieu (1986) as material assets that are directly convertible into money and may be institutionalized in the form of property rights.

Cultural capital is defined by Bourdieu (1986) as the symbols, ideas, tastes, and preferences that can be strategically used as resources in social action.

Institutionalized cultural capital is defined by Bourdieu (1986) as the educational qualifications via schooling process.

Embodied cultural capital is defined by Bourdieu (1986) as culture secured through the process of inculcation and assimilation, which includes a combination of inherited capital and gained capital.

Objectified cultural capital is defined by Bourdieu (1986) as the possession of cultural goods such as pictures, possessions, paintings, and so on, which hold value.

Social capital is defined by Bourdieu and Wacquant (1992) as the sum of resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of institutionalized relationships of mutual acquaintance and recognition.

Habitus is defined by Bourdieu (1986) as a set of acquired patterns of thought, behavior, and taste.

Field is defined by Thomson (2008) as the social context where various social interactions and events occur, and it can encompass physical spaces or enduring institutions like family or school.

A first-generation student is defined by Dansby and Dansby-Giles (2011) and Soria and Stebleton (2012) as a student whose parents have not obtained a bachelor's degree and want to pursue a degree from a higher education institution.

Institutional agents are defined by Stanton-Salazar and Dornbusch (1995) as those individuals who have the capacity and commitment to transmit directly or to negotiate the transmission of institutional resources and opportunities such as information about

school programs, academic tutoring and mentoring, college admission, and assistance with career decision-making.

CHAPTER 2

LITERATURE REVIEW

“Education is supposed to help level the playing field. Horace Mann called it the ‘great equalizer.’ Now it’s closer to the great fortifier — compounding the advantages of class, since the affluent come better prepared and more able to pay.”

(DeParle, 2015)

In this chapter, the review of the literature was presented in several sections, which encompass the cultural capital, social capital, field and habitus along with the results of previous studies using these theoretical aspects suggested by Bourdieu. Accordingly, first, cultural capital was scrutinized with a focus on the dimensions required to elaborate its function in learning environments. Then, the role of cultural capital in students’ higher education experiences were explained by the results of the previous studies. Second, social capital was elaborated, and the findings of the previous studies were presented to analyze the possible relationships between students’ social capital and their success. Third, field and habitus and what they mean in educational contexts were explained within the scope of theory through the studies. At the end of the chapter, a concise summary of the literature review was provided.

1.1. Cultural Capital and Education

Pierre Bourdieu, was the first to coin the term cultural capital to explain the inequalities that existed among various social classes relative to education in the 1960s (Brar, 2016). Bourdieu’s concept of cultural capital is rooted in understanding class

inequality; therefore, it is one of the essential terms to be scrutinized to understand its role in education, and its effects on inequalities in educational opportunities. Bourdieu (1986) states that he unearthed the concept of cultural capital while trying to explain the educational achievement gap among students of different social classes. In Bourdieu's sociology, cultural capital assumes a more central role compared to other forms of capital (Göker, 2016). In other words, it offers a framework for assessing the worth of an individual's assets within recognized markets, or as Bourdieu later refers to them, "fields," and the prospects for these assets to generate profits or gain legitimacy within a specific field. In his theory of social reproduction, Bourdieu introduced the concepts of cultural capital and habitus to further elaborate on this perspective (MacLeod, 2009).

In his seminal work "Distinction: A Social Critique of the Judgment of Taste," Bourdieu (1984) elucidates how cultural capital and habitus, among other elements of our cultural and economic positioning within societies characterized by unequal power and resource allocation, can be effectively analyzed and depicted. This analytical framework helps us gain insight into and ultimately deconstruct the less conspicuous yet equally influential obstacles that hinder self-actualization. Bourdieu's focus on cultural capital lies in exploring disparities in cultural practices and educational achievements that cannot be solely explained by economic inequalities (Brubaker, 2007; Yüce, 2007). His theory of capital revolves around various aspects such as education, cultural products, lineage, social networks, and the meaning of symbols, all contributing to the perpetuation and maintenance of social inequalities (Göker, 2016).

According to Bourdieu (1986), cultural capital is a resource which provides access to scarce resources, and it can be transmitted from one generation to another (Lareau &

Weininger, 2008). In other words, through cultural capital, symbolic codes or appropriate behaviors thought worthy are possessed, which are also recognized by others having the same cultural capital. There are many definitions of cultural capital used in the application of the Bourdieu's concept in the educational studies. For example, DiMaggio (1982) defined cultural capital as instruments for appropriation of symbolic wealth, designated as worthy of being sought and possessed while Robinson and Garnier (1985) underlined the importance of having linguistic and cultural competence as part of cultural capital in their definitions. Similarly, De Graaf (1986) included appropriate manners and good tastes, values of formal culture and beaux arts as a part of cultural capital. When closely examined, it can be seen that all these definitions are part of the states proposed by Bourdieu (1986).

Bourdieu (1986) stated that cultural capital has three states: embodied, objectified, and institutionalized. The embodied state is what Bourdieu refers to as "culture" secured through the process of "inculcation and assimilation" (p.18). Bourdieu (1986) also refers to the embodied state as habitus or a close link to the person in that it is not easily transmittable, which refers to how individuals lead their lives, embracing norms, traditions, and a deep understanding of their culture. Embodied cultural capital possesses the potential for intergenerational transmission, yet its effectiveness is inherently limited by an individual's capabilities. Thus, according to Bourdieu (1986), it represents a combination of inherited and acquired capital. In an educational context, in the case of students belonging to the dominant social group, certain expectations become ingrained in their way of life, such as annual trips for birthdays or visits to museums as family activities. Parents with well-paying careers, holding four-year or post-graduate degrees, pass on this form of capital to their children, integrating it into their everyday lives through unconscious behaviors. Consequently, children from such

backgrounds rarely experience anything outside of these established norms (Kraaykamp & van Eijck, 2010). For instance, students belonging to elite groups may engage in family vacations abroad every summer, use distinct language and vocabulary, or participate in exclusive clubs, presenting themselves as refined and cultivated individuals (Kraaykamp & van Eijck, 2010). This process of socialization involves parents serving as role models, demonstrating the ways they behave, speak, and pursue interests to their children. In the context of the dominant upper-middle or upper class, these attitudes and behaviors may be perceived by teachers as attributes that provide access to higher education opportunities (Kraaykamp & van Eijck, 2010). On the other hand, students with parents who live paycheck to paycheck, work in unskilled labor jobs, and have not attained higher education do not embody this form of cultural capital in the same way as privileged groups (Duran, 2015). Those groups may celebrate birthdays at home, view museums merely as destinations for school field trips, and place high value on attributes like hard work and discipline (Kraaykamp & van Eijck, 2010).

While the embodied form encompasses long lasting disposition of mind and body, objectified state includes the form of cultural goods such as pictures, possessions, paintings, and so on, which hold value (Bourdieu, 1986). In other words, it is related to the possessions one has, yet this time they can be transmittable. Accordingly, this form of cultural capital is transmittable as material but acts relationally with the embodied state during the process of “consuming” the objectified state such as viewing a painting or reading a book (Bourdieu, 1986). That is to say, what kind of book one reads or what kind of art one is interested in depends on what her/his embodied capital is. In an educational context, objectified cultural capital means the possession of various items, considered crucial for school success, presenting a wide range of

necessities for both students and teachers (O'Brien & Fathaigh, 2005). For instance, a well-equipped student with a backpack, colored pencils, calculator, glue, scissors, books, and a laptop or tablet can readily complete any school project or assignment, whether at home or school. On the other hand, students lacking these essential materials face significant difficulties in accessing such resources (Duran, 2015). These items, along with textbooks and other resources, exemplify the objectified form of cultural capital, which supports students in achieving academic success more efficiently. Access to resources like encyclopedias, scientific calculators, and tablets, along with the knowledge of how to utilize them effectively, enables students to accomplish complex academic tasks. Those attending colleges typically have easy access to these objectified forms of cultural capital both at home and in the school environment. In contrast, students in working-class going to state schools may need to exert more effort to obtain such resources. While some technology, such as computers and dictionaries, may be available at state schools or public libraries, students with ownership of more resources clearly enjoy an advantage in achieving academic success more efficiently. Additionally, parents who provide their children with educational games, access to technology, opportunities for extra-curricular reading, or send them to enriching summer camps contribute to a stronger foundation for learning, thereby promoting academic success (O'Brien & Fathaigh, 2005).

The third state is the institutionalized state which is characterized by educational qualifications via schooling process (Bourdieu, 1986). Therefore, in order to understand the institutionalized cultural capital, it is important to analyze what credentials are valuable in the society and how they are assessed as well as by whom. In other words, people with higher educational backgrounds have more institutionalized cultural capital; however, where they graduate from also affects the

value of their cultural capital. Institutionalized state is related to norms and traditions within educational institutions like schools. In the context of an educational setting, the dominant group understands and adheres to certain behaviors, such as arriving early to class, being prepared with completed homework and school supplies, maintaining quietness while seated, and showing respectful behavior while waiting for teacher instructions. Deviating from these established norms may lead to perceptions of being disruptive, unprepared, and disrespectful, potentially resulting in negative marks on school records (Howard, 2010). Institutionalized cultural capital is closely tied to student opportunities as it represents the educational achievements of both parents and students (Kraaykamp & van Eijck, 2010). Families with members who have attended universities or obtained graduate degrees possess the knowledge and experience necessary to guide and support their children in pursuing similar paths. They understand the dedication and effort required to achieve these goals and are willing and able to assist their children in acquiring the resources needed for university admission or access to business and financial opportunities. Enrolling in schools like executive elite or preparatory institutions allows students to accumulate more institutionalized social capital (Duran, 2015). However, students without family members who have attended college or those attending working-class schools may lack this form of institutionalized social capital, which plays a crucial role in developing critical thinking and problem-solving skills (Kraaykamp & van Eijck, 2010).

Although Bourdieu (1986) believes cultural capital is inherited, often through family, it is often considered a “legitimate competence” (p. 18), and he examines cultural capital through two distinct groups: "school capital," acquired through formal education, i.e., institutionalized state, and represented objectively through diplomas,

and "inherited cultural capital," i.e., embodied and objectified state, which is inherited within families and encompasses qualities acquired through family life (Aydemir, 2011; Ünal, 2004). Therefore, in order to understand the cultural capital, first, family should be examined carefully (Cincinnati et al., 2016). Moreover, the role of parents should be also included since certain types of parental investment and parental involvement at home and in school are of great value for children (Ho, 2009). Parental investment and parental support include providing learning support by creating time and space at home, observing the learning progress as well as supervising, and helping children extend their cultural capital via making them part of cultural activities such as going to museums, theatres, art galleries, etc. (Ho, 2009). While middle-class parents provide more support and cultural competence, low-income parents lack cultural competence to transmit their children. Therefore, it is also claimed to cause inequalities among different social classes since parents from high and low income do not provide equal amount of that legitimate competence (Lareau & Horvat, 1999).

Considering the effects of cultural capital on the educational outcomes, the possession of dominant styles, i.e. aesthetic preferences, linguistic abilities like the way of interaction or use of words, or the use of high-status cultural activities, behaviors or tastes can be used to measure one's cultural capital (Lamont & Lareau, 1988; Lareau & Horvat, 1999). According to Lee and Bowen (2006), cultural capital refers to the benefit that middle-class, educated parents accrue due to their familiarity with, preference for, and experience of a lifestyle that aligns with the prevailing culture in most educational institutions. Therefore, it eventually affects the educational attainment and achievement in that students with higher capital obtain better education, and they are treated better (Prokic-Breuer, 2011). Similarly, Košutić (2017) also pointed out that students from more advantaged social backgrounds typically exhibit

better academic performance compared to the ones from less privileged backgrounds, and they hold aspirations for graduate education. Therefore, there is an influential role of cultural capital in access to higher education, and their decisions individuals make regarding their choice of educational institutions. Thus, it is believed that students possessing these features benefit from the educational system more, and treated differently by teachers, yet systems in which students are placed in accordance with their results on standardized testing are claimed to diminish the effects of cultural capital (Prokic-Breuer, 2011).

Education is a key mechanism in the process of social reproduction. As a result, research on social reproduction frequently examines the impact of cultural capital on individuals' educational experiences (Prokic-Breuer, 2011). Bourdieu et al. (1977) delved into the direct examination of how a student's cultural capital influences their educational achievement, positing that embodied cultural capital shapes educational practices and is influenced by one's social background. Therefore, cultural capital can be considered a critical notion in understanding students' experiences in higher education (McKay & Devlin, 2016) since one's cultural capital is strongly related to one's attitudes, inclinations, choices, comfort with societal norms, values, anticipations within a social context, as well as their comprehension (Bourdieu, 1986). That is to say, students' higher education experiences can be deeply affected by their cultural capital.

The literature has shown that the effects of cultural capital were analyzed in terms of its effect on the transition to higher education (Espino, 2014), students' choice of a higher education institution (Austin, 2011; Hassani & Ghasemi, 2016; Lueg & Lueg, 2014; Lata, 2013), achievement in a higher education institution (Martin, 2010;

Hansen & Mastekaasa 2006; Pishghadam & Shakeebae, 2020; Pisghdaham & Zabihi, 2011; Richards & Camuso, 2015; Wells 2008; Wegmann & Bowen, 2010), life in higher education settings (Bridges, 2017; O' Shea, 2016; Steiner et al., 2011; Cohen & Greenberg, 2011; Brown et al., 2016), and language learning (Khodadady & Zabihi, 2011; Pisghdaham et al., 2011).

When the relationship between cultural capital and achievement is explored, it can be seen that the differences in family background and experiences at earlier stages in the educational career is obvious. Atmaca and Aydın (2020) discovered that one of their findings was the influence of parents' cultural capital on their children's academic success and aspirations. Families with substantial cultural capital bestowed a significant advantage upon their children in terms of academic achievement. Therefore, family education holds particular significance. Likewise, Jæger & Møllegaard (2017) also emphasized the significance of family cultural capital. Their study revealed a positive and direct correlation between cultural capital and educational achievement, with a stronger impact observed among children from high-socioeconomic status (SES) backgrounds compared to those from low-SES backgrounds. Therefore, they concluded that students having less cultural capital have a less likelihood of completing upper secondary education. Pisghdaham and Zabihi (2011) found out that mother's educational level was significantly and positively predictive of learners' university GPA. Similarly, Jin et al. (2022) also concluded that institutionalized cultural capital, parents' educational background had significant effects on high school students' academic achievement, especially the mother's educational level. Additionally, some parents from non-dominant groups might face psychological barriers to involvement at school (Lee & Bowen, 2006).

Previous studies have shown that less privileged parents often lack confidence in their interactions with the education system and usually defer to teachers' expertise (Lareau, 2011; Lee & Bowen, 2006; Reay, 1998). Austin (2011) found out that the role of parents of first-generation students was limited to moral support due to their low capacity to offer academic support. Subordinate class students enter college with relatively less collegiate cultural capital, which explains the persistently lower levels of achievement for subordinate class students in contrast to professional and middle class students (Martin, 2010). Tinto (1993) proposes that a student's background characteristics, such as parental education, have an impact on their educational aspirations and dedication to achieving them. For instance, parents who have attended college themselves may place a greater emphasis on their child pursuing higher education and obtaining a degree. Similarly, Aşer (2021) found out that the majority of high school students with parents holding advanced educational degrees and occupying relatively prestigious positions mentioned that their parents support their future choices and assist them as required in addition to giving them autonomy to make their own decisions. On the other hand, students whose parents hold lower education credentials are more inclined to choose guaranteed career paths to bring financial freedom to themselves with little support from their parents (Aşer, 2021). Likewise, Aytar (2023) also pointed out the family, educational institutions, and the surrounding environment constitute the sources fostering students' cultural capital, and the absence of such assets leads to their academic failure due to lack of educational resources. This becomes especially crucial when students face challenges or obstacles to remaining in college (Toutkoushian et al., 2021). Toutkoushian et al. (2021) stated that parents with higher education background are aware of the importance of education, and they make their children understand it and help them gain the social, cultural, and intellectual

assets by providing them with the essential resources. Based on these arguments, the requirement for students to transition from their familiar home environments to adapt to the college environment may present challenges for students from certain cultural and family backgrounds, including many first-generation college students (FGCSs) (McKay & Devlin, 2016; Museus, 2014; Tierney, 1992; Toutkoushian et al., 2021). On the other hand, cultural competence also affects the language learning, and is reported to be the best predictor of the listening and speaking skills (Pisghdaham et al., 2011). In other words, those who attend music classes, theatres, and concerts more frequently are more successful in the listening and speaking skills (Pisghdaham et al., 2011). Their conclusion suggests that the ability to predict foreign language achievement in four dimensions (speaking, reading, writing, and grammar) based on students' diploma GPA may stem from the educational system's primary role in supplying schools and universities with the essential educational resources that enable students to effectively and proficiently speak, read, write, and grasp grammar (Pisghdaham et al., 2011). Likewise, Pishghadam and Shakeebae (2020) conducted research into the connection between language achievement and various forms of capital. Their findings demonstrated positive associations among all types of capital, and they identified a notable influence on language achievement scores. Notably, economic capital had the greatest impact, while social capital made the smallest contribution.

In terms of transition to higher education, Espino (2014) found out that although social capital provided some support in establishing an internal locus of control and motivation, it did not help uncover the privileged knowledge established through cultural capital. Besides, students' choice of higher education also varies depending on their gender, parents' cultural capital and parents' education (Hassani & Ghasemi,

2016; Lata, 2013). Although students' previous educational attainment also plays an important role in their choice of universities, parents' educational qualification has the highest effect on students' choice of higher education, and a class stratification structure exists among students in terms of the university they attend to, the type of university and university's tuition status (Hassani & Ghasemi, 2016; Lata, 2013).

Regarding their higher education experiences, while university attendance is reported to provide a new capital as fresh discourses around learning emerged (O' Shea, 2016), Bridges (2017) found out that first-generation students from working class backgrounds were able to could recognize cultural differences; however, it's noteworthy that none of these students associated stress or discomfort with their awareness of these cultural differences. Though, that does not necessarily mean that they do not need support during their educational journeys. For example, Cohen and Greenberg (2011), emphasized the need for graduate program staff, faculty and advisors to be aware of these students without parents who can serve as role models since the intensity of the cultural capital passed to first generation students was found to be often weak (Brown et al., 2016).

1.2. Social Capital and Education

According to Bourdieu, social capital is a resource that facilitates the formation of social connections in which individuals participate. It depends on belonging to networks that offer their members credibility, assurance, and opportunities for action (Bormann & Thies, 2019). Social capital theory provides a conceptual framework to explain the interactions that exist within and beyond family. Similar to cultural capital, social capital is also an ambiguous notion and has different definitions (Hurley, 2017); however, it is widely recognized as a concept which deals with people, i.e. their

interactions, networks, and resources (Alder & Kwon 2002; Bourdieu 1977, 1984,1986; Lin 1999; Putnam 1993, 2000).

According to Pierre Bourdieu (1986), social capital is a collection of resources embedded in social networks, which can be tangible or intangible. In other words, it encompasses the actual or potential resources, which specifically consist of establishment of networks, which in return provide each of its members with the backing of the collectively owned capital, a “credential” which entitles them to credit, in the various senses of the word (Bourdieu, 1986; Lin 1999; Putnam 1993, 2000). Hence, it becomes clear that the focus is on the social assets present in the connections between individuals and groups, which can be tapped into and leveraged to achieve personal or collective objectives.

How resources are both accessed and utilized are vital to understand the role of social capital (Lin 2001). Bourdieu's primary focus was on the inherent social hierarchy within society and how individuals employ various strategies to attain success within this hierarchy, primarily driven by the unequal distribution of capital (Hurley, 2017). In other words, every individual, with their share of social capital, contributes to the creation of a hierarchy of influence and power within a specific domain, which results in a delicate equilibrium between the advantages gained from participating in that field (Bourdieu, 1998; Bourdieu & Passeron, 1990; Bourdieu & Wacquant, 1992). Since social capital is influenced by socio-demographic factors, especially socioeconomic status and class (Aguilera, 2002; Hurley, 2017; Knudsen et al., 2007; Menardo et al., 2022; Nieminen et al., 2008; Parks-Yancy et al., 2008), it is in fact related to the power of resources one has, which makes most research focus on how the middle class, a privileged group that, and lower class differ in terms of social capital (Ball, 2003;

Lareau, 2002). People with a low SES have smaller networks and lower levels of involvement in social and civic activities (Baum et al., 2000; Menardo et al., 2022), but more local and informal ties with relatives (Horvat et al., 2003; Van Groenou & Van Tilburg, 2003) and neighbors (Baum et al., 2000). However, people with higher SES are more likely to form and maintain ties outside the family (Horvat et al., 2003; Van Groenou & Van Tilburg, 2003). Although both parts have social capital through social ties, the value of their relationships matters and affects the power relations. Thus, the studies include social class to explore those effects of power relations, which is claimed to be even more effective than economic capital (Mikiewicz, 2021).

According to Field (2003), social capital operates to perpetuate disparities, yet it does so to some extent autonomously of economic and cultural capital, even though it is intertwined with them. In other words, having higher social capital is more valuable and makes a bigger difference in people's lives even when they have similar cultural or economic capital. Therefore, the advantages of network connections are influenced by the characteristics of the network structure; i.e., networks with advantages tend to offer greater benefits than disadvantaged networks (Bourdieu 1986). For example, finding a good job, or an internship as your friend or your parents know someone are all related to the hierarchy of power. That is to say, it refers to the capacity to leverage the existing resources within one's network of friends, acquaintances, schoolmates, and professional contacts, in order to convert social capital into a resource that can help in accomplishing individual and societal objectives. (Bourdieu 1980). Students who achieve similar academic results from various socio-economic status (SES) categories do not possess identical employment prospects, considering the disparities in employment advantages stemming from networks, family heritage, and private education (Walker & Zhu, 2013). Therefore, your social ties or relationships, i.e., your

social resources are pivotal to have higher capital. Through these relationships or the resources, individuals with higher social capital have an access to other resources, such as cultural and economic, more easily compared to the ones with lower social capital. However, this is a reciprocal relationship in which the greater the economic, cultural and symbolic resources of the group which individual belongs to and can draw upon, the more extensive their social capital becomes (Bourdieu, 1998).

Bourdieu uses the metaphor of Roulette game to describe social capital, yet not everyone has equal chances in real life like they do in the game (Bourdieu, 1986). Since in the real world in the games like game of education, the winning or losing is not only related to pure chances. In other words, playing field does not provide equal chances unlike the field in roulette. In real field, the situations, families, class status, abilities, and so on all vary, which eventually leads the ones with higher social capital to win. In other words, an individual's standing within a social framework, where societal values like job status, education, financial means, authority, and access to information, are distributed unevenly (Ensminger et al., 2003; Menardo et al., 2022), pre-existing conditions affect the quality of one's social capital which, in turn, leads to a lower position in the social hierarchy (Bourdieu 1986). For example, if someone has a high social status with a lot of money, and a good degree from a highly ranked institution, (e.g., MIT, Cambridge, Oxford), that person will possibly have more resources compared to someone with no higher education, and from lower social class. What makes those two people differ in terms of their social capital lies in their social ties. While both people mentioned may have many social ties, the value of their connections vary according to societal standards, and the first one's ties will probably have more value.

Social capital, as a means of differentiation among social classes, can also play a significant role in a student's educational achievements by conferring advantages to students from higher socioeconomic backgrounds (Mikiewicz, 2021). In other words, middle and upper class students benefit more by the social network of their parents than the ones with lower social status (Mikiewicz, 2021). Bourdieu (1986) acknowledges that social capital is transmitted through families to their children, which makes individuals with highly educated parents have an advantage in understanding the educational culture and its role in personal development in the school settings (Pascarella et al., 2004). While middle and upper-class students benefit from the social networks and support provided by their parents, their peers from lower social classes may lack those advantages (Mikiewicz, 2021). Additionally, children from more privileged families tend to have better alignment between their ambitions and actions and receive more support from their parents (Kim & Schneider, 2005; Schneider & Stevenson, 1999), enabling a smoother educational path. Moreover, they also tend to build better relationships with teachers and other students at university (Mato & Tsukasaki, 2019; Mikiewicz, 2021; Peng, 2019). Consequently, it can be stated that parents with higher educational backgrounds possess greater educational capital, which enhances the utility derived from social capital, which highlights that schools are not impartial institutions but rather favor students in line with the cultural norms of dominant classes. That is to say, higher education improves the quality of social capital, allowing more educated parents to employ supportive and motivational strategies based on their better understanding of the educational system and stronger networking skills to access knowledge and resources from school staff and other parents. Besides, the network provided by educated parents also helped their children to have better job opportunities. Norris (2011) found that middle-class parents use their

connections to offer valuable work opportunities for their children while students from lower-income backgrounds have limited networking and fewer opportunities. Consequently, the work experience placements perpetuate inequalities, often limiting the chances of disadvantaged students, which eventually prevents them from being placed in good positions (Norris, 2011).

Parental expectations and social networks within family, school, and community collectively contribute to the development of social capital, which accounts for the differences in students' success (Davis-Kean, 2005; Ho, 2009). Davis-Kean (2005) also stated that improving social capital in education involves establishing connections and networks among educators, parents, and the community. Khodadady and Zabihi (2011) also found out that parent-school encouragement and facility account for achievement most. That's why they claimed that social capital plays a supportive role in achievement and education by influencing the disciplinary and academic environment in schools and fostering cultural norms and values that motivate students to pursue higher goals (Davis-Kean, 2005; Ho, 2009). Aytar (2023) also found out that social capital becomes apparent that in the standards, values, and social connections, which are directly influenced by family and surroundings, and it acts as pivotal determinants in academic failure. Therefore, students belonging to disadvantaged groups, who lack cultural and social capital and come from economically disadvantaged backgrounds, encounter challenges in accessing educational resources and learning materials due to their low SES while families endowed with substantial economic, cultural, and social capital provide much more educational investments to support their children (Aytar, 2023). Therefore, when the relationship between social capital and educational experiences is explored, the focus is on investigating the

educational inequalities and how students' experiences in school are influenced by their social capital.

A significant number of students arrive at graduate school without the cultural and social capital necessary for a relatively smooth adjustment or adaptation to the demands of academic life, which is often because they lack parents who can act as role models and offer the guidance needed to prepare them for the challenges of graduate-level education. (Cohen & Greenberg, 2011). Especially, low-income, first-generation college students often lack access to social capital, which may even hinder their success in school and even their ability to continue higher education (Behrens, 2021). Moreover, they face challenges in navigating the complex path to college, mainly due to the lack of familiarity with the higher education system within their families (Jehangir, 2010). Besides, their educational aspirations are also affected in that parents may lack the necessary information and resources to assist them (Engle, 2007; Langenkamp & Shifrer, 2018; Martina, 2005; Wimberly & Noeth, 2004). Therefore, students from economically disadvantaged families face significant drawbacks due to their limited resources; as a result, they achieve lower academic performance and possess less ambitious educational goals compared to students who come from more socially privileged families (Fuller, 2014). When family networks offer limited social capital, teachers and peers can provide guidance and help to first-generation students (Bryan et al., 2011). Therefore, graduate program staff, faculty and advisors need to be aware of the multiple pressures on students and sensitive to students' need for support in balancing these responsibilities (Cohen & Greenberg, 2011).

Although social capital is produced within family networks, school environments can influence students' motivation to achieve higher goals (Acar, 2011). In other words,

although students benefit from their parents' social connections, the absence of such connections doesn't necessarily harm students' educational beliefs, attitudes, and ambitions, i.e., they can create their own valuable connections (Fuller, 2014). Schools themselves can be sites for the production of social capital among learners, and learners can actively form their own social capital beyond the school setting (Guðmundsson & Mikiewicz, 2012). Schools play a crucial role in establishing and nurturing social networks for students, enabling them to connect with the local community through various initiatives such as work experiences, collaborations with social services, visits to further and higher education institutions, and active involvement with local media and sports facilities (McGonigal et al. 2007). Martina (2005) stated that students have a chance to learn about the cultural elements through these interactions, and they gained their agency through these social observations or interactions, which eventually helped them establish their own habitus and increase their social capital. Through establishing connections with influential individuals, they actually did what Bourdieu (1992) refers to as "the rules of the game," (Martina, 2005). Prioritizing these social networks becomes essential for schools that aim to enhance the opportunities and life prospects of all their students.

Like schools, peers also hold significant influence as they provide opportunities for self-discovery, belonging, and the formation of identity (Adler & Adler, 1998; Antheunis et al., 2016). Students are more likely to consider enrolling in college if their friends also plan to attend (Bedsworth et al., 2006; Perna & Titus, 2005). Social interactions with peers and access to social capital through family and school relationships have a substantial impact on students' educational aspirations, especially for first-generation college students and those from low-income backgrounds (Langenkamp & Shifrer, 2018). Peers who aspire to attend college can have a positive

impact on academic achievement and motivation, creating a sense of relatedness and fostering an environment conducive to pursuing higher education. Students are more likely to consider college if their friends have similar plans and they are more likely to enroll in college if their friends also plan to attend (Bedsworth et al., 2006; Perna & Titus, 2005). Therefore, it can be stated that social interactions with peers and access to social capital through those relationships significantly influence students' educational aspirations, especially for first-generation college students and those from low-income backgrounds.

In term of social capital and related concepts, the literature has shown that the effects of social capital have been explored through the establishment of trust-based relationship (Toprak, 2011), establishment of internal motivation (Espino, 2014), overcoming difficulties (Behrens, 2021; O' Sullivan et al., 2019), its effect in the transition to the higher education (Cohen & Greenberg, 2011), parent and school encouragement (Khodadady & Zabihi, 2011), foreign language learning (Pisghdaham, Noghani & Zabihi, 2011; Grossman 2013), monthly family income (Khodadady & Zabihi, 2011), class structure among students of humanities (Hassani & Ghasemi, 2016), establishment of social networks among international students (Glass & Gesing, 2018), the identification of prominent agents of change that have developed students' educational dispositions, capital, and academic habitus in the field of higher education (Wong, 2018), and student's personal history, biography, actions, struggles and successes in navigating the higher education field (Amundsen, 2019; Fuller, 2014).

Research reveals a positive association between social capital and school attainment as well as achievement, with most connections showing significant effects in the expected direction (Dika & Singh's, 2002). Grossman (2013) found out that university

students' social capital is linked to their academic performance and cognitive development. As a result, higher social capital is associated with improved academic achievement and cognitive abilities (Almeida et al., 2019; Grossman, 2013; Mishra, 2020; Peng, 2019). Considering the participation to campus organizations and its relation to social capital, Glass and Gesing (2018) found out substantial disparities in the overall structure and influence of social networks among international students who engaged in campus organizations compared to those who did not. Those who participated in such organizations tended to have more frequent interactions with U.S. friends and exhibited greater social capital within their local communities than students who did not engage in campus organizations. This underscores the notion that involvement in student organizations enhances the development of social capital and a sense of attachment. (Glass & Gesing, 2018).

In terms of application to higher education institutions, the constraints and opportunities posed by social capital, alongside the economic resources utilized during the preparation phase, were found to be one of the most important determinants (Otaç, 2019). O' Sullivan et al. (2019) analyzed how cultural, academic and social processes impact upon the educational opportunities, especially on socio-economically disadvantaged (SED) students' decision to apply to prestigious universities. The results have shown that some students can convert their academic and social capital into a decision to 'face the unknown' despite the barriers they have faced, and the presence of role models and family support are reported to be pivotal in this decision (O' Sullivan et al., 2019). However, the study underscores the importance of collaboration between schools and higher education institutions to implement changes that promote aspiration, motivation, and empowerment among all students, thus encouraging them to seriously contemplate applying to prestigious institutions when

making their university decisions. (O' Sullivan et al., 2019). Similarly, Behrens (2021) also explored the influences of social capital, especially for first-generation students, and she found out that social capital plays a crucial role for first-generation college students as it provides them with valuable knowledge, resources, and information obtained through social networks.

Regarding the establishment of trust based relationship, Toprak's study (2011) focused on teacher candidates' development of their social capital through the support from establishing trust based relationship between students and professors, and found out that perception of support obtained from the relationship between students and professors provides social capital accumulation. Likewise, Fuller (2014) also found that students who demonstrated confidence in their school and its staff tended to show the greatest eagerness to engage actively in school activities and they built trust in the belief that those who aspire will excel in education so that they invested in themselves to yield valuable results in their academic achievements. However, as it was found by Greenbank and Hepworth (2008), they are also the ones who solely focused their efforts on attaining a high-quality degree as they perceived this as crucial for achieving success in the job market. Therefore, they mostly focused on assignments rather than participating in extra-curricular activities, which they did not think that employers would value (Greenbank & Hepworth, 2008). However, according to Stuart et al. (2011), engaging in extracurricular activities is proposed to foster the development of social connections and networks that help students have a better transition and adaptation to institutional norms, and give them a chance to expand their social capital. Another study conducted by Espino (2014) showed that by the time participants entered graduate school, their aspirational, resistant, navigational, and social capital provided some support in establishing an internal locus of control and motivation.

Despite the obstacles they encountered as first-generation college students without enough social capital, participants paved their way into the higher education through the restructuring of institutional policies and practices as well as individual hard work (Espino, 2014). Similarly, McKay and Devlin (2016) also found that students from low SES achieved success thanks to perseverance and resilience in their pursuit of higher education. Although they face numerous obstacles encompassing financial burdens and limitations, they were committed to achieving success and showcasing notable tenacity and endurance in the face of numerous inequities they encounter (McKay & Devlin, 2016). Likewise, Karimshah et al. (2013) also concluded that students from low socio-economic backgrounds displayed a strong sense of individual empowerment by their personal dedication to complete their studies since they expressed ambitions for a more secure, prosperous, and engaging future in terms of financial freedom and secure career options.

On the other hand, the studies conducted by Wong's (2018), Amundsen's (2019) and Hassani and Ghasemi (2016) show that lack of social capital does not necessarily lead to under achievement in higher education. Wong (2018) analyzed the social capital among high-achieving nontraditional university students (HANT). His objective was to explore factors contributing to the academic success of nontraditional students, where institutional or subject-specific reasons were not readily apparent. His research revealed that HANT students attributed their successful educational journeys to the impact of family members, peers, and staff, underscoring the significance of peer relationships (Wong, 2018). Furthermore, Wong identified three pivotal agents of change that shaped the students' educational attitudes, resources, and academic orientation within the realm of higher education. These agents include (a) additional knowledge and support in academic skills, (b) a personal motivation to prove oneself,

and (c) the influence of significant individuals, all of which played critical roles in forming key dispositions and resources for HANT students (Wong, 2018). Amundsen (2019) conducted a study to understand how Indigenous Māori students employed various forms of capital to manage the transitions into higher education environments. This analysis involved an exploration of students' personal backgrounds, life stories, actions, challenges, and accomplishments. The results of the study demonstrated that students possess the agency to shape their educational journeys by actively dealing with and navigating the existing structural aspects, rather than being solely shaped or constrained by them (Amundsen, 2019). Similarly, Hassani and Ghasemi (2016) also found out that although there is a class-based hierarchy among students majoring in humanities, engineering, agriculture, basic sciences, and medical and medical-related sciences, it appears that there is no noteworthy disparity in their levels of social capital. Moreover, Fuller (2014) also found that young people could increase their social capital by themselves and do not depend merely on their parents.

Overall, social capital plays a significant role in educational aspirations, achievements, and access to resources, particularly for first-generation college students and those from less advantaged backgrounds. Understanding the complex interplay of social capital within broader social and educational contexts can provide valuable insights into educational outcomes and social stratification. In conclusion, family, school personnel, and peers all play crucial roles in shaping students' academic identity and future educational aspirations, particularly for first-generation college students and those from low-income backgrounds (Stanton-Salazar, 2011). Social capital, produced within family networks and school environments, influences students' motivation and the school climate, ultimately affecting their pursuit of higher educational goals (Acar, 2011). Additionally, peer relationships can impact college aspirations as students are

influenced by their friends' plans (Wong, 2018). Schools themselves can serve as sites for the creation of social capital among students, and learners can actively build their own social capital beyond the school setting (Gudmundsson & Mikiewicz, 2012). All in all, social capital plays a vital role in shaping educational aspirations, achievements, and access to resources, particularly for students from disadvantaged backgrounds. Understanding the complex dynamics of social capital within broader social and educational contexts provides valuable insights into educational outcomes and social stratification.

1.3. Habitus and Field

Bourdieu defines habitus as the embodiment of society within an individual's body, shaping their internal representations and social background (Bourdieu, 1990, p. 63). Individuals with different habitus engage in various struggles on different fields (Rogošić & Baranović, 2016). These concepts not only explain vertical differences between individuals but also account for their horizontal differences in the possession of social capital (Rogošić & Baranović, 2016). However, many studies that follow Bourdieu's approach include various forms of capital in their research but neglect to consider the concepts of habitus and field, which could explain horizontal differences in an individual's educational achievements (e.g., Fan, 2014; Hou, Li & Zheng, 2008).

According to Bourdieu (1986), to succeed in societal structures, i.e., educational institutions, individuals need to possess economic capital (money or wealth), cultural capital (knowledge of the dominant culture), and social capital (networks of acquaintances). However, how individuals can benefit from the resources depends on the field and their habitus, which make them gain advantage in certain conditions, and eventually lead them to act and interpret their worlds accordingly (Mikiewicz, 2021).

Therefore, at the heart of an individual's social class lies habitus, which refers to a "common set of subjective perceptions held by all members of the same group or class that shapes an individual's expectations, attitudes, and aspirations"(Bourdieu, 1986, p. 9). Bourdieu (1984) defined habitus as a "system of implicit and deeply interiorized values which help to define attitudes towards the cultural capital and educational institutions"(p. 32), which thereby links social power relations to individual decisions, experiences, and practices within education. In other words, Bourdieu's (1977) habitus concept explains the invisible tapestry of values, expectations, and practices that exist within different social classes in a stratified society (as cited in Brown et al., 2016).

Habitus plays a crucial role in distinguishing between middle-class and working-class cultures (Bridges, 2017) in that the common set of perceptions and what feels comfortable or natural differ (Lareau, 2011). Therefore, people from different social backgrounds undergo distinct socialization processes, and the amount of capital or resources individuals inherit are all added to their habitus (Lareau, 2011). So, the habitus is a combination of an individual's personal experiences, life history, and the broader collective history of their family and social class (Reay, 2004; MacLeod, 2009). While family and life experiences shape the habitus, it's important to recognize that the habitus is not fixed; i.e., it remains permeable and responsive, continuously reshaped by ongoing contexts (Maton, 2008; Di Maggio, 1979; Reay, 2004).

Thus, habitus possesses the capacity to adapt "in response to changing field position and changing field structures," with new forms of capital continuously becoming integrated into the ever-evolving habitus (Moore et al., 2009; Crossley, 2008). Through this process, current circumstances are not simply external factors to be acted upon; they are internalized and become additional layers added to those from earlier

socializations (Reay, 2004). The ongoing formation and adaptation of habitus are undeniably intricate processes. It is precisely the dynamic nature of habitus that renders it an indispensable concept (Maton, 2008). Although Bourdieu allows for the acquisition of new habitus later in life, these "late-acquired dispositions lack the comfortable (natural) feel associated with those learned in childhood" (Lareau, 2011, p. 363). He proposes that the internalization of external influences occurs through a gradual process of conditioning, which often guides individuals in anticipating the future, and learning where they are likely to excel based on their predispositions and available resources (Lareau, 2011). The constraints and opportunities that people encounter shape their perceptions of their position in the social world and influence their inclinations towards specific fields, which eventually affects their habitus (Reay, 2004).

Considering institutional habitus, Bourdieu states that it encompasses both qualitative and quantitative aspects of relationships within specific organizations (Bourdieu & Passeron, 1990), and it refers to the roles played by the members of an organization and the institutionalized rules that shape a shared cognitive system (Khanchel & Ben Kahla, 2013). This concept serves as a crucial link between an individual's behavior and the underlying social structure (Emirbayer & Johnson, 2008).

Bourdieu's followers employ institutional habitus to encompass a wide range of variables, considering the internal and external aspects of an individual's world, as well as the objective and subjective elements (Myers, 2005). However, some scholars find Bourdieu's concept of habitus, including institutional habitus, complex and ambiguous, making it challenging to put into practice (Sullivan, 2001).

According to Bourdieu, cultural capital is only meaningful within the context of the social space where it operates, which are called fields. (Hurley, 2017). The transformation of a resource into capital depends on its proximity to power within a social field (Swartz, 2012). Fields are constructed in a way that legitimizes certain forms of capital while devaluing others (Hurley, 2017). As Bourdieu (1992) states, "A capital does not exist and function except in relation to a field"(p.101). Consequently, the structure of the field determines the value and accumulation of capital and perpetuates the hierarchy of those who can make such determinations (Hurley, 2017). Those who hold dominance within a given field have the ability to shape it to their advantage (Bourdieu, 1992, p.102). In his work, Bourdieu (1992) emphasizes the importance of focusing research on the immediate social space, which he refers to as "field." He defines a field as a network of objective relationships between positions (p.97). Fields are dynamic arenas characterized by ongoing struggles and resistance between those in power and those seeking to gain power. The boundaries of a field are determined by its capacity to exert influence. Within the institutionalized state of a field, cultural capital operates most visibly, is shaped and maintained by power relations, as described by Bourdieu (1992). Identifying a field requires analyzing the distribution of power within it, and Bourdieu argues that every field has positions of hierarchical dominance (Hurley, 2017).

A field represents the social context where various social interactions and events occur (Thomson, 2008), so it can encompass physical spaces or enduring institutions like family or school. Bourdieu consistently likens a field to a game where players struggle for power, yet he emphasizes that a field is not deliberately created (Bourdieu, 1992, p.98). In Bourdieu's view, the field can be likened to a play area or stage where interactions occur between agents representing dominant and subordinate positions.

These interactions are based on the unspoken acceptance of the interests typical of each field, such as academic interests. In other words, individuals in the field are akin to players, each having specific positions and needing to learn the rules and skills necessary to participate effectively and gain capital (Lizardo, 2004; Thomson, 2008). The rules and skills required differ depending on the particular field, and individuals may have varying levels of preparedness based on their previous experiences in different fields, positions, and skillsets. Although people have no choice in the first field they enter, typically their family, they often opt for future fields and positions that align with their current field (Maton, 2008). Domination in a complex field, like schools, does not always result from conscious actions (Bourdieu, 1998). Although Bourdieu acknowledges that individuals are not mere "particles" but active agents within fields who can manipulate the distribution of capital, he also points out that capital can be used to "transform... the rules of the game"(Bourdieu, 1992, p.99). This duality presents a theory of structural and social reproduction through the process of legitimization and domination, while also cautioning against assuming conspiracy, which can be an underlying assumption in critical thinking (Bourdieu, 1998, p.26). This paradox raises questions about how the validation of capital interacts with power dynamics within specific domains. For instance, can the privileged class legitimize the capital of the marginalized class without changing the established rules or structure of that domain? In simpler terms, can a teacher acknowledge a parent's capital as valid while still, unintentionally, maintaining complete authority within the realm of social reproduction? (Hurley, 2017). Therefore, both family and school, where individuals learn roles, rules, and crucial skills, represent two influential fields that significantly impact students' development of habitus and the capital they acquire within these domains (Johnstonbaugh, 2014).

Schools have been identified as places where social capital is amassed and resources are exchanged among individuals. However, what is less understood is how the social environment within schools impacts this process, particularly in the context of Bourdieu's concept of field. Often, students acquire many of the necessary skills for educational success from their family, including parents, siblings, and relatives (Johnstonbaugh, 2014). They also acquire these skills through interactions at school with peers, teachers, and administrators. Interestingly, the rules and skills learned at home may not always align with those preferred or required at school, which could be due to differences in family socioeconomic status and the social composition of the school (Johnstonbaugh, 2014).

In accordance with Bourdieu's theory, fields are places characterized by ongoing conflicts and opposition between individuals in positions of authority and those striving for authority. They serve as crucial areas for the validation of cultural capital (Hurley, 2017). Consequently, schools can be considered as fields, and there exists the possibility of interactions with other fields such as family and community. Soria (2013) argues that students from lower/working-class backgrounds face difficulties with the middle-class habitus prevalent in higher education. As a result, their sense of belonging and integration may be compromised, ultimately affecting their persistence and ability to complete college.

The literature has shown that the relationship between institutional policies and 'field, habitus and practices' (Jackson & Povey, 2015; Rind & Kadiwal, 2016) and the effects of field and habitus on the transition and practices in higher education (Amundsen, 2019; Bormann & Thies, 2019; Czerniewicz & Brown, 2014; Hutchison, 2017; Wong, 2018) were analyzed in the studies. Regarding the practices in higher education,

Bormann and Thies (2019) concluded that habitual trust can be considered as a significant connection between an individual's background and their performance during the transition to higher education. The concept of habitus has been effectively utilized in ethnographic studies (Horvat & Antonio, 1999; Reay et al., 2001) and has demonstrated a significant association with educational achievements, highlighting its relevance for research in the field of education. As per several research studies (Bempechat, 1998; Drummond & Stipek, 2004; López et al., 2001), parents from various racial/ethnic, educational, and economic backgrounds engage in their children's education, irrespective of whether they are formally involved in their children's school-related activities. However, following Bourdieu's concept of educational habitus variations, differences in the levels of parent involvement were observed among different groups (Lee & Bowen, 2006). These differences observed among various socioeconomic backgrounds may be attributed to varying viewpoints on parental involvement (Hill et al., 2004; López et al., 2001; Scribner et al., 1999; Valdes, 1996) or differences in the extent of access to specific forms of involvement (Heymann & Earle, 2000; Hill & Taylor, 2004; Pena, 2000). The most significant differences were noticed in parent involvement at the school level (Lee & Bowen, 2006).

In terms of institutional practices and policies, the university's approach has a substantial impact on the teaching and learning processes through its policies and practices; moreover, these university policies and practices play a crucial role in shaping students' motivation to engage in their studies, their classroom participation, their interactions with instructors, and their performance in examinations (Rind & Kadiwal, 2016). Similarly, habitus of students should be taken into consideration since

each student may respond differently to pedagogies due to their existing habitus, yet still should not be solely defined by it (Jackson & Povey, 2015).

Considering the transition to higher education institutions as well as higher education experiences, habitual trust can be considered as an important link between individual backgrounds and performance during the transition to higher education (Bormann & Thies 2019). Hence, when examining the interaction between faculty and students through pre-college summer programs, it was observed that first-year college students (FGS) reported a more significant improvement in their comfort level with faculty compared to non-FGS students. This suggests that FGS students were adjusting to what Pierre Bourdieu refers to as the "field" of college and acquiring cultural capital that had a positive impact on their ease in interacting with faculty (Hutchison, 2017). Besides, even without a pre-prepared program, students can change their habitus, which is called as transformative habitus, the consequent reforming of individual habitus and as an on-going and continuing access to various forms of capital (Amundsen, 2019; Czerniewicz & Brown, 2014). For example, Czerniewicz and Brown (2014) focus on students' technological habitus for describing how one student uses and engages with technology, as well as framing the way his background shapes his response to his new environment via the establishment of transformative habitus. Therefore, higher education experiences are pivotal as they ground for transformative habitus. Lastly, the institutional agents are also important figures in the establishment of habitus. Wong (2018) found out that The educational paths of high-achieving nontraditional university students (HANT) are shaped by three key agents for change: additional knowledge and support in academic skills, a personal drive to demonstrate one's abilities, and the impact of influential individuals. These factors have played a crucial role in developing the students' educational attitudes, resources, and academic

orientation within the field of higher education. Students, particularly those from working-class backgrounds, opt to enroll in prestigious universities with the intention of ascending their social hierarchy since they want to change their original social class background, i.e., improve their social statuses by pursuing educational opportunities that allow them to elevate their position. (Baker & Brown, 2007; Lehmann, 2009)

Therefore, teachers, educators and researchers should become much more aware of the class based understandings, dispositions and ways of being of students and, in addition, to recognize the structuring power of their own habitus (Jackson & Povey, 2015). In order to establish a trusting field and to provide students with easier faculty- student interactions, pre-college programs are also reported to be effective (Hutchison, 2017). We need to keep in mind that achieving success in higher education extends beyond merely gaining admission to a university as it encompasses continuous and ongoing access to various types of resources, including financial assistance, as well as the creation of new support networks that can help individuals thrive and progress in their academic pursuits (Czerniewicz & Brown, 2014).

1.4. Summary of the Literature

As DeParle (2015) stated education is supposed to help level the playing field, as a ‘great equalizer’; however, it is closer to the great fortifier by compounding the advantages of class since the affluent come better prepared and more capable to pay. Starting with this quote, it was aimed to explain how education can act like a great fortifier by exploring the roles of cultural capital, social capital, habitus and field on education.

Upon entering college, students bring varying degrees of capital, which Tinto (1993) refers to as pre-entry attributes. These attributes significantly influence their ability to

persist and complete their postsecondary education. Therefore, it is needed to consider the higher education policies and practices to shift away from the manufacturing of 'sameness' (O' Shea, 2016). Since the university's treatment significantly affects teaching and learning in terms of its policies and practice; students' motivation to study, their participation in classes, and their relationships with teachers and their examination performance are also influenced (Rind & Kadiwal, 2016). Considering students' arrival to higher education institutions with a variety of cultural and social capital, educators need to be aware of what capital the students bring with them to school at every level (Brown et al., 2016).

Raising awareness of social and cultural capital of the students can be pivotal in terms of higher education policies and practices (O' Shea, 2016; Rind & Kadiwal, 2016) and educators' need to learn more about cultural capital of students due to need to increase cultural capital of the students (Brown et al., 2016; Pisghdaham et al., 2011) and to establish a trusting habitus and field for students, especially in transition to higher education as well as in their experiences in higher education settings (Bormann & Thies, 2019; Czerniewicz & Brown, 2014; Hutchison, 2017; Jackson & Povey, 2015; Rind & Kadiwal, 2016).

Both social and cultural capital have a crucial part to play in influencing educational goals, accomplishments, and the availability of opportunities, especially for students who come from less privileged backgrounds. Grasping the intricate interactions of social and cultural capital within larger social and educational frameworks offers valuable perspectives on educational results and societal hierarchies.

Hence, it is important for educators, teachers, and researchers to develop a heightened awareness of students' class-related perspectives, inclinations, and manners of

existence. Additionally, they should acknowledge the influential impact of their own ingrained habits and predispositions (Jackson & Povey, 2015). It is needed to foster a foundation of trust and facilitate smoother interactions between faculty and students, and it is crucial to remember that achieving success in higher education goes beyond mere university admission; it encompasses sustained access to diverse forms of resources like financial aid and the establishment of fresh support networks (Czerniewicz & Brown, 2014). Therefore, it can be stated that family, school personnel, and peers play significant roles in shaping students' academic identity and future educational aspirations (Stanton-Salazar, 2011), so educators should be also careful in being a good role model for students to develop more capital as well as to intentionally foster their upward mobility (Brown et al., 2016). They should contribute to the social and cultural capital of students in terms of offering support in the form of encouragement, college and career exploration, and assistance with educational experiences.

CHAPTER 3

METHOD

This chapter presents the research methodology by comprehensively depicting the study design and the research variables in the first place. Then, the sampling procedure and the characteristics of the participants are described in detail. Afterwards, data collection instruments, data collection procedures, and data analyses are presented. Finally, the limitations and assumptions of the study are discussed at the end of the chapter.

3.1. Research Design

Since the concepts of habitus, social and cultural capital are complex to fully understand, both quantitative and qualitative methods were used to explore the topic. As the researchers' pre-assumptions and subjective interpretations in qualitative research may interfere with objective observation, quantitative research methods were used to observe patterns more objectively. However, one should bear in mind that reality may be much more complex than the observed patterns in the results of the quantitative findings, which also required the use of qualitative data. Therefore, considering the limitations of both parts, a partially-mixed, sequential, and equal status mixed method design was preferred in this study to compile and understand the collected data.

In order to understand the effects of social and cultural capital along with habitus, field, and practice concepts on students' higher education experiences in terms of their

success and aspirations, mixed method research was used in this study. Johnson, Onwuegbuzie and Turner (2007) define mixed method research as a research approach in which a researcher or a team of researchers integrates elements of both qualitative and quantitative research methods. This integration includes using both qualitative and quantitative perspectives, data collection techniques, data analysis methods, and inference techniques to achieve a comprehensive and in-depth understanding of the research topic while also seeking corroboration or validation of findings through multiple methods. Moreover, according to Greene (2007), the mixed method approach is a perspective that encourages active engagement in discussions about various ways of perceiving and comprehending the social world. It promotes multiple perspectives on how to interpret the social world and acknowledges diverse viewpoints regarding what is significant and worthy of appreciation. Furthermore, as noted by Morgan (2014), mixed methods research offers several advantages, including the ability to uncover information that may be missed by using a single approach, reducing errors not related to sampling by obtaining redundant information from multiple sources, and preventing potential biases present in one approach from being duplicated in alternative approaches. Therefore, in order to understand the relationship between the social and cultural capital of students and their academic achievement, first, quantitative data were collected. Moreover, to have a deeper understanding of the university as a field, students' habitus, and their higher education experiences as practices, i.e., activities in the university setting, the courses, and so on; semi-structured interviews including open-ended questions were conducted, which involves the qualitative part of the study.

Since qualitative research allows the researcher to cultivate a “complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study

in a natural setting” (Creswell, 1998, p. 15), it was decided to be used in the study. The researcher met with participants face-to-face in order to conduct the interviews and gather information. A face-to-face interview is considered to be the most effective method for obtaining accurate information about students' social and cultural capital, as well as their impact on academic achievement and future aspirations since it allows the researcher to gather high-quality data by not only recording participants' spoken responses but also by observing their nonverbal cues as they answer questions related to their experiences in higher education. Therefore, this comprehensive approach provides a more nuanced understanding of how these factors influence students' educational journeys. (Creswell, 1998). This is because “in an interview conversation, the researcher asks about, and listens to, what people themselves tell about their lives world. The interviewer listens to their dreams, fears, and hopes; hears their views and opinions in their own words” (Kvale & Brinkmann, 2009). Since this study aimed to explore the ways in which the social and cultural capital of students help or hinder their higher education experiences, and their aspirations by examining the possible relationships among these variables, the use of interviews yielded pivotal explanations. While quantitative data provided a large portion of information and statistics about participants' social capital, cultural capital, socioeconomic status, and academic achievements as well as their relation with each other, qualitative data gave detailed information about how higher education institutions as a field supported the success of the students with various capital, how those students benefit from the practices university offers, and their future aspirations by giving participants a voice to describe their feelings and experiences.

In the literature, there are different mixed-method design-frameworks to represent the relevant research well. Accordingly, Leech and Onwuegbuzie (2007) proposed a three-

dimensional typology regarding the level of mixing (partially or fully mixed), time orientation (concurrent or sequential), and emphasis of approaches (dominant or equal status) dimensions. The current study was a partially-mixed, sequential, and equal status design based on this eight-design framework. Accordingly, the study included two phases that occurred sequentially, with the quantitative and qualitative phases having equal weight, and the quantitative and qualitative data sets were analyzed separately, and mixing took place at the discussion part to answer the research questions.

Therefore, in Phase I, randomly chosen volunteering undergraduate students were administered two questionnaires, the adapted version of the Social and Cultural Capital Scale (Pishghadam et al., 2011) and a background questionnaire to determine the social and cultural capital levels of the participating students, and their SES along with background information. Afterwards, in Phase II, a series of in-depth semi-structured interviews were administered to the purposively selected participants based on their social and cultural capital levels, SES, parents' educational backgrounds, and Cumulative Grade Point Averages (CGPAs), and the interviews provided the qualitative data for the study. The overall research process is demonstrated in Figure 3.1.

3.2. Context of the Study

This study was conducted at a foundation university located in Ankara, Turkey. In the academic year in which the research was conducted, the university carried out educational activities with a total of 6012 students, six faculties, 22 departments, and three institutes, with 15 master's and seven doctoral programs. There are 308 academic and 130 administrative staff at the university. There are departments of Computer

Engineering, Electrical and Electronics Industrial Engineering, Mechanical Engineering, Biomedical Engineering, Materials and Nanotechnology Engineering, Economy, Business, Political Science and International Relations, International Entrepreneurship, Law, Architecture, Interior Architecture and Environmental Design, Visual Communication and Design, Industrial Design, , Psychology, History , Turkish Language and Literature, and English Language and Literature.

Education is paid at the university where the research was conducted. However, students can benefit from different scholarship opportunities, such as 50% and 100%, depending on their success in the university entrance exam. Full scholarship students are exempt from tuition and guesthouse fees. In addition, students with full scholarships receive different amounts of unrequited life contributions depending on their success in the university entrance exam. Additional education support, such as preparatory education abroad, is also provided to students who rank in the top 100 in any type of score in the university entrance exam. Apart from these, students who won degrees in the National and International Science Olympiads can be exempted from tuition fees within the quota. The students of the university can enroll in the school clubs according to their wishes among 40 student school clubs or create their own clubs. Each club has an academic advisor. Student clubs carry out their activities in line with the supervision of the Health, Sports and Promotion Directorate and the approval of the relevant Vice Rector. Again, students can compete in various leagues by joining the football (men), basketball (women and men), American football, swimming and table tennis teams within the university. The most active community of the university is the Industry and Productivity Club, which has more than 350 active members. The school newspaper and radio are also among the active communities run by the students.

Since the study focused on exploring how the university as a field responds to the diversity in students' capital, the researcher should know the context well enough to interpret what students mean by their experiences in the setting. In other words, to have a deeper understanding of the field, the researcher should also spend quite a lot of time developing a clear vision related to practices and the atmosphere of the setting. Having spent approximately ten years at the institution, I believe that I have developed an understanding enough to capture and elaborate on the experiences of the students as well as the role of the university as a field with its practices to reach an understanding and reach a point regarding their habitus.

3.3. Sample

This study included two phases: quantitative and qualitative, respectively, in which participants were chosen with different sampling methods. Below, the sample and the sampling procedures for the quantitative and qualitative phases of the study were explained in detail.

3.3.1. Participants of the Quantitative Phase of the Study

The target population of the study was university students at a foundation university located in Ankara, Turkey. Convenience sampling, where researchers select participants based on their convenience and accessibility (Frankel et al., 2019), was used to collect quantitative data. This method is used to choose individuals who are readily available and easily accessible to the researcher, often at a convenient location or through personal networks (Babbie, 2016; Cohen et al., 2018). In this study, convenient sampling was used because of the easy access to the students at the institution where the researcher spends most of her time.

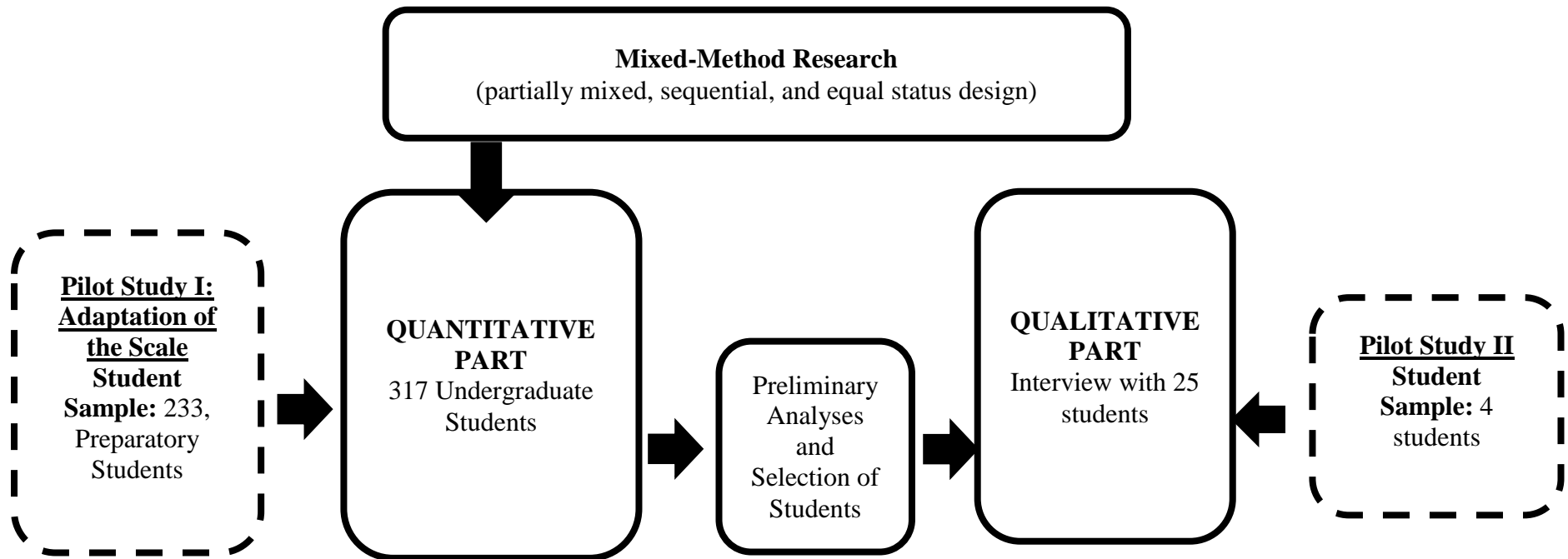


Figure 3.1: The overall research process

All in all, 317 undergraduate students studying at different departments voluntarily participated in the study. Among the participants, 163 students were sophomore, 99 of them were junior, and lastly 55 of them were senior. Freshman students were not included in the study since it was vital to reach students who already spent enough time in the university to gain higher education experiences. When students' scholarship status was explored; 71 of them had 100%, 116 had 50%, only five had partial, and lastly 125 had no scholarship. Regarding their GPAs, the average was 2.68 ($SD=0.64$). Table 3.1. below represent all the school-related demographic characteristics of the sample across different variables:

Table 3.1

Student Profile by Grade Level, Scholarship Status, University Ranking and Departments (n= 317)

		<i>n</i>
Grade Level	Sophomore	163
	Junior	99
	Senior	55
	Total	317
Scholarship Status	100 %	71
	50 %	116
	Partial	5
	None	125
	Total	317
University Ranking	1-500	12
	501-1000	3
	1001-2500	9
	2501-5000	20
	5001-10000	34
	10001-30000	82
	30001-50000	66
	50001 and above	91
	Total	317
	Departments	Economics
Computer Engineering		40
Biomedical Engineering		6
Electrical and Electronic Engineering		31

Table 3.1 (continued)

Departments	Industrial Engineering	34
	Industrial Design	7
	Law	34
	Business Administration	6
	Mechanical Engineering	35
	Materials Science and Nano Engineering	30
	Architecture	13
	Psychology	16
	Political Science	14
	History	2
	Medicine	23
	International Relations	5
	Artificial Intelligence Engineering	11
	Total	317

In terms of perceived family income, three students were lower, 115 were middle, 166 were upper-middle, and lastly, 33 were upper-class. When their mothers' educational backgrounds were analyzed, it was found out that one was illiterate, 28 were primary and 74 were high school graduates. In terms of graduate education, 21 were 2-year university, 154 were 4-year university graduates, and 39 held master's or Ph.D. degrees. On the other hand, when their fathers' educational backgrounds were analyzed, it was found that 17 were primary and 41 were high school diplomas. In terms of graduate education, 17 were 2-year university, 191 were 4-year university graduates, and 51 held master's or Ph.D. degrees. Table 3.2 represents all the family-related demographic characteristics of the targeted sample across different variables.

Table 3.2

Student Profile by Income Level, Mother and Father Education (n= 317)

		<i>n</i>
Perceived Family Income	Lower Class	3
	Middle Class	115
	Upper-Middle Class	166
	Upper Class	33
	Total	317

Table 3.2 (continued)

Mother Education		
	Illiterate	1
	Primary School	28
	High School	74
	2-Year University	21
	4-Year University	154
	MA/ Ph.D.	39
	Total	317
Father Education		
	Primary School	17
	High School	41
	2-Year University	17
	4-Year University	191
	MA/ Ph.D.	51
	Total	317

3.3.2. Participant of the Qualitative Phase of the Study

University students from different grades, with different perceived family income and various social and cultural capital levels, and with low and high parental educational backgrounds were selected to understand the cultural capital of students at a foundation university, what the roles of institutional agents in students' success are, the role of cultural and social capital in students' higher education experiences and their aspirations, and what the motivations of successful first-generation students are. In order to decide on which students to select among the ones already volunteering in the first phase of the study, criterion sampling was used. The logic and power of criterion sampling lie in the selection of information-rich cases to further study them in depth (Patton, 2002). By using criterion sampling through choosing a small sample of great diversity, the data collection and analysis will yield two kinds of findings: (1) high-quality, detailed descriptions of each case, which are useful for documenting uniqueness, and (2) important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity (Patton, 2002). Since criterion

sampling requires selecting the cases that meet one or more certain criteria to identify the common and different patterns and perspectives (Creswell, 2013; Yıldırım & Şimşek, 2016), it was aimed to more thoroughly describe the variation in the group and to understand variations in experiences while also investigating core elements and shared outcomes (Patton, 2002).

For criterion sampling, a two-stage sampling process was applied. Preliminary quantitative analyses were performed to select the students in accordance with their scores on cultural and social capital. To do that, first, the total scores for each dimension of the Social and Cultural Capital Scale were computed, and the students with the highest and the lowest scores of social and cultural capital were identified. Afterwards, the data of the students who volunteered to attend the second phase of the study were entered in another SPSS file, which was later used to choose the ones based on the criteria. Out of 317 students, 215 volunteered to attend the second phase of the study, so the students for the interview were chosen among those 215 participants. The criteria to define low social capital was set as below 2.80 out of 5, and for the cultural capital it was below 2.29 out of 5. Moreover, based on the total score of 210, the students below 135 were classified as having low social and cultural capital. The second criterion was the students' parents' educational background, and the ones with high school and below were defined as having low education while the others with university education and having master's or doctorate degrees were defined as having high education. Moreover, the third criterion was perceived family income, and the upper and upper-middle class groups were classified as high-income group while the middle-class and lower groups were identified as low-income group. Lastly, for the fourth criterion, students were grouped in accordance with their GPAs, which had two parts: students with GPA over 3 and the ones below 2.99. All these criteria were

defined based upon the findings of previous studies (Almeida et al., 2019; Astone et al., 1999; Bormann & Thies, 2019; Crook, 1997; DiMaggio, 1982; Fuller 2014; Grossman, 2013; Jackson & Povey, 2015; Khodadady & Zabihi, 2011; Martin, 2010; Hansen & Mastekaasa 2006; Mikiewicz, 2021; Mishra, 2020; Peng, 2019; Pishghadam & Shakebaee, 2020; Pisghdaham & Zabihi, 2011; Richards & Camuso, 2015; Wells 2008; Wegmann & Bowen, 2010), which aimed to clarify the role of students' capital by investigating the effects of income, parental education, and its relationship with achievement.

Next, for each research question, a separate list was prepared according to the criteria defined. The second research question explored what the students' cultural capital are at a foundation university, which required the selection of participants with both low and high capital. The third research question aimed to investigate the role of institutional agents in the success of students with different social and cultural capital. To answer this question, students with various GPAs, various social and cultural capital and whose parents with low and high educational backgrounds were identified. Then, the fourth question explored the role of social and cultural capital on students' higher education experiences and their aspirations, so students with various social and cultural capital, income levels, and different parental education backgrounds were chosen. In the end, for the fifth research question, which explored the motivations of successful first-generation students, three criteria were used to select the appropriate students. Hence, students were defined in accordance with their GPAs, their parents' educational background, and perceived family income. Therefore, students whose GPAs were over 3.00, whose both parents have low educational backgrounds, i.e. having primary or high school diplomas, and who are from lower income levels were

identified. Table 3.3 presents the participant numbers of students who were selected to be included in the fifth research question.

Table 3.3

Participants for Research Question 5 (n = 8)

<i>GPA > 3.00 & Both parents with low education & Low income</i>		
	362	303
Selected	390	268
participants	125	347
	108	177

Upon identifying students for each of the research questions, the students who appeared in more than one list and whose situation was unique like the ones in question 5, were contacted for the interview, and out of 43 students, 25 students agreed to continue with phase 2. Those 18 students initially volunteered and selected for the second phase could not participate due to their course schedule, examinations, and their internships. The demographic characteristics of the interviewed students is given are Table 3.4.

Table 3.4

The Demographic Characteristics of Interviewed Students

ID	Department	Grade	GPA	Scholarship	Mother	Father	Income	Score
4	Psychology	4	2.50	50	High Sch.	University	Upper-Middle	125
7	Political Science	4	3.53	100	University	University	Upper	190
21	Mechanical Eng.	2	2.60	No	University	University	Upper-Middle	158
22	Industrial Design	4	3.00	50	High Sch.	High Sch.	Middle	132
84	Law	2	3.31	No	University	University	Upper	182
94	Artificial Int.	2	1.50	No	High Sch.	University	Upper-Middle	156

Table 3.4 (continued)

ID	Department	Grade	GPA	Scholar- ship	Mother	Father	Income	Score
95	Law	3	3.75	No	MA	MA	Upper- Middle	191
108	Law	2	3.56	100	High Sch.	High Sch.	Middle	137
125	Psychology	4	3.65	100	Primary	High Sch.	Middle	134
177	Electrics. Eng.	2	3.00	100	Primary	High Sch.	Middle	95
198	Materials& Nano	4	3.08	50	MA	University	Upper- Middle	170
213	Industrial Eng.	4	3.60	No	Primary	University	Middle	99
214	Industrial Eng.	3	2.05	50	High Sch.	High Sch.	Middle	92
242	Law	4	2.20	No	MA	MA	Upper	136
251	Economics	3	1.89	50	University	High Sch.	Upper- Middle	112
255	Industrial Eng.	3	2.07	50	University	University	Upper	162
268	Industrial Eng.	3	3.25	100	Primary	Primary	Middle	141
270	Industrial Eng.	3	3.20	50	High Sch.	University	Middle	163
303	Law	3	3.53	100	High Sch.	High Sch.	Middle	186
308	Mechanical Eng.	2	3.40	100	Primary	University	Middle	112
323	Mechanical Eng.	2	2.60	No	MA	MA	Middle	104
340	Artificial Int.	2	2.39	100	University	University	Middle	177
347	Mechanical Eng.	2	3.00	100	Primary	Primary	Middle	152
362	Computer Eng.	2	3.73	100	High Sch.	High Sch.	Middle	115
390	Computer Eng.	4	3.70	100	Primary	High Sch.	Middle	124

All in all, ten sophomores, seven juniors and lastly, eight senior students participated in the study. As can be seen from Table 3.4, by using criterion sampling through choosing a small sample of great diversity, the interviewed students were selected carefully to ensure the maximum variation for each criterion: family perceived income, GPA, social and cultural scale score, and lastly parents' educational backgrounds.

Regarding perceived family income, 15 students were middle class while four were upper and six were upper-middle class. In terms of GPA, eight students had GPAs over 3.50, eight with between 3.00 and 3.49, and eight below 3.00. In addition to GPA, scholarship status was also added, especially to find out the most successful students. 11 students had 100 %, 7 with 50 % and lastly, seven had no scholarships. Considering their social and cultural capital scale results, 13 students had scores over 135 with high capital levels while 12 were below, and were defined as having low social and cultural capital. Lastly, seven of the parents held master's degrees, and 17 of them were university graduates, which were categorized as having high educational backgrounds. On the other hand, nine were primary graduates and 17 were high school graduates, who were considered as having low educational backgrounds. Please see Appendix A for detailed information about each participant.

3.4. Data Collection Instruments in Quantitative Part

For the quantitative part, the data were collected through the Turkish adapted version of the Social and Cultural Capital Scale (SCCS) (Appendix B). Besides, a Background Questionnaire (Appendix C) was also incorporated, and the data were collected simultaneously. Detailed information about each data source is presented in the following parts.

3.4.1. Social and Cultural Capital Scale

The Social and Cultural Capital Scale was primarily used to assess the social and cultural level of the students by focusing specifically on their family cultural capital, cultural competence and social capital. The scale used in this study was originally developed by Pishghadam, Noghani, and Zabihi (2011) to measure students' social and cultural capital. The questionnaire comprises 42 items measuring five dimensions,

namely, social competence, social solidarity, literacy, cultural competence, and extraversion, which are all scored on a 5-point Likert scale with options including strongly disagree, disagree, undecided, agree, and strongly agree, respectively. The reported reliability estimates for the five underlying factors of SCCQ were as follows: social competence (15 items, $\alpha = .89$), social solidarity (11 items, $\alpha = .75$), literacy (6 items, $\alpha = .69$), cultural competence (7 items, $\alpha = .66$), and extraversion (3 items, $\alpha = .52$). The reliability of the whole items is 0.88.

Sample items from the original scale for each dimension are: “I frequently perform activities together with my parents” (Social competence, item 20); “I feel I have strong ties with the community” (Social solidarity, item 39); “We have lots of books at home” (Literacy, item 11); “I enjoy listening to classical music” (Cultural competence, item 1); “I see my friends weekly” (Extraversion, item 24).

3.4.1.1. Adaptation Process of Social and Cultural Capital Scale (SCCS)

The Social and Cultural Capital Scale has only English and Persian versions, so the scale was decided to be translated and adapted to the Turkish language within this study’s scope with the permission of the authors (Appendix D). Back-translation, which is a well-known method to maintain equivalence between the original and translated versions (Behling & Law 2000), was used in the adaptation process. Accordingly, the steps proposed by Triandis and Brislin (1984) were followed, which required the repeated independent translation and back-translation of the scale items. Therefore, first, the scale was translated into the Turkish language by three experts who were both fluent in English and Turkish. Regarding the translation process, a literal translation of each item was employed. Next, the three translated versions were compared by the researchers via joint consultations. Afterwards, the final translated version was sent to three other experts, both fluent in English and Turkish, to

retranslate the scale into English. Then, the researchers analyzed the three back-translated versions of the instrument and compared them to reach a consensus about the wording of each item. Next, the two versions of the instrument (original language and back-translated version) were compared for concept equivalence, and to ensure that instruments were identical and had no errors in meaning. Finally, expert opinion was taken from two experts in the field of Curriculum and Instruction and English Language Teaching to clarify the meanings of each items, and to ensure that the original and back-translated versions were identical. Besides, an expert in the field of Measurement and Evaluation was consulted on the length and the appearance of the scale, including its format, the directions, and the rating scale.

After the completion of translation, back-translation, consultation, and experts' opinions, cognitive interviews were conducted with two experts, one holding a Ph.D. in Curriculum and Instruction and a Ph.D. candidate in Measurement and Evaluation, both English language teachers. During the interview, they were asked to think-aloud while responding to each item on the scale and whether there were unclear or vague items affecting their answers. Similarly, three students whose characteristics were similar to those of the target population were asked to read the translated scale, and to express their understanding of each item in the scale. They were asked whether all the questions were clear and the researcher also noted their answers to look for similarities in terms of the content of the questions. In this way, it was aimed to avoid any ambiguity which may lead to misunderstandings on the part of the participants during the data collection process. Accordingly, there were no problematic items. Then, all the questions were prepared online via QUALTRICS since it is a user friendly online survey website, and it is especially better with surveys planned to be completed on phone. The survey on the phone was also tested with the students to check its easiness.

Besides, an expert and a student used answered the questions via their phones, and gave feedback related to the ease of answering, and the use of program prior to data collection to avoid any problems related during the implementation process.

3.4.2. The Background Questionnaire

The background questionnaire was applied simultaneously with the SCCS. The questionnaire was prepared by the researcher, and the questions require information regarding participants' perceived family income (low, middle, upper-middle, upper class), grade levels (freshman, sophomore, junior, senior), departments, current CGPAs, university rankings (1-500, 501-1000, 1001-2500, 2501-5000, 5001-10000, 10001-30000, 30001-50000, 50001 and above), scholarship information (none, partial, 50%, and 100%), and lastly the educational backgrounds (illiterate, primary, high school, 2-year university, 4-year university, MA/ Ph.D.) of their mothers and fathers (Appendix C).

3.5. Pilot Study

In the pilot study, the adapted Social and Cultural Capital Scale (SCCS) was administered to 233 voluntary students studying at the preparatory level of a foundation university in Ankara, Turkey, and they were majoring in different departments. The questionnaire was applied online via the researcher's classroom visits to share the QR code with students, and the ethical permission along with the study's aim. The researcher was present in the classrooms during the data collection procedures. For the purpose of providing evidence for construct validity, an exploratory factor analysis with principal axis factoring extraction method was performed on the 42 items in order to estimate the factors in the scale for reliability with SPSS 26. Exploratory Factor Analysis (EFA) was preferred as it is usually

performed to identify the factor structure or model for a set of variables (Bandalos & Boehm-Kaufman, 2011), so it was conducted to determine the factorial structure of the SCCS, to validate the questionnaire, and to compare the factor structure models in two scales: original and the adapted version. Before conducting factor analysis, five assumptions were checked: normality, linearity, metric variables, and no outliers, and the data were found appropriate to conduct factor analysis.

First of all, the data were screened for univariate variables, and no errors due to administrative or coding were identified in the data. For missing data analysis, frequency statistics were examined for each item, and there were no missing data. After checking missing variables and the outliers on the data, metric variables, correlations above .30, Barlett's Test of Sphericity, Kaiser Meyer-Olkin (KMO) value, and normality assumptions (Hair et al., 2019) were examined to see the factorability of 42 items. The correlation matrix was examined to discover the preliminary factor structure and to determine the bivariate relationships among the items. The correlations among each item should be no less than .30 (Field, 2013; Hair et al., 2019; Tabachnick & Fidell, 2019). Based on the correlation matrix, it was observed that 42 items were correlated at least .3 with at least one other item, and twelve factors appeared according to the correlation matrix. Moreover, Bartlett's test of sphericity was significant (.4165.48, $p < .05$) on $H_0: R = I$. For sampling adequacy, KMO values were checked in the data. Kaiser (1974) supports .50 as the minimum value for an adequate sample size, while the values in the .60's, .70's, .80's, and .90's were interpreted as mediocre, middling, meritorious, and marvelous for sample size adequacy, respectively. The KMO value showed that the sample size is adequate for factor analysis (.84 > .60) (Hair et al., 2019). Lastly, normality assumptions were checked via skewness and kurtosis values, Kolmogorov-Smirnov and Shapiro-Wilk statistical tests, histograms,

and Q-Q plots. Accordingly, the skewness and kurtosis values were between -3 and +3 (Holton, 2014). On the other hand, Kolmogorov-Smirnov and Shapiro-Wilk test results were significant, but they are highly sensitive to the sample sizes (Field, 2013). Histograms and Q-Q plots were also examined to provide more evidence about the univariate normality. In terms of the multivariate normality, Mardia's test was used, and the results of the Mardia test showed that normality is not violated ($.86 > .05$). Principal Axis Factoring (PAF) extraction method with Oblique rotation was used to simplify and clarify the data assuming that the intended factors would be correlated (Costello & Osborne, 2005).

In order to decide how many factors to retain for rotation, two criteria were used: Eigenvalue Criterion and Catell's Scree Test. According to initial eigenvalues, there are twelve factors, with eigenvalues over one, explaining 66.32 % of the variance. The total variance explained by each eigenvalue is presented in Table 3.5.

Table 3.5

Total Variance Explained Based on the Initial Eigenvalues

Items	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.42	22.42	22.42	9.42	22.42	22.42
2	4.01	9.54	31.96	4.01	9.54	31.96
3	2.34	5.57	37.53	2.34	5.57	37.53
4	1.78	4.25	41.78	1.78	4.25	41.78
5	1.63	3.87	45.65	1.63	3.87	45.65
6	1.53	3.63	49.28	1.53	3.63	49.28
7	1.39	3.33	52.65	1.39	3.33	52.61
8	1.29	3.08	55.68	1.29	3.08	55.68
9	1.22	2.91	58.59	1.22	2.91	58.59
10	1.13	2.69	61.29	1.13	2.69	61.29
11	1.07	2.54	63.83	1.07	2.54	63.83
12	1.05	2.49	66.32	1.05	2.49	66.32

According to the Catell's Scree test (Figure 3.2), the breakpoint of the plot points out a five-dimensional factorial structure for the SCCS. Moreover, the factor structure in the original scale also used a five-factor structure, which is another reason of the choice of this structure.

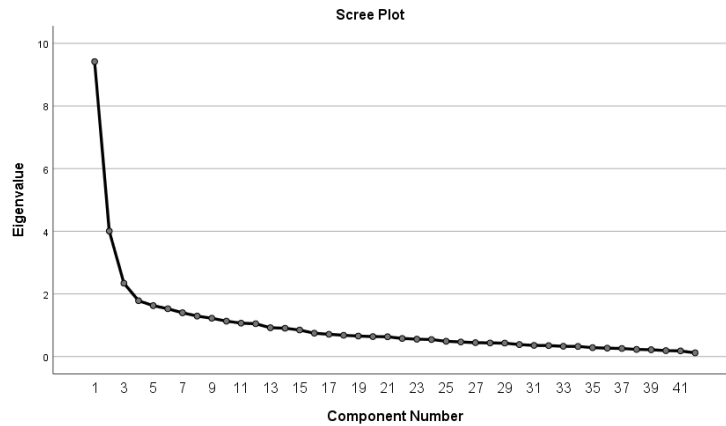


Figure 3.2: Scree plot for pilot study

The pattern matrix was examined to identify if any item was cross-loading or freestanding. Hair et al. (2019) cited the factor loading of .30 to .40 as the cut-off point to be minimally accepted to load on a factor. The pattern matrix along with communalities is displayed in Table 3.6.

Table 3.6

Factor Loadings and Communalities for SCCS for Pilot Study

Item	Factor 1	Factor2	Factor 3	Factor4	Factor 5	Communality
Item 31	.80	.09	.06	.12	.13	.58
Item 35	.77	.08	-.02	-.03	.11	.59
Item 19	.64	-.03	-.13	-.07	-.01	.43
Item 22	.62	-.02	-.01	.03	.08	.35
Item 30	.58	.05	.08	.05	-.07	.38
Item 16	.56	-.04	-.07	-.28	-.13	.56
Item 28	.53	.01	-.04	-.33	-.13	.58
Item 32	.52	-.03	.30	.11	.03	.37

Table 3.6 (continued)

Item	Factor 1	Factor2	Factor 3	Factor4	Factor 5	Communality
Item 29	.51	-.02	-.05	-.22	-.16	.45
Item 20	.46	-.07	.02	-.32	-.298	.61
Item 38	.46	-.01	.12	-.04	.06	.25
Item 21	.40	-.04	.10	-.20	-.25	.43
Item 13	.38	-.00	-.06	-.06	-.04	.17
Item 26	.28	.12	.16	.04	-.19	.23
Item 9	-.07	.72	-.07	-.06	-.08	.55
Item 5	.05	.72	-.00	-.05	.22	.45
Item 7	-.03	.69	-.10	.02	-.199	.60
Item 2	-.02	.62	.08	-.07	-.08	.46
Item 3	.00	.53	.07	.05	-.05	.32
Item 4	.18	.27	.03	-.01	-.24	.25
Item 27	.06	.25	.199	.04	-.12	.17
Item 39	-.03	.07	.61	-.25	.04	.46
Item 34	.12	.07	.58	.26	-.30	.58
Item 33	.22	.05	.58	.27	-.23	.56
Item 40	-.06	-.02	.50	-.19	-.06	.31
Item 37	.098	.13	.36	-.09	.07	.20
Item 23	.23	-.07	.296	-.27	-.20	.45
Item 18	.21	-.02	.28	-.21	.05	.23
Item 41	-.01	.16	.23	-.72	.11	.62
Item 42	.08	.09	.20	-.71	.15	.62
Item 14	.24	-.11	.06	-.40	-.34	.50
Item 36	.18	.04	.28	-.35	-.11	.39
Item 17	.14	-.03	-.09	-.21	-.05	.09
Item 6	.04	.17	.07	.14	-.46	.33
Item 15	-.05	.02	.21	.02	-.46	.29
Item 8	-.096	.15	.00	-.05	-.44	.26
Item 1	-.198	.27	.01	.02	-.399	.30
Item 12	.14	.04	-.01	.02	-.39	.21
Item 21	-.05	-.11	.34	-.08	-.37	.28
Item 11	.19	.33	-.27	-.08	-.36	.42
Item 10	.21	.09	-.18	-.298	-.35	.38
Item 25	-.00	.16	.04	-.00	-.24	.12

Note. Factor loadings in each factor are in boldface

The first factor is *Social Competence*. Social competence is the label for the first factor which consists of 14 (i31, i35, i19, i22, i30, i16, i28, i32, i29, i20, i38, i21, i13, i26)

items. Items 31, 35, 19, 22, 30, 16, 28, 32, 29, 20, 38, 21, 13 measure participants' level of parental involvement in general. Items 21 and 22 specifically test mothers' engagement with the participants' activities. Lastly, item 26 is related to the quality of participants' higher education institutions.

The second factor is *Literacy*. Literacy comprises seven items (i9, i5, i7, i2, i3, i4, i27). Items 5, 2, 3, and 9 measure the learners' reading and knowing about literature as well as their self-description of being cultured while item 7 refers to the participants' buying or borrowing books. While item 27 tests learners' use of language, item 4 tests the learners' knowledge of composers.

The third factor composes of seven items (i39, i34, i33, i40, i37, i23, i18), and it is named *Social Solidarity*. Social Solidarity refers to the ties in a society or social relations, which bind people to one another. Item 37 measures the amount of talk regarding issues like jobs and education. The participants' tendency to get involved in activities designed for young people is measured by items 33 and 34. Items 39, 40, and 23 test the strength of ties that participants have with the community and their peers while item 18 shows their relationship with their grandparents by questioning the number of their visits.

The fourth factor is named *Extraversion*, which refers to a tendency on the part of people to enjoy human interactions and to take pleasure in activities that involve large social gatherings. This factor comprises five items (i41, i42, i14, i33, i17) which ask about participants' relations with family members.

The last factor is *Cultural Competence*, which includes nine items (i6, i15, i8, i1, i12, i24, i11, i10, i25). While item 1 asks to what extent participants enjoy listening to classical music, items 6 and 8 refer to the frequency of participants' visiting museums,

theaters, or attending concerts. Item 12 asks whether participants used to take art classes outside of school in the past while item 15 specifically asks about their attendance to activities designed for young people, and item 24 asks about their contact with their friends. On the other hand, item 11 questions the number of books participants have at home, and item 10 asks how their parents support their reading. Lastly, item 25 is related to friends' expectations of participants.

On the other hand, items 25, 26, 27, 4, 17, and 18 had factor loadings below .30. Moreover, a couple of items (i4 and i18) were cross-loaded. Table 3.7 summarizes the structure along with Cronbach's alphas. Alphas ranged between .70 and .89.

Table 3.7

Five factors of the questionnaire

Factors	Statements	N of items	Cronbach's alphas
Social Competence	31, 35, 19, 22, 30, 16, 28, 32, 29, 20, 38, 21, 13, 26	14	.89
Literacy	9, 5, 7, 2, 3, 4, 27	7	.78
Social Solidarity	39, 34, 33, 40, 37, 23, 18	7	.74
Extraversion	41, 42, 14, 36, 17	5	.70
Cultural Competence	6, 15, 8, 1, 12, 24, 11, 10, 25	9	.71
	Total	42	

Elimination of item 27 in factor two, item 18 in factor three and lastly item 17 in factor four lead to a low increase in alpha levels and making them .79, .74 and .77 respectively. However, they were decided not to be eliminated and reused in the scale in the main study to be reevaluated.

In comparison to the original factor model, there were differences in the factor loadings. Like the original scale, the subscales, social and cultural competence, have

the same items. Social capital has three dimensions: social competence, social solidarity, and extraversion, and cultural capital has two dimensions: literacy and cultural competence. Although the items in each factor were found in the same part as either social and cultural capital, there were slight changes in their place in the dimensions provided. Besides, the reliability of the items in the whole scale and the factor's reliability alpha levels were reported to be higher in this adapted factor-structure. However, a confirmatory factor analysis or another exploratory factor analysis with a different factor structure was decided to be done to complete the scale adaptation to see whether the same structure occurs with other population subgroups. In the end, it was decided to use the same scale with all these items, and another exploratory factor analysis with the main study data was conducted to reevaluate the factor structure, to have a better understanding of social and cultural capital factors, to deal with low item reliability, to avoid cross-loaded items and to diminish the ambiguity caused by conceptual definitions as well as item formulation.

3.6. Results of Exploratory Factor Analysis (EFA)

As there needs to be further exploration of factor structure for the adaptation of Social and Cultural Capital Scale, Exploratory Factor Analysis (EFA) with principal axis factoring extraction method was performed on the 42 items with SPSS 26. Before conducting a factor analysis, normality, linearity, and outliers were checked, and no issues were observed. In addition, the factorability of 42 items was examined with the use of correlation matrix, Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity.

Based on the correlation matrix, it was observed that 42 items were correlated at least .3 with at least one other item. The sample size ($n=317$) was deemed adequate for factor analysis (Gorsuch, 1990; Guilford, 1954). Moreover, the KMO value showed

that the sample size is adequate for factor analysis (.86 > .60). Lastly, Bartlett's test of sphericity was significant (.5234.87, $p < .05$), indicating correlation matrix is different from the identity matrix ($R \neq I$).

In order to decide how many factors to retain for rotation, two criteria were used: the eigenvalues and scree plot. According to initial eigenvalues (Table 3.8), there are eleven factors, with eigenvalues over one, explaining 62.08 % of the variance.

Table 3.8

Total Variance Explained Based on the Initial Eigenvalues

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.80	20.95	20.95	8.24	19.61	19.61
2	4.02	9.57	30.53	3.499	8.33	27.94
3	2.59	6.17	36.698	2.02	4.82	32.76
4	1.97	4.69	41.38	1.43	3.396	36.16
5	1.50	3.57	44.95	.92	2.19	38.35
6	1.40	3.34	48.29			
7	1.34	3.19	51.48			
8	1.19	2.84	54.32			
9	1.13	2.69	57.01			
10	1.11	2.64	59.64			
11	1.02	2.44	62.08			

The Scree test was used in order to decide about the number of factors to retain for rotation. Based on the Scree plot (Figure 3.3), there are there are five factors as the line starts to get study from that point. Moreover, the factor structure in the original scale also used a five-factor structure although they had a similar result in accordance with the eigenvalues and the scree test. Therefore, the use of five-factor structure in the original scale is another reason of the choice of this structure.

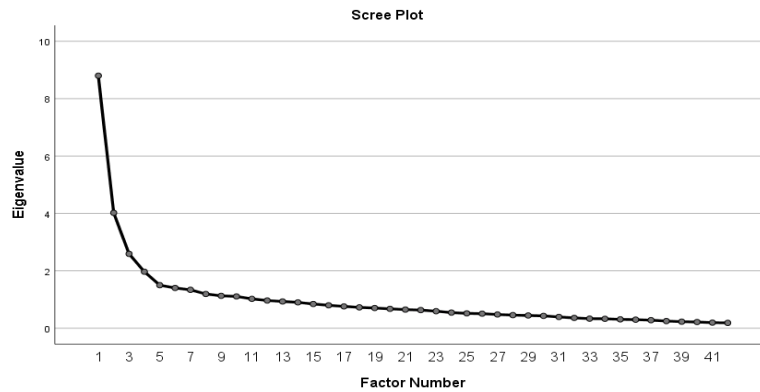


Figure 3.3: Scree plot

However, when the pattern matrix for five factor structure was examined, the same items as in the pilot study were found to be problematic with low factor loadings (i37, i17, i18, i27, i26, i25 and i4) and cross-loadings (i37, i17, i18, i27 and i4). Therefore, those seven items, i17, i18, i25, 26, i27, i37 and i4 was decided to be removed from the scale. In addition, some of the items have conceptual problems as well. For example, item 17 (“seeing siblings”) and item 18 (“visiting grandparents”) were not applicable for all participants as not all participants have siblings or living grandparents to visit. Likewise, item 27 is also ambiguous since it asks participants to rate their competency in use of language; however, it does not clearly define what is meant by being competent in the use of language. On the other hand, items 25 and 26 are related to friends’ high expectations from the participant (i25) and having a high quality of school (i26), and both items are ambiguous in that what is meant by high quality school or high can differ for each individual. Lastly, item 4 is also needed to be eliminated due to item construction since it includes knowing all the famous composers. In other words, the use of word *all* makes the item weaker.

In addition, the number of factors being five was also questioned considering the content of the scale. The researcher further analyzed the studies used the original scale to find out how the factors were constructed and contributed to the studies’ theoretical

frameworks. Unfortunately, it was found out that the original scale did not clearly state the underlying theoretical framework it embraced, which is the combination of Bourdieu and Coleman (Ragocic & Baranovic, 2016). There exists a distinction between Bourdieu's and Coleman's interpretations of social capital. Coleman's idea of social capital encompasses the nature of relationships and associations both within and outside the family. In contrast, Bourdieu categorizes positive relationships within the family, such as parental support and involvement in shared activities with children or students, as cultural capital rather than social capital. According to Bourdieu, social capital encompasses the totality of resources derived from belonging to groups outside the family, enabling all members to access and utilize the collective capital. He contrasts between Bourdieu and Coleman becomes more apparent when examining their views on certain aspects. Bourdieu categorizes the level of parental education as a component of cultural capital, whereas Coleman regards it as an indicator of the family's human capital. Additionally, when Bourdieu refers to the family as a form of cultural capital, he does not consider factors such as family structure (e.g., the presence of both parents or the number of siblings), whereas Coleman's concept of social capital takes these factors into account. Moreover, Bourdieu's approach to social capital does not encompass the social networks accessible to individuals through their membership in specific organizations like schools or colleges, whereas Coleman's perspective includes these considerations. Nonetheless, Bourdieu suggests that the qualitative and quantitative dimensions of relationships within specific organizations are part of the concept of institutional habitus (Bourdieu & Passeron, 1990). Institutional habitus encompasses the functions performed by an organization's members and the established regulations that shape a shared cognitive framework (Khanchel & Ben Kahla, 2013) and it serves as the connection between an individual's actions and the

overarching social structure (Emirbayer & Johnson, 2008). Since this study embraces the theoretical framework proposed by Bourdieu, a three-factor structure is suggested with cultural capital with two dimensions and social capital with one dimension (Appendix E). Therefore, EFA was performed by restricting the number of factors as three. As seen in Table 3.9, three-factor structure accounted for 40.94 % of the variance.

Table 3.9

Total Variance Explained Based on the Initial Eigenvalues

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.11	23.18	23.18	7.53	21.51	21.51
2	3.68	10.51	33.69	3.08	8.79	30.30
3	2.54	7.25	40.94	1.94	5.55	35.84

The pattern matrix and communalities are displayed in Table 3.10.

Table 3.10

Factor loadings and communalities based on an exploratory factor analysis with oblimin rotation for 35 item scale

	F1	F2	F3	Communality
Item 28	.76	-.01	.03	.59
Item 29	.76	-.01	-.08	.54
Item 36	.72	-.19	.11	.56
Item 16	.70	-.08	.09	.52
Item 20	.69	-.12	.05	.48
Item 14	.65	-.26	.18	.52
Item 21	.61	.19	.01	.46
Item 42	.56	-.29	.16	.41
Item 31	.54	.26	-.11	.38
Item 19	.54	.08	-.11	.28

Table 3.10 (continued)

	F1	F2	F3	Communality
Item 35	.52	.19	-.04	.33
Item 30	.52	.12	.08	.35
Item 41	.50	-.30	.16	.34
Item 32	.43	.14	.17	.31
Item 22	.33	.20	-.16	.15
Item 38	.27	.02	.10	.11
Item 13	.24	.17	.01	.11
Item 10	.33	.33	.06	.28
Item 2	-.01	.70	-.04	.48
Item 9	.07	.69	-.10	.49
Item 7	.07	.62	-.05	.40
Item 5	-.00	.58	-.02	.33
Item 8	-.11	.53	.16	.31
Item 11	.13	.41	.09	.23
Item 3	.11	.38	.20	.25
Item 1	.02	.37	.07	.16
Item 12	-.02	.26	.25	.14
Item 6	-.04	.38	.41	.34
Item 34	-.06	.19	.74	.59
Item 33	-.00	.21	.67	.53
Item 39	.08	-.14	.58	.37
Item 40	.14	-.08	.57	.36
Item 15	.04	.02	.50	.27
Item 23	.36	.10	.39	.41
Item 24	.05	-.02	.39	.16

Note. Factor loadings in each factor are in boldface

Factor 1: The first factor is *family related cultural capital* and it consists of 18 items (i28, i29, i36, i16, i20, i14, i21, i42, i31, i19, i35, i30, i41, i32, i22, i38, i13, i10). All of the items in the first factor is related to the participants' family relations. Items 42, 16, 14, 41, 20 and 28 are related to parental involvement and engagement while items 29 and 32 are about parental monitoring. Moreover, items 36, 30, 35, 19 and 10 are measuring parents' support on school related issues while items 13, 22 and 21 are specifically related to mother's support on participants' schooling experiences. On the other hand, item 10 ("When I was a child, my parents encouraged me to read"), which was related to both reading and family relations, loaded on both factor 1 and factor 2.

As the focus of the item was more on the family-child relationship, it was kept in factor 1.

Factor 2: The second factor is *cultural competence*. Cultural competence comprises 10 items (i2, ,9, i7, i5, i8, i11, i3, i1, i12, i6). Items 2, 9, 7, 5 and 11 measure participants' reading interests, their possessions of books, and their knowledge about literature, which are all about reading. While the other items are related to participants' attendance to and preferences of cultural activities like listening to classical music, going to concerts, museums, theatres, symphony concerts, etc. It is essential to note that item 6 ("I often go museum, theatre or concerts") and item 12 ("I used to take art or music lesson outside school") cross-loaded on both factor 2 and factor 3. Despite being indicators of cultural capital, they are all events and social gatherings; for that reason, they might be also related to the social capital. Yet, since they are better representation of cultural capital, they were placed in factor 2 in the present study.

Factor 3: The last factor composes of seven items (i34, i33, i39, i40, i15, i23, i24), and it is named as *Social Capital*. This factor include items related to social ties and social relations participants have. The participants' tendency to get involved in activities designed for young people is measured by items 33, 15 and 34 while items 39, 40 and 23 test the strength of ties that participants have with the community and their peers. Lastly, item 24 is about participants' relations with their friends. Item 23 (strong support from network) also cross-loaded on multiple factors. Considering the content of the item, it was kept in factor 3.

3.6.1. Reliability of the social and cultural capital questionnaire

In order to ensure the reliability of the social and cultural capital questionnaire, internal consistency for each of the factors, i.e. family related cultural competence, cultural

competence and social capital, was examined using Cronbach's alpha (Table 3.11). The alpha was found to be .89 for the first factor, *family: cultural capital*, with 18 items; .79 for the second factor, *cultural competence*, with 10 items, and .79 for the third factor, *social capital*, with 7 items.

Table 3.11

Three factors of the questionnaire

<i>Factors</i>	<i>Items</i>	<i>N of items</i>	<i>Cronbach alpha</i>
Family related cultural competence	28, 29, 36, 16, 20, 14, 21, 42, 31, 19, 35, 30, 41, 32, 22, 38, 13, 10	18	.89
Cultural competence	2, 9, 7, 5, 8, 11, 3, 1, 12, 6	10	.79
Social capital	34, 33, 39, 40, 15, 23, 24	7	.79

3.7. Data Collection Instruments in the Qualitative Part

In the qualitative part of the study, data were collected through semi-structured interviews with university students. Through semi-structured interviews, it was aimed to get an emic perspective by obtaining extensive information about participants' experiences. The researcher developed the interview questions upon a comprehensive review of the literature to find out the factors related to family cultural capital, cultural competence and social capital, and to document the life stages important to see the relations among these factors, and their effects on participants' higher education experiences and their aspirations. Therefore, the interview questionnaire comprises five parts, which is displayed in Table 3.12 with details regarding the questions in each one.

Table 3.12

Semi-Structured Interview Question Parts

Parts	Details
<i>Getting to know the participant</i>	Department, grade, hometown, accommodation, parental occupation and education, reason to choose this university, hobbies etc.
<i>Family Background</i>	Parents' reading, books at home, family activities, family support
<i>Educational Background</i>	High school experiences, university experiences in the first and last years in terms of both academic and social lives.
<i>Describing Self</i>	Definition of success, academic support, participation in school activities etc.
<i>Future Aspirations</i>	Plans upon graduation, GPA concerns, possible factors affecting success etc.

Although the students were selected among the ones already filling out the background questionnaire, a couple of background questions were still asked at the beginning of the interview to establish confidence and a kind of rapport between the interviewer and the interviewees (Patton, 2002; Yıldırım & Şimşek, 2016). Then, the interview continued with questions related to students' families to understand their family relations, parents' reading interests, the activities they do together, and their support on students' educational lives to explore family cultural capital as well as cultural competence. In the third part, to understand the student habitus, the questions inquired information on students' both high school and university experiences, which include both their academic and social lives in addition to possible difficulties they encountered in their first years at the university. Moreover, the school activities they attended, and the role of university in making their social and academic experiences easier were also aimed to be explored. In the next part, students were asked to describe their schooling experiences in terms of their successes and failures, how much academic support they got during that process, if any, and how they define success.

Here, by asking about the support, it was aimed to explore institutional agents helping them in their educational journeys. Lastly, students' future aspirations were explored to understand their dreams, and to see how their dreams were different from those of their parents or people around them were pivotal to learn in order to understand the role of education in their lives. Moreover, problems they have encountered in their educational journeys so far, the disadvantages they think there are, and their concerns about the future upon their graduation were also asked to further analyze the relation among students' social and cultural capital, their habitus and the effect of education.

Four experts, three professors in Curriculum and Instruction Department and one in English Language Teaching Department and all experienced in qualitative research, were asked to provide opinions on the questions to ensure content validity. Accordingly, three questions were revised and refined based on the feedback. The first question revised was asking about the books at home, and it was revised as the books at home except for course books. The second question was asking about the family activities now; however, considering some students' living in a dorm or being away from families, it was revised as family activities in general, i.e. when they get together as a whole family. Moreover, the question asking how their university education goes was changed into how their academic and social experiences have changed in their last years to get more precise answers.

Before finalizing the interview questions, a pilot study was conducted with four students studying at the preparatory class at the institution and having similar characteristics to the intended sample to receive feedback on the questions' clarity and usability. Accordingly, the question asking whether there are any systematic or institutional inequalities that prevent some students from achieving their potential was

found to be difficult to answer by all the students. Therefore, some prompts were decided to be added to clarify the question. The prompts were obtained from another question, which was questioning the effects of gender and social class on achievement. Since the students gave almost the same answers to both questions, those two questions were combined. Upon getting feedback from the students, the interview questions were finalized (Appendix F). Sample interview questions might be read as: Why did you want to have a university degree? Why did you choose to study at this university? What kind of activities do you do with your family? What types of activities would you do on holiday? How do you define your last years at university in terms of academic and social life? How are they different from those in your first year? What influence did your friends have on your academic success? What do you want to do after you graduate?

3.8. Quantitative Research Variables

To collect quantitative data, a survey including the Social and Cultural Capital Scale (SCCS), and a background questionnaire was used. The variables in each one are presented in the following paragraphs.

Social and Cultural Capital Scale (SCCS): The adapted Turkish version of the Social and Cultural Capital Scale (SCCS) was used to measure students' social and cultural capital levels. The revised scale consists of three dimensions: Family Cultural Capital, Cultural Competence and Social Capital. While cultural capital has two dimensions: family cultural capital and cultural competence, social capital has only one. Higher scores for each capital indicate higher capital of the students in that dimension.

Family Cultural Capital: This dimension was used to measure participants' institutionalized cultural capital via exploring their family relations, which

includes parental involvement and engagement, parental monitoring, parents' support on school-related issues, and lastly mother's support on participants' schooling experiences.

Cultural Competence: This dimension was used to measure participants' embodied and objective cultural capital, which includes their reading interests, their possessions of books, their knowledge about literature, their attendance to and preferences of cultural activities like listening to classical music, going to concerts, museums, theatres, symphony concerts.

Social Capital: This dimension was used to measure social ties and social relations participants have, which includes participants' tendency to get involved in activities designed for young people, the strength of ties that participants have with the community and their peers, and lastly participants' relations with their friends.

Background Questionnaire: The background questionnaire was used to collect data to explore students' perceived income levels, parental educational backgrounds, cumulative grade point averages (CGPAs), university entrance ranking, and lastly scholarship status.

Perceived Income Levels: This question was used to learn participants' perceived income levels via asking them to choose the social class they think they belong to out of four options: upper, middle-upper, middle, and lower class.

Parental Education: This question was used to collect data about participants' parents' educational background and asked them to choose the highest

achieved degree by their mothers and fathers among the six options: illiterate, primary school, high school, 2-year university, 4-year university, and lastly master (MA) or doctorate (Ph.D.)

Cumulative Grade Point Average: This question was used to get information related to participants' GPAs, which was used to measure their success. Participants wrote down their current GPAs.

University Ranking: This question was used to gather data about participants' university entrance ranking, which was further used to identify successful students. The participants were asked to choose among eight different ranks: 1-500, 501-1000, 1001-2500, 2501-5000, 5001-10000, 10001-30000, 30001-50000, and 50001 and higher.

Scholarship Status: This question was used to collect data about participants' scholarship status when they started the university, and it was used to measure their success. The question includes four items: no scholarship, 100% scholarship, 50% scholarship, and lastly partial scholarship.

3.9. My Story and Situating Myself

Before delving into my work on this conceptual study, it is crucial to position myself and offer readers a clear insight into my identity as an individual, as an educator, and as a prospective doctoral candidate. Bourdieu emphasized the significance of reflexivity for researchers, urging them to be conscious of their own predispositions while conducting research in order to uphold a certain level of objectivity (Kenway & McLeod, 2004). According to Swartz (2012), researchers might approach a field of study with their preconceived notions, which they could inadvertently impose on the subject they are investigating. Reflexivity involves acknowledging three types of

biases: awareness of one's own social class, attitudes, perceptions, and values (habitus), recognition of the research context, and awareness of a tradition that emphasizes absolute and unchanging truths in scientific inquiry. Swartz (2012) suggests that researchers should strive to recognize their own subjective position within the academic field, and bring to light the implicit assumptions and structures that influence their understanding of the world. Grenfell (2008) also emphasizes the need for knowledge producers to be aware of these biases and make them explicit. The author expresses a commitment to maintaining mindfulness about these issues throughout their research endeavors. In the interest of reflexivity, I will describe myself as a person, an instructor, and a future doctorate in order to provide readers with a clear view of my own habitus and cultural capital.

As a person, I am the daughter of parents who live in Çorum, a small city in Turkey. Previously, we were all living in a small village, Mecitözü, where I studied primary and secondary school. Then, I completed high school in a boarding school in Çorum. My parents both come from humble backgrounds, and neither of them achieved a formal education beyond grade 6. My father worked in several jobs since his childhood, as he lost his father when he was five years old and took care of his mother and sister. So, he worked in several jobs, including working on the streets, cleaning shoes, and subways, playing drums in weddings until his retirement as an office worker a couple of years ago, and my mother is a housewife. She wanted to continue her education; however, she made to get married when she was 17 and gave birth to me a year later. That's why she is one of my biggest supporters in my educational journey. I have a brother, and now he is working as a mechanical engineer, to whom I have always been a role model and guide. Though the basic necessities were always provided for us when we were children, money was always tight, and my parents

always stressed about money issues. Unfortunately, my father did not have regular salary, so it also affected us quite a lot. Therefore, growing up, we did not have any special family activities, never had holidays with my parents, and going to Ankara a couple of times was only due to required hospital visits for my brother, which included only going to hospital followed by having meals in a park across the hospital. When I was around 7 or 8, I realized that education was the only solution for a better life, both for me and for my parents. It occurred to me while watching a travel show on TV, and my desire to see the world inspired me at that very moment, and I knew that my parents could not help me do that, which I had to do on my own thanks to my hard work and ambition. Currently, I see myself as middle class, which has occurred as a result of working as an instructor. I have been married to my dear husband for a year now, and he works as an inspector at the Turkish National Police Force. We both have a strong network of family and friends who are employed in professional occupations such as teaching, law, private business, and engineering.

As a professional, I am an English Language Instructor at a university and am pursuing a doctorate degree to improve myself as an instructor. I have been working as an instructor for the past 11 years, and I have been responsible for program and material development as a coordinator of the curriculum unit for the last seven years. I completed my bachelor's degree in Foreign Language Education, then my master's degree was in English Language Teaching. Afterwards, I decided to continue my Ph.D. in Curriculum and Instruction to have a better and more developed understanding of education. So, I can state that curriculum is an indispensable part of my life.

All in all, in this section, I would like to bridge my lives as an individual, an instructor, and a student to make the reader have an idea about my habitus, and my desire to study

this conceptual framework. It has utmost importance for me to understand why some students from lower social class with low capital pave their ways while many cannot, to reach out to those students and give them a voice, and to explore the differences students from various capital have in their educational journeys. I was lucky to have had my primary school teacher, who always supported me and realized my potential. By bringing her daughters' textbooks and books, she also provided educational resources. Therefore, in my current study, I will not be making any claims with respect to absolute truth, but rather, I will be making claims based on my understandings of what has been told to me.

3.10. Trustworthiness

According to Creswell (2013), reflexivity in qualitative research requires the author to acknowledge “biases, values, and experience that he or she brings to the qualitative research study”(p. 216). As a result, the role of the researcher is one of the most crucial factors in narrative inquiry as the researcher is part of the story being told and the researcher is the one to decide on which parts of the story to include. Therefore, to clarify my role as a researcher, I told my own story as a first-generation, low-income student from a working-class background. In other words, my dissertation topic stems from my own experiences during my educational journey, and my desire to give meaning to those experiences. In addition, I wanted to reach out to students having similar experiences to give them a voice, and to tell them I understand their situation, and how much I appreciate their efforts. Saldaña and Omasta (2016) states that the level of personal involvement by the researcher affects what filter and lens a researcher uses while analyzing data, and those filters influence the types of questions asked and responses received during interview, and lenses refer to the ‘gender, social class, and race/ethnicity of your participants – and yourself’(p. 8). That’s why, although the semi-

structured interview questions include relevant theoretical background, they also include the ones shaped by my own experience. Therefore, during the interviews, I heard my own story from different students with various words, yet all included hardships, aspirations, and hard work.

As Seale (1999) expresses that “the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability”(p.266). Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher’s approach is consistent across different researchers and different projects (Creswell, 2013). Therefore, credibility, transferability, dependability, and confirmability should be addressed (Creswell, 2013; Guba, 1981; Marshall & Rossman, 2006). Credibility or internal validity should be addressed to examine whether the observations and the inferred meanings and interpretations reflect reality (Guba, 1981; Yıldırım & Şimşek, 2016). In order to ensure credibility, four experts’ opinions were obtained to finalize the interview questions. Moreover, by collecting accurate and relevant data through in-depth semi-structured interviews followed by their verbatim transcripts, persistent observations were made. In addition, the researcher spent prolonged time in the context of the study to build a rapport with participants. Moreover, peer debriefing sessions were assured by two peers, who both conducted qualitative research in their Ph.D. dissertations, to obtain external feedback about the process as well as the coding scheme. Therefore, two transcripts (one for each) were coded by the researcher, and these two experts simultaneously, which was followed by the comparison of the codes to ensure the inter-coder reliability (Marshall & Rossman, 2006; Yıldırım & Şimşek, 2016). In terms of internal validity, the participants were selected based on some predetermined criteria to acquire a greater understanding (Ritchie & Lewis 2003).

Moreover, by providing relevant quotations from the interview data, a thick description of the phenomenon was provided (Creswell, 2014). In order to enhance reliability, procedures were outlined in a transparent way; interpretations of the quotes were checked; all informants were given sufficient opportunity to discuss their experiences; the evidence was systematically analyzed by supporting interpretations with evidence (Ritchie & Lewis 2003). Lastly, an audit trail of methodological and analytic decisions was made by maintaining a log of all research activities, maintaining research journals, and documenting all data collection and analysis procedures throughout the study (Carcary, 2009).

3.11. Data Collection Procedures

First of all, the permissions to conduct the study were granted by the Middle East Technical University Human Subjects Ethics Committee (HSEC) (Appendix G), and the ethical permission was also shared with the administration board of the university where the study was conducted. The pilot study lasted two weeks in the Spring semester of the 2021-2022 academic year. During the data collection phase, the researcher first informed the Head of the Department of Foreign Languages Education about the purpose and asked for their approval. Upon receiving the department head's approval, the researcher sent an email to all the teachers to inform them about the purpose of the study, the ethical permission obtained, and the estimated time needed to administer the instrument, along with the days and the contact hours scheduled for each class visit. Then, the researcher visited each class in accordance with the scheduled time periods, informed the students about the study, and asked for the volunteers to complete the questionnaire, which was shared via a QR code. The administration of the questionnaire lasted approximately fifteen or twenty minutes in each classroom. The main study was also carried out in the Spring semester of the

2021-2022 academic year between May 2022 and June 2022. Different from the pilot study, the main data were collected via hard copy of the instrument. Moreover, in order to reach out to students in their second, third and last years in the university, the courses to collect data were chosen by taking into consideration of the student profile, i.e. their grades. Then, after listing out the appropriate classes, each class's instructor was contacted separately, and they were asked about the time to do classroom visits not to overlap a quiz or an exam. Afterwards, a classroom visit schedule was prepared, and shared with the instructors in addition to brief information about the study, a QR code including the ethical permission document to be shown to the students during the administration of the instrument, the purpose of the study, and expected time to complete the questionnaire. All the data were collected by the researcher alone to avoid any data collector characteristic threat. Consequently, 32 classes were visited by the researcher in two weeks, and a total of 452 questionnaires were distributed to those classes. The number of students in each class was different since not all the students attended those class hours. Before distributing the questionnaires, the researcher informed the participants about the study and explained what they were supposed to do. Moreover, the researcher was present in the classroom during the data collection process to respond to the student questions, if any, and to check for the assumption of independent observations.

Potential benefits, rights of the withdrawal and the confidentiality of data, and their voluntary participation were ensured. To ensure the anonymity of the participants and confidentiality, no personal details were asked in the questionnaire. However, since the students for the second phase of the study were to be chosen in accordance with their SCCS scores and background information related to their scholarship, GPA, and parental education, each of the questionnaires was given a number. Therefore, a

separate sheet was also distributed to the students, and they were told to write down their contact details, an email or phone number, along with the number on the questionnaire they filled out if they were eager to participate in the second phase of the study. The researcher also informed all the students about the second phase of the study, the time expected to complete the interviews, the possible locations of the interviews, etc., and reminded them that they would be contacted only if chosen for the second phase. The administration of the questionnaire and collecting information for the volunteer students for the semi-structured interviews took twenty or twenty-five minutes in each classroom. All in all, 317 students, which is the total number of the students after the elimination of the questionnaires with missing items, from 32 classes participated in the first phase of the study, and 215 students volunteered to take part in the second phase of the study, and wrote their questionnaire numbers along with their contact details.

After the data for the quantitative part were collected, preliminary analyses were performed to select the students for the second phase of the study. Based upon the criteria defined, an initial list of 43 students was made, and the researcher communicated with those students via their personalized e-mails or phone messages, depending on what they wanted to be reached by. Among 43 students, 25 responded to the email or the phone message, and they agreed to meet with the researcher for an interview. Then, the researcher scheduled the meeting times with the volunteer students in accordance with their availability, and the students also chose the place to conduct the interviews among the coffee houses located on the campus.

All in all, the researcher conducted semi-structured interviews with the volunteer students in pre-scheduled periods from July 2022 to September 2022. The interviews

generally took from forty to 60 minutes, and they were all conducted on campus. Prior to the interview, the researcher reminded each student about the meeting through text messages, and the researcher was ready at the meeting place at least half an hour before the interview time. During the interviews, the researcher emphasized being neutral about the content, especially considering the sensitivity of the topic, the interview's progress, and she provided participants with different reinforcements such as verbal and non-verbal feedback, to increase the likelihood of obtaining full responses (Patton, 2002). Moreover, the researcher also tried to gain an understanding about the dynamics of interpersonal relationships surrounding participants' habitus, so noted down their attitudes in their responses to some questions.

For the qualitative part of the study, the most outstanding challenge was dealing with the strong emotional exchanges. Unfortunately, a couple of students felt like crying during the interview when they were talking about their high school experiences, and the hardships they had to deal with. During such occasions, the researcher asked whether they needed a break from the interview and also reminded them to have the option of leaving the interview; however, they wanted to continue. Yet, at the end of the interview, the researcher spent a couple of more hours with those students, and she wanted to listen to them more since she felt that was what they needed most, which was to be heard.

3.12. Data Analysis

To answer the research questions, both quantitative and qualitative data analyses were conducted, which were explained in the following sections in detail. Upon completing the quantitative analyses, the researcher continued with the qualitative analyses and they were used together in the exploration of the questions. The overall research design

including research questions, participants, data collection tools and data analysis is demonstrated in Figure 3.4.

3.12.1. Quantitative Data Analyses

Prior to conducting the main analyses, preliminary analyses, which included descriptive statistics about the participants' demographic information, were conducted.

First, exploratory factor analyses (EFA) were conducted for the pilot and main data to provide construct-related validity evidence for the adapted Turkish version of the Social and Cultural Capital Scale after checking the assumptions for both pilot and main studies' data. IBM SPSS 26 was used to perform EFA. Besides, the internal consistency for the scores of the scale was estimated through Cronbach Alpha coefficients through IBM SPSS 26.

Then, Pearson correlation was computed to examine the relationship among social capital, family cultural capital and cultural competence by using SPSS 26. Accordingly, three factors emerged in the adapted and revised Social and Cultural Capital scale were investigated.

To obtain an answer for the second sub-question of research question 4, a multiple regression analysis was conducted to examine to what extent social capital, cultural capital, mother's and father's education level, and family income predict the success of university students as measured by grade point average (GPA) by using SPSS 26. A hierarchical multiple regression analysis was chosen to determine if addition of information regarding family income improved the prediction of GPA after controlling mother's and father's education; whether social capital improved this prediction beyond; and lastly whether family cultural capital and cultural competence affected

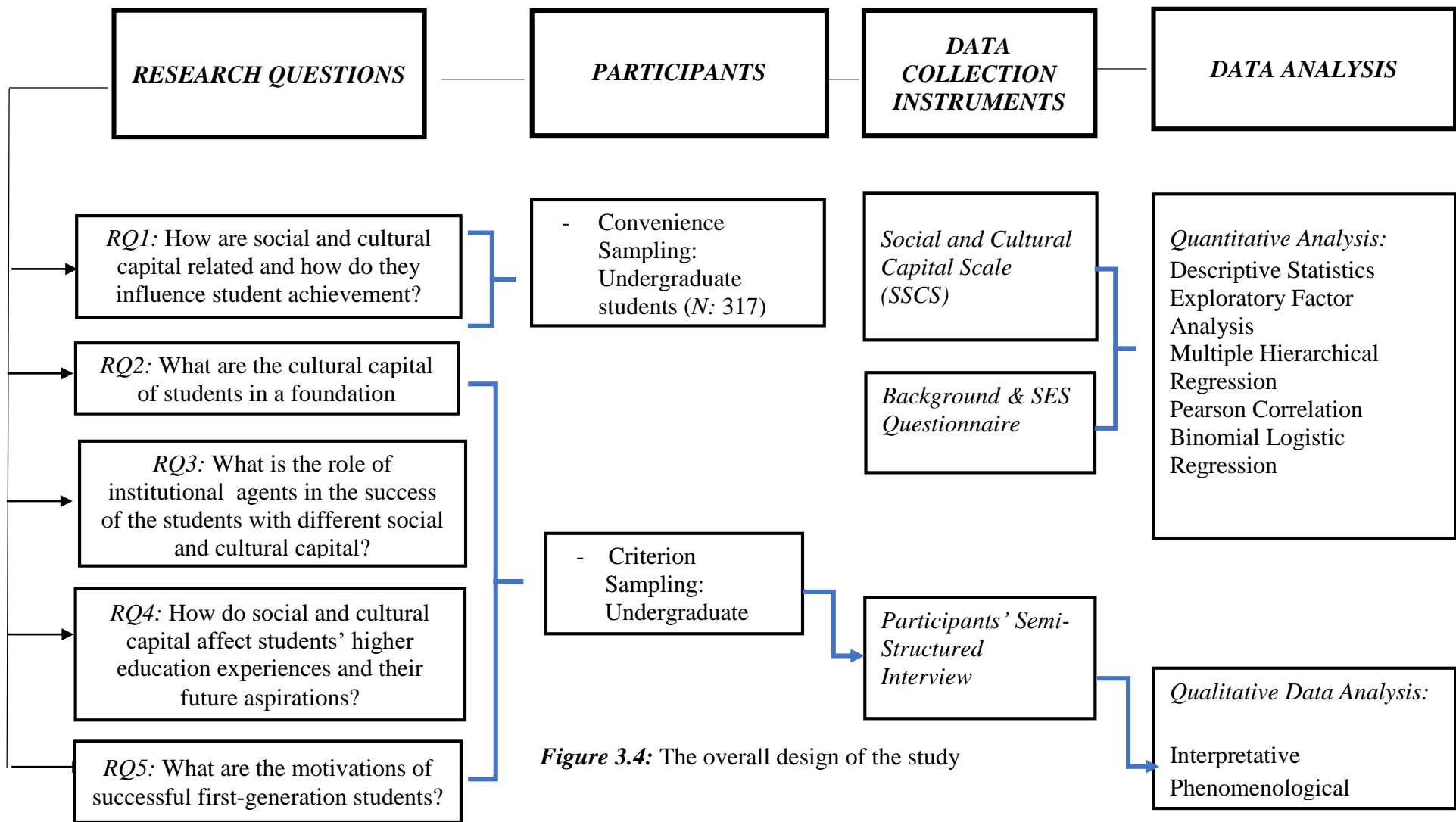


Figure 3.4: The overall design of the study

this prediction beyond by controlling the aforementioned variables. In other words, hierarchical multiple regression analysis allows the researcher to examine the influence of several predictor variables in a sequential way to decide on the relative importance of a predictor in comparison to other predictors (Petrocelli, 2003). Although simultaneous and stepwise regression focus on the determination of the optimal set of predictors, hierarchical regression emphasizes the change in predictability associated with predictor variables entered later in the analysis over and above that contributed by predictor variables entered earlier in the analysis (Petrocelli, 2003). Moreover, hierarchical regression also allows researchers to control the advancements of the regression process (Tabachnick & Fidell, 2014). Furthermore, as Field (2013) stated:

stepwise methods rely on the computer selecting variables based upon mathematical criteria based on slight differences in variables semi-partial correlation, yet these slight statistical differences may contrast dramatically with the theoretical importance of a predictor to the model causing the danger of overfitting the model by having too many predictors or under-fitting it by leaving out important predictors (p. 983).

In order to run the hierarchical multiple regression analysis, the categorical variable, family income, was transformed into a continuous variable using dummy coding. The lower middle class was taken as a reference category. Mother's and father's education are also categorical variables with five levels. For stable comparisons, they were dichotomized as (1) high school or lower and (2) university or higher.

Lastly, the third sub-question of the research question 4 was analyzed by binomial logistic regression to find out how mother's education, father's education, family income, social capital, family cultural competence and cultural competence predict the likelihood of getting a scholarship. To find out the predictors of having a scholarship and the significant and non-significant predictors, a binomial logistic regression

analysis was conducted by using SPSS 26. A binomial logistic regression analysis was chosen since the purpose was to examine the influence of several predictor variables like multiple regression, yet with an outcome variable that is categorical and predictor variables that are continuous or categorical (Field, 2013). In other words, logistic analyses for binary outcomes attempt to model the odds of an event's occurrence and to estimate the effects of independent variables on these odds (O'Connell, 2006).

In order to run the binomial regression analysis, the categorical variable, family income, was transformed into a continuous variable using dummy coding. The lower middle class was taken as a reference category. Mother's and father's education are also categorical variables with five levels. For stable comparisons, they were dichotomized as (1) high school or lower and (2) university or higher.

3.12.2. Qualitative Data Analysis

In the analysis of the qualitative data, interpretative phenomenological analysis (IPA) proposed by Smith, Flowers, and Larkin (2009) was used by using MAXQDA. IPA is a contemporary qualitative methodology, first developed by psychologist Jonathan Smith (1996). IPA is committed to the systematic exploration of personal experience (Tomkins, 2017). Hence, the aim IPA is to delve into the lived experiences of participants and investigate how individuals comprehend their personal and social environments and its primary focus is on the meanings that participants ascribe to specific experiences, as these meanings are regarded as the central currency of the research. (Smith & Osborn, 2003). Through the two complimentary commitments of IPA – 'giving voice' and 'making sense', it was aimed at obtaining an 'insider perspective' of lived experiences by drawing upon the fundamentals of phenomenology, hermeneutics and idiography (Smith & Osborn, 2003). Consistent

with its phenomenological origins, IPA seeks to understand the meanings individuals attach to human experience, and is concerned with exploring experience in its own terms (Smith et al., 2009). Therefore, IPA is not ‘simply descriptive’; in other words, the researcher is required to present an interpretive account of what it means for respondents to have such experiences, within their particular context (Noon, 2017). Since each participant’s family background and family income differ, which both affect their educational experiences as well as their aspirations; their experiences require a unique understanding depending on their own contexts.

Secondly, hermeneutics is the “practice or art of interpretation”(Dallmayr, 2009, p. 23), and it involves “the restoration of meaning”(Ricoeur, 1970, p. 8). IPA recognizes that analysis always involves interpretation, and is strongly connected to hermeneutics (Brocki & Wearden, 2006). Therefore, IPA dictates the requirement for a double hermeneutic: “the participant is trying to make sense of their personal and social world; the researcher is trying to make sense of the participant trying to make sense of their personal and social world” to obtain an ‘insider perspective’ of experience (Smith, 2004, p. 40). In conclusion, IPA is idiographic, emphasizing thorough and in-depth investigations into how individuals, within their distinct circumstances, make sense of a particular phenomenon, so it aims to gain insights from each participant's unique narrative, and by conducting comprehensive, individualized analyses, it allows for a more informative comprehension of participants' thoughts, beliefs, and behaviors (Smith, 2004). In other words, each individual case is central to IPA research, so the investigator seeks to understand as much as possible about each respective case before progressing to the next (Cassidy et al., 2011). That’s why, during cross-case analyses, IPA remains faithful to the individual cases by illustrating both the life world of respondents who have recounted their experiences and elucidating how they align with

more general themes (Smith & Eatough, 2006).

In summary, in the analysis, the analytic steps for interpretative phenomenological analysis (IPA) proposed by Smith et al. (2009) were used. Six more steps, including the use of color codes, participants' descriptions, comparison tables, qualitative coding book, design of super-ordinate themes and final chart were added to the six steps to have a more detailed analysis, and to make the comparison of all the data for each participant clearer and more explicit. Therefore, prior to data analysis, a step-by-step procedure guide was adopted and followed, which both guided and allowed to find my own way of organizing and analyzing the data. The analytic steps followed in the study are displayed in Table 3.13.

Table 3.13

Procedure for Interpretative Phenomenological Analysis: A step-by-step guide

Step	Name	Description
1.	<i>Reading and re-reading the transcript</i>	The transcript was read multiple times to become familiar with the case.
2.	<i>Color coding the transcript</i>	While re-reading the transcripts, some of the sentences were highlighted, which were thought to be vital to answer the research questions.
3.	<i>Initial noting</i>	With each reading, the text was annotated with initial ideas; this was done in a wide margin on the transcript.
4.	<i>Developing emergent themes</i>	Based on the initial notes and color-coded parts, themes were constructed. Concise phrases were written down for each part.
5.	<i>Searching for connection among emergent themes</i>	Connections based upon conceptual similarities were made among emergent themes. In this step, possible initial subthemes and superordinate themes were noted down. All the data were added to the MAXQDA for the connections.

Table 3.13 (continued)

Step	Name	Description
6.	<i>Moving on the next case</i>	The first five procedures were repeated for the rest of the cases. The emergent themes found in each case were added to the relevant part in MAXQDA.
7.	<i>Writing participant descriptions</i>	Based on the transcriptions, a chart along with background information of the participant, family background, schooling experiences, future aspirations and concluding remarks were written for each case.
8.	<i>Identifying patterns across cases</i>	Similar contextual patterns were found in the transcripts and they were added to the relevant themes.
9.	<i>Preparation of comparison charts</i>	To have a better visual comparison, three comparison tables in accordance with each research question were prepared.
10.	<i>Development of qualitative coding categories</i>	Adapted categories from Bogdan and Biklen's (2007) categories for coding qualitative data in chart configuration were prepared.
11.	<i>Combining emergent themes to find out superordinate themes</i>	Once subthemes were compiled into superordinate themes, they were subsequently placed into the relevant section via MAXQDA, which displays all the relevant data extract and quotes for each one.
12.	<i>Final chart with superordinate themes, themes and development of themes</i>	A final chart for each superordinate theme with its themes along with development of themes was prepared.
13.	<i>Writing-up the results</i>	Each theme was presented in detail along with appropriate quotes and extracts from the data in a way involving in-depth comparison of the cases.

In order to ensure the credibility of the data, two other researchers checked the main superordinate themes, themes, the development of themes and supporting extracts of participants' quotes. In the following sections, each step is explained in detail.

Step 1: Reading and re-reading the transcript: Each of the interviews was transcribed by the researcher. Afterwards, during the initial stage of data analysis, all of the transcripts were read and re-read beside listening to the recordings at the same time to fully immerse myself with the data. My purpose was to make myself fully aware of the data as much as possible to interpret participants' answers to the interview questions.

Step 2: Color coding the transcript: Upon completion of transcription process, all transcripts were printed out. While re-reading the transcripts, some of the sentences were highlighted, which were thought to be vital to answer the research questions. The same color codes were also used in the MAXQDA in the analysis process. Yellow was used to highlight phrases and sentences important in the development of the themes, red was used for the themes and lastly purple was used for the superordinate themes (Figure 3.5 as a sample).

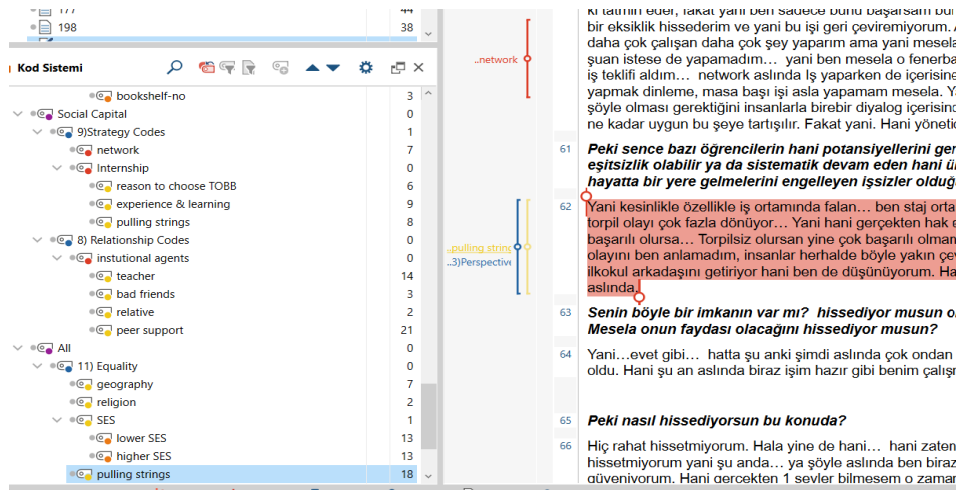


Figure 3.5: Sample for color-coded transcripts

Step 3: Initial noting: In addition to the color coding of the important parts in the transcripts, those parts were also annotated with initial ideas, which were either short phrases, questions, comments or interpretations. A sample for initial noting is

presented in Table 3.14.

Table 3.14

A Sample for Initial Noting of the Transcripts

Original transcript	Notes
Peki annen baban ne iş yapıyorlar?	
Annem ev hanımı. İlkokul mezunu. Benim annemgilin tarafı kızların okumasına çok olumlu bakan insanlar değiller. O yüzden teyzelerimin hiçbirisi... beşinci sınıfa kadar okumuş, daha sonrasında okumamışlar. Babam lise mezunu.	Is her family against girls' education? / Uneducated family members
Peki ailenle ne tarz aktiviteler yaparsın birlikte? Hani kültür sanat olabilir, tatile çıkma olabilir ya da herhangi bir aktivite neler yaparsınız.	
Ya aslında öyle çok bi ailemle aktivitem yok galiba. Ben de zaten öyle tatil kültürü. Olan bir aile değiliz. Maksimum aile şey akrabaları gideriz. O da çok nadir olur.. Benim babam da öyle çok şeyi sevmiyor. Başka birinin evinde kalmayı sevmiyor.	Do not have family activities/(no holidays-just visiting relatives

Step 4: Developing emergent themes: Based on the initial notes and color-coded parts, sub-themes were developed. Concise explanatory phrases were written down for each part, a sample of which is given in Table 3.15:

Table 3.15

A Sample for Developing Emergent Themes

Notes	Emergent themes
Is her family against girls' education? / Uneducated family members	Disadvantages due to gender
Do not have family activities/(no holidays-just visiting relatives	Family activities- family cultural capital
Not buying something- lack of money- financial problems	Financial problems/ issues
Lack of family support for her education	Unsupportive parents
Support from teachers- effect of teachers on her success	Teacher support

Step 5: Searching for connection among emergent themes: Connections based upon similarities were made among emergent themes. In this step, possible initial themes and superordinate themes were noted down in MAXQDA as memos to find out possible connections in the other cases.

Step 6: Moving on the next case: The first five procedures were repeated for all the other 24 cases one by one. The emergent themes found in each case were added to the relevant parts, i.e., financial problems, recommendations for success, reasons to study, encouraging parents, and so on, in MAXQDA.

Step 7: Writing participant descriptions: Based on the transcriptions, a chart along with background information of the participant, family background, schooling experiences, future aspirations and concluding remarks were written for each case. As it was mentioned above, each individual case is central to IPA research, so the individual cases by illustrating both respondents' experiences, and elucidating how they align with more general themes (Smith & Eatough, 2006) were required. In other words, in order to understand the participants' experiences, and their aspirations, it was necessary to get to know each of them to make their stories meaningful and easy to comprehend. A sample participant description, participant 125 is provided here, and please see Appendix A for the rest of the participants' stories.

Step 8: Identifying patterns across cases: Similar contextual patterns were found in the transcripts, and they were added to the relevant themes. Hence, similarities and differences in participants' lives, and how those themes were related to each other were explored. Moreover, to provide in-depth analysis, relevant quotations were also highlighted in the data. Figure 3.6 presents a sample from MAXQDA.

Participant 125's Story

Academic History	
Department	Psychology
GPA	3.65
Grade	4
University Ranking	5000-10000
Scholarship	100%
High School	Religious Vocational High School (State)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	High-School
Attendance at school	High
Influences on educational decisions	Teachers& School
Career Aspiration	Graduate school Marriage

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Building contractor
Hometown	Gümüşhane (small city)
Family Size	5
Accommodation	Staying with family
Siblings	Brothers -older: student at political science in a state university - 8 years old



Family Practices	
Actions of parents	Little support
Activities together	No holidays Visiting relatives
Parents read to them	Never
Parents' reading	Never
Books within the home	Big bookshelf

A) Background

Participant 125 is a senior student at the Department of Psychology with a 3.65 GPA. Though her parents are from Gümüşhane, a small city, she was born and lives in Ankara with her parents. She has a full scholarship and chose the university after talking to a student during university visiting days. Moreover, one of her friends from high school also chose the institution, which also had an impact on her decision.

B) Family background

Her mother is a primary school graduate and a housewife, while his father is a high school graduate and self-employed, working as a building contractor. She mentioned that her mother's family does not approve of women's schooling, which is the reason her aunts are also primary school graduates like her mother. She has a brother studying Political Sciences at a state university, also in Ankara, and her younger brother is eight years old. Although her parents never read, she and her brother have their own bookshelves, and they both read a lot. Most of her books were given to her by her primary school teacher. As a family, they do not have any specific activities. They mostly visit their relatives.

C) Schooling experiences

Participant 125 has always been a successful student. However, as I mentioned above, her mother's relatives were quite conservative, so they tried to convince her parents not to send her to school. She states that she is wearing a headscarf, and she knew that she would go to a religious high school. Fortunately, her father stood behind her and decided to let her continue her education. At that moment, she stated that she realized she could do everything she wanted and continue her education no matter what stood in her way. In high school, she felt so lucky since she had great teachers with whom she could share her problems and who could guide her in her pathway.

During the university exam period, there were people, including her relatives, against her education, but she made up her mind and studied even harder. After seeing her uneducated cousins live and their motivations in their lives, she

realized that she did not want to have such a life. Her father also wanted her to stand on her own feet and complete her higher education, so he let her continue. Now, she is one of the top students in her department and is currently working on a project with an instructor from the department. She is so happy with the scholarship she gets since she feels financially powerful, and she even bought her computer and cell phone, thanks to that, so she does not feel like she is a burden to her parents.

She has joined a literature club, which frequently reads the books or poems of chosen authors. She defines success as making the right decision and setting up the right goals rather than having high GPAs. Therefore, she recommends being determined to continue no matter what problems one may possibly encounter. Lastly, in terms of equality, as also experienced in her life, she states that there are still families who are restricting their daughters' willingness to continue their education. Therefore, she claims that families can be a restricting factor, and it affects students' whole lives. She also added that her mother started to support her after realizing that education does not turn her into a non-religious person or make her act in disrespectful ways.

D) Future aspirations

She wants to continue with a master's degree followed by a PhD. She is currently having her internship in a research center at another university, where she has a desire to continue her graduate education. Afterward, she wants to have a good marriage and raise her child.

E) Concluding remarks

Participant 125 is an unexceptionally talented student, not only due to her parents' educational level and their low income but also how she paved her way on her own. Though her family did not want her to continue her education in primary school due to religious reasons and her gender, she convinced her father, and now she is quite successful. She is happy that, as a woman, she has financial freedom and can support herself in addition to her desire to continue with a master's and doctorate degree in one of the most prestigious institutions in Turkey. She believes that schools, especially her teachers, are important figures and they are the ones who make her such a successful person. |

Yorum	Belge grubu	Belge adı	Kod	Başla	Sonlandır	Ağırlık puanı	Önizleme
○		108	Habitus & Fiel...	76	76	0	de kendisini di...
○		214	Habitus & Fiel...	92	92	0	Önce kendini t...
○		22	Habitus & Fiel...	61	61	0	kendi belirledi...
○		251	Habitus & Fiel...	90	90	0	Ne istediğini b...
○		255	Habitus & Fiel...	60	60	0	Oyle bence ist...
○		268	Habitus & Fiel...	98	98	0	Hedeflerin peş...
○		308	Habitus & Fiel...	77	77	0	hedef koyma...
○		340	Habitus & Fiel...	123	123	0	Asla çevre bas...
○		4	Habitus & Fiel...	86	86	0	yani tavsiye ol...
○		7	Habitus & Fiel...	61	61	0	bence ne isted...

Figure 3.6: A sample for identifying patterns across cases in MAXQDA

Step 9: Preparation of comparison charts: To have a better visual comparison, four comparison tables in accordance with each research question were prepared. The preparation of tables was felt necessary since there were 25 cases, and it was impossible to compare them one by one. Hence, the researcher had a chance to see the critical parts in each case, and obtained information necessary while writing-up the results via the comparison tables. Each table (Figures 3.7 and 3.8) was prepared in accordance with the important details needed to further analyze the topics of habitus, social and cultural capital, and the factors that were found pivotal to be included in their explanations, which are SES, GPA, family income, parental education, aspirations, and to answer each research question. (Please see Appendix H for the tables).

Step 10: Development of qualitative coding categories: Following emergent themes and connecting them, coding categories were prepared. Bogdan and Biklen's (2007) categories for coding qualitative data in chart configuration were adapted, and the data were coded accordingly. Upon the preparation of the coding categories, all the data in MAXQDA were revised accordingly. Moreover, the coding categories were also used

by two other researchers to analyze the data, and based upon their feedback the codes were finalized. The final chart is presented in Table 3.16. (See Appendix I for the whole chart with explanations).

Question 2: The Cultural Capital of Students in a Foundation University

Number	Family background/ Family Activities									
	Perceived Income	Mother's Education	Father's Education	Mother's Occupation	Father's Occupation	Hometown	Siblings	Parents' reading	Bookshelf	Family activities
4	Upper-middle	High School	University	housewife	Civil servant	Ankara	2	often	big	Holidays Shopping movies
7	Upper	High School	University	Tourism company (own)	Tourism company (own)	Izmir	No	A lot	big	Holidays Rare cultural activities
21	Upper-middle	University	University	Computer engineer	Mechanical engineer	Ankara	no	A lot	Big	Summer house Cultural activities
22	Middle	High School	High School	Housewife	Self-employed	Van	2	Never	Only school books	No activities
84	Upper	University	University	Lawyer	Lawyer	Ankara	No	A lot	Big	Cultural activities
94	Upper-middle	High School	University	Housewife	Self-employed (own company)	Gümüşhane	2	Often	Big	Holidays Farm house Visiting relatives Family dinners
95	Upper-middle	MA	MA	Nurse	Soldier	Eskişehir	No	A lot	Big	Holidays Cultural activities

Figure 3.7: A sample for comparison chart for question 5

Question 5: The Motivations of First-Generation Students

N	Participant background			Family background		Reasons to study and Aspirations		
	Department	GPA	Scholarship	Mother's & Father's Education	Mother's & Father's Occupation	Reasons to study	Definition of success	Future Aspirations
108	Law	3.56	100	High School	Housewife & Driver	Financial freedom & change life	Having/ Achieving goals	Find a job abroad
125	Psychology	3.65	100	Primary School & High School	Housewife & Building Contractor	Financial freedom & self-motivation	Having/ Achieving goals	Find a job & MA
177	Electrics & Elect. Eng.	3.00	100	Primary School	Housewife & Driver	Financial freedom & seeing places	Good social skills & use of language	Find a job& go abroad & take care of family
268	Industrial Engineering	3.25	100	Primary School	Housewife & Retired	Financial freedom Women's role	Having/ Achieving goals Good GPA for MA	Find a job
303	Law	3.53	100	High School	Housewife & Waiter	Financial freedom	Good GPA for internship	Find a job& take care of family
347	Mechanical Engineering	3.00	100	Primary School	Housewife & Craftsmen	change life	Having/ Achieving goals	Find a job& take care of family
362	Computer Engineering	3.73	100	High School	Call-center worker & Self-employed	Gain knowledge	Having/ Achieving goals	Find a job & go abroad
390	Computer Engineering	3.70	100	Primary School & High School	Housewife & Self-employed	Financial freedom & self-motivation	Having/ Achieving goals	Find a job

325

Figure 3.8: A sample for comparison chart for question 2

Table 3.16

Adapted Categories for Coding Qualitative Data

Habitus &Field & Practices	1) Process Codes		2) Definition of Situational Codes: Schooling		
	1.1. Schooling background before university 1.2. Choice of university 1.3. Academic support 1.4. Academic experiences in higher institution 1.5. Social life experiences in higher institution		2.1. Subjects' reasons to study 2.2. How subject defines success 2.3. Subjects' recommendation to become successful		
	3) Perspectives Held by Subjects		4) Event Codes		
	3.1. Rules of games 3.2. Learned attitudes 3.3. Changes in perception and attitudes regarding school and academic life		4.1. Important events & Personal milestones		
Cultural Capital	5) Contextual Codes		6) Activity Codes		7) Definition of Situational Codes: Family
	5.1. Income 5.2. Mother's occupation 5.3. Father's occupation 5.4. Mother's highest level of education 5.5. Father's highest level of education 5.6. Grade level 5.7. Department 5.8. GPA 5.9. Hometown		6.1. School clubs 6.2. Events, 6.3. Projects & seminars 6.4. Problems in participation, i.e. lack of activities & time		7.1. Parents' attitude 7.2. Parents' reading 7.3. Family activities 7.4. Possessions at home
	8) Relationship Codes		9) Strategy Codes		
Social Capital	8.1. Friends 8.2. Others		9.1. Internship 9.2. Network		
All	10) Subjects' Ways of Thinking about Aspiration		11) Subjects' Ways of Thinking about Equality		
	10.1. Aspirations upon graduation 10.2. Factors affecting subjects' aspirations		11.1. Disadvantages due to SES 11.2. Factors related to educational system		

Step 11: Combining emergent themes to find out superordinate themes: Upon reanalyzing the data once more in accordance with the adapted coding categories, the subthemes, which are the codes presented in the table above, the themes were developed. Once themes were compiled, the superordinate themes emerged, then all the themes were subsequently placed into the relevant superordinate theme, which is presented in Figure 3.9:

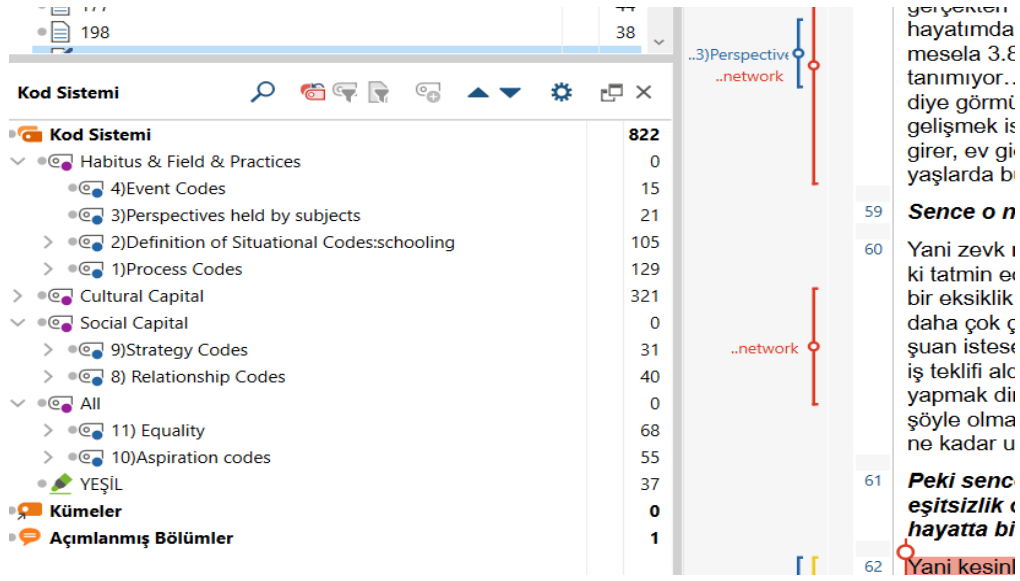


Figure 3.9: A sample for coded themes in MAXQDA

Step 12: Final chart with superordinate themes, themes and subthemes: A final chart for each superordinate theme with its themes along with development of themes, i.e., subthemes found through the coding chart, was prepared. In total, five superordinate themes were developed from the analysis, which are family, schooling, success, support and inequalities. Then, each of the superordinate themes was placed in accordance with their relations to social capital, cultural capital and habitus for further comparisons. Accordingly, the themes found in the support part were used to explain the social capital of the students, while the themes found in the family were used to explore both the cultural capital as well as social capital of the students. Lastly, to

explore habitus, and to get an understanding about habitus of the students, themes in schooling, success and inequalities along with family and support were all utilized (Figure 3.10).

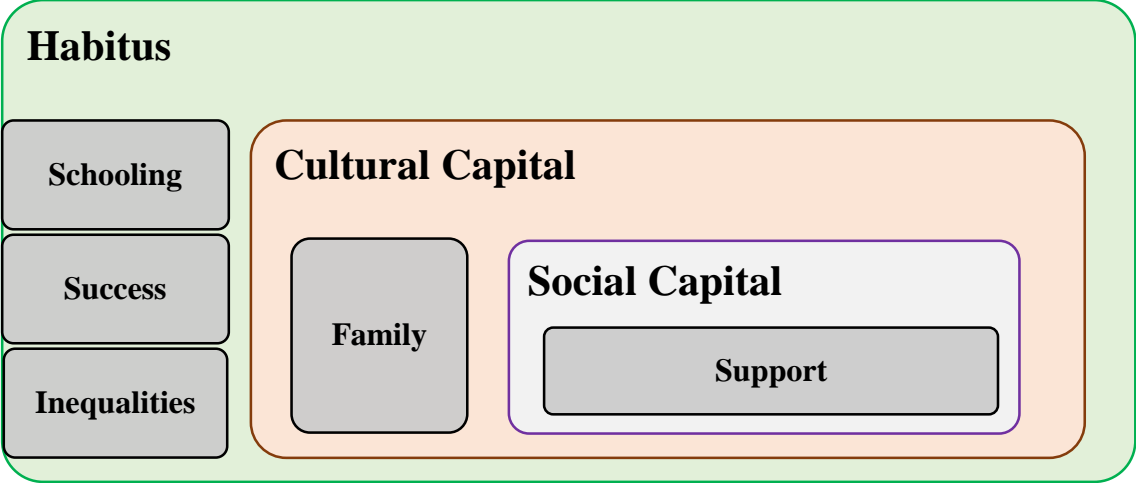


Figure 3.10: Superordinate themes and their relations with social and cultural capital and habitus

Step 13: Writing-up the results: For each research question, each superordinate theme with its themes and their subthemes were used to investigate the data. Figures 3.11, 3.12, 3.13, and 3.14 present each research question with the superordinate theme(s) with its themes along with subthemes which were used in the exploration of the data. The results were presented in detail along with appropriate quotes and extracts from the data in a way involving in-depth comparison of the cases. Therefore, each research question was explored via narrative accounts supported by quotes of the participants. During this process, both what participants actually stated, and how the researcher interpreted them were presented. In order to ensure the credibility of the data, two other researchers checked the main superordinate themes, themes, the development of themes and supporting extracts of participants’ quotes.

RQ 2: The Cultural Capital of Students in a Foundation University

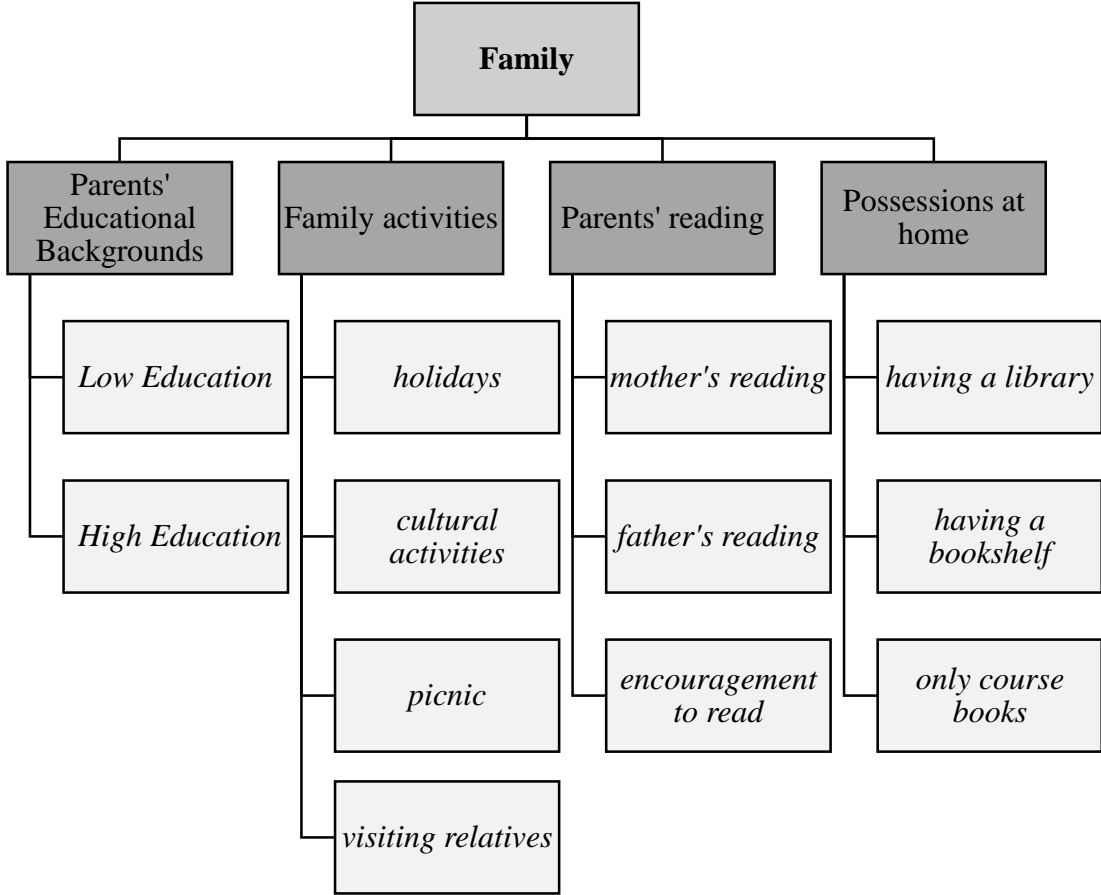


Figure 3.11: Research question two with superordinate theme, themes and subthemes

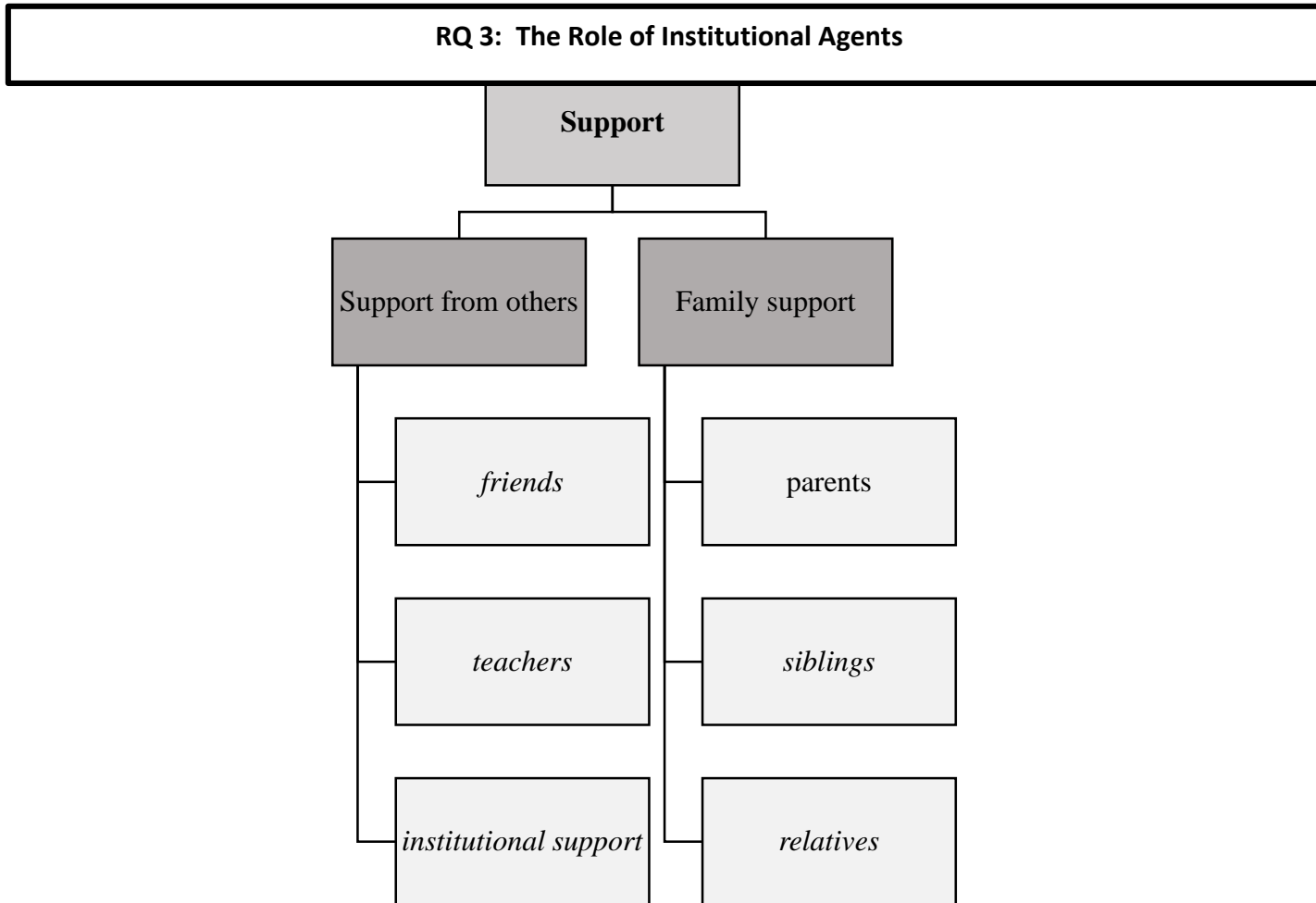


Figure 3.12: Research question three with superordinate theme, themes and subthemes

RQ 4: Students' Higher Education Experiences and Future Aspirations

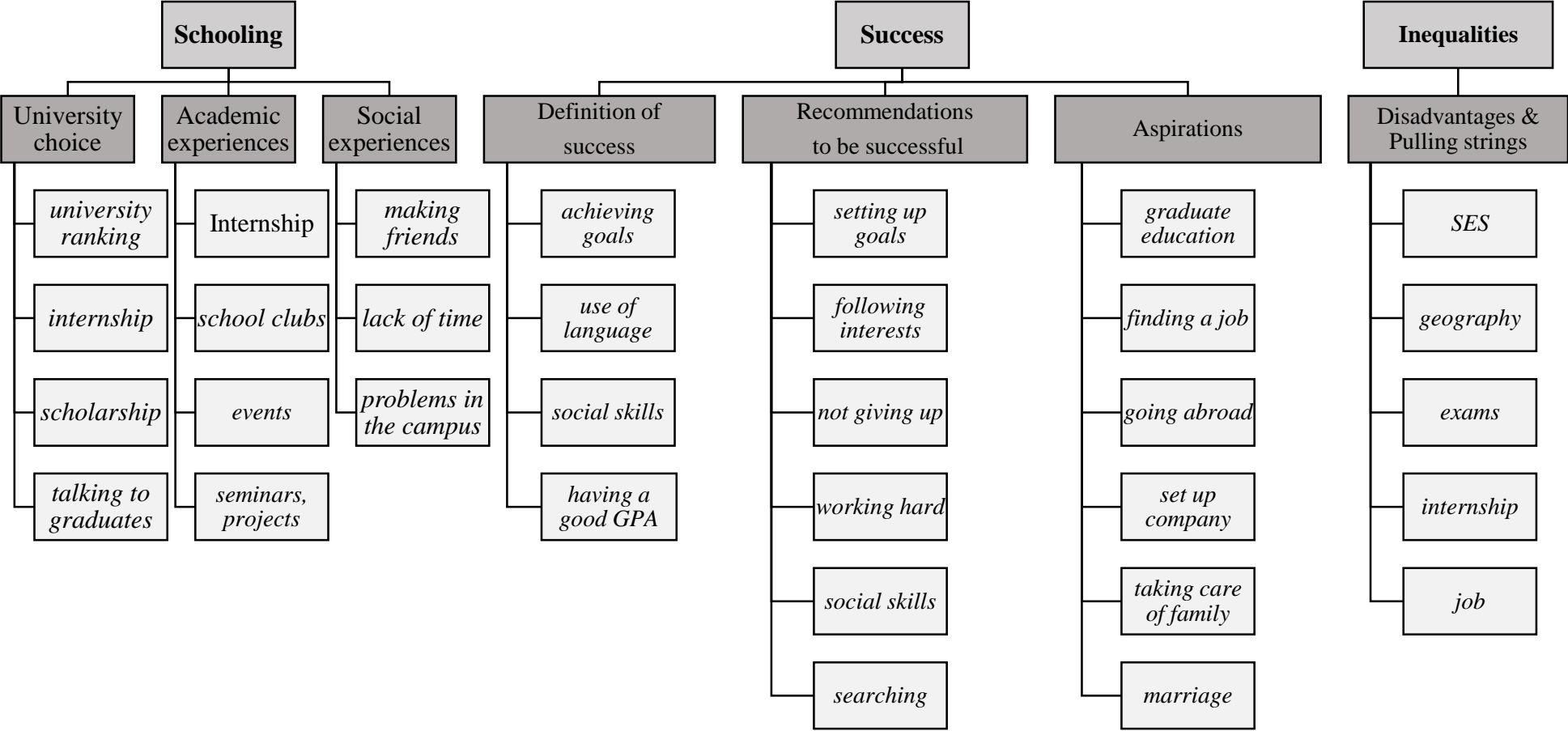


Figure 3.13: Research question four with superordinate theme, themes and subthemes

RQ 5: The Motivations of First-Generation Students

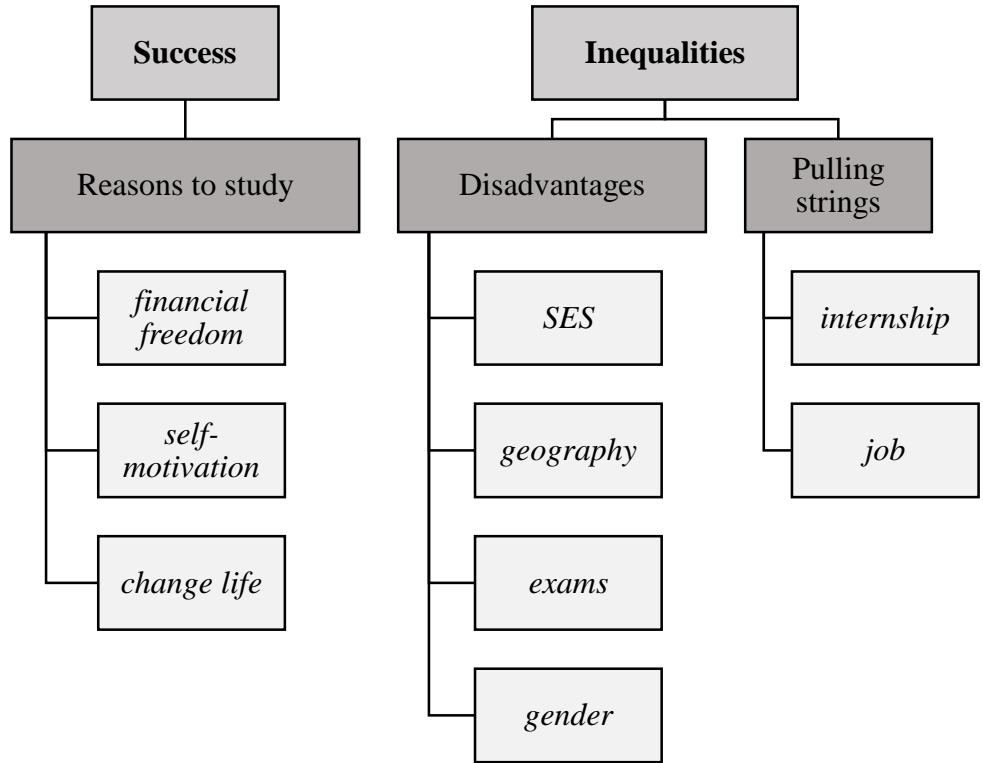


Figure 3.14: Research question five with superordinate theme, themes and subthemes

3.13. Limitations

The current study employed Bourdieusian thinking tools in all parts to try to understand the relationship among students' habitus, their social and cultural capital and their educational experiences. Therefore, the first limitation lies in the nature of the study since the terms were too ambiguous to easily analyze, which requires a more developed understanding of the participants' lives. Due to this reason, data collection procedure by a single-shot can be considered a limitation. In addition, data collection took place in only one university, which might be another limitation. Finally, collecting data only from the students, and not including instructors, family members, and administrators might be the last limitation of the study.

3.14. Assumptions

The current study had three assumptions: collection of data under standard conditions, participants' giving sincere responses, and the clarity of the interview questions and the ones in the scale. First of all, questionnaires were administered under standard conditions, i.e., in similar classroom settings. Similarly, semi-structured interviews were all conducted on the campus in a pre-determined place preferred by the participant themselves to ensure their comfort obtaining natural answers. Next, it was assumed that participants gave sincere and correct answers both to the items in the scale and on the ones asked during the interviews. Lastly, it was assumed that students understood the questions both in the scale and in the interview part. To make sure students understood the questions in the scale, the participant was present in the classroom all the time, and answered questions when asked. Moreover, she used some prompts when she felt the need for further explanation. So, it was assumed that the clarity of the questions was assured.

CHAPTER 4

RESULTS

In this chapter, quantitative and qualitative data analyses were presented. In quantitative part, findings of Pearson Correlation, Multiple Hierarchical Regression, and Binomial Logistic Regression were reported, in accordance with the research questions. In terms of the qualitative data, the IPA results were given in accordance with the research questions, along with related superordinate themes, themes and their subthemes, respectively. Finally, a summary of both quantitative and qualitative findings was presented at the end of each section.

4.1. Relationship between Social and Cultural Capital and Student Success

The first research question was: How are social and cultural capital related and how do they influence student achievement? It has three subquestions:

- Is there a relationship among family cultural capital, cultural competence and social capital?
- How well do mother's and father's education, income, social and cultural capital predict university students' success as measured by GPA?
- How well do mother's and father's education, family income, social and cultural capital predict the likelihood of getting a scholarship?

The first subquestion was answered through Pearson correlation, the second subquestion through multiple linear regression, and the third subquestion through logistic regression.

4.1.1. Pearson Correlation

The Pearson correlations were computed to examine the relationship among social capital, family cultural capital and cultural competence for 317 participants. For this aim, three factors emerged in the adapted Social and Cultural Capital scale were investigated. The correlation between students' family cultural capital and cultural competence is significant $r(315) = .27, p < .01$, which is moderately positive correlation. Similarly, it is observed that the correlation between students' family cultural capital and social capital is also significant $r(315) = .45, p < .01$, which indicates a medium to large positive correlation. Lastly, the correlation between cultural competence and social capital is also significant, $r(315) = .30, p < .01$, which is also moderately positive correlation.

4.1.2. Multiple Linear Regression

A multiple regression analysis was conducted to examine to what extent social capital, cultural capital, mother's and father's education level, and family income predict the success of university students as measured by grade point average (GPA). More specifically, a hierarchical multiple regression analysis was performed, in which mother's and father's education level were entered in the first step, income level was entered in the second step, social capital was entered in the third step, and cultural capital and cultural competence were entered in the last step.

4.1.2.1. Preliminary Analyses

Prior to conducting a hierarchical multiple regression analysis, the relevant assumptions of this statistical analysis were checked (Tabachnick & Fidell, 2014). In terms of sample size, a sample size of 317 was considered adequate since the number of cases is well above the minimum requirement of $N \geq 104 + m$, which is 110

(Tabachnick & Fidell, 2014). In order to check the normality, histogram and normal probability plot (P-P plot) of the residuals were checked, and they both indicated that normality assumption was satisfied (Hair, Anderson, Tatham & Black, 1998), which is displayed in Figure 4.1.

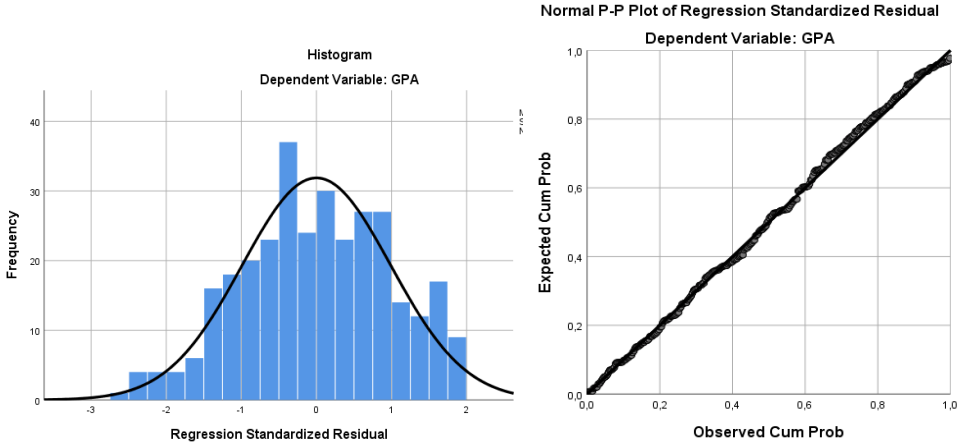


Figure 4.1: Normality

Linearity was checked by using scatterplots, and there was no violation in the assumption of the linearity. The plots for each group of participants are presented in Appendix J. Homoscedasticity was checked via scatterplot. Accordingly, homoscedasticity assumption is not violated as there is no pattern since the standard deviations of errors of prediction are approximately equal for all predicted dependent variable scores, which is displayed in Figure 4.2 (Tabachnick & Fidell, 2014).

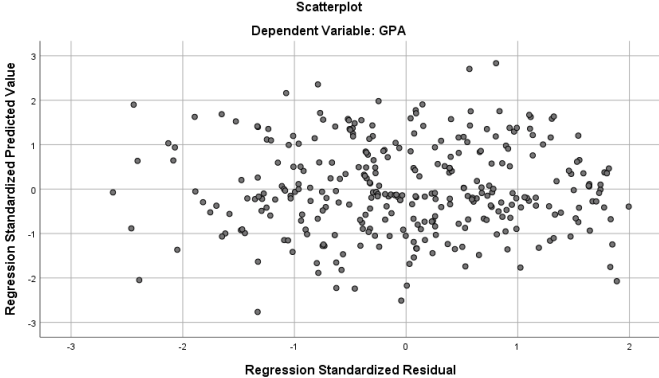


Figure 4.2: Homoscedasticity of the variables

Independence of errors assumption was checked via Durbin-Watson, and it was 1.93, which is considered acceptable (Durbin & Watson, 1951). This suggests that the assumption of independence of errors was met. To see whether there are influential observations, Cook's distance, DFBeta, Leverage statistics, and Mahalanobis distance were examined. Findings of each indicated that there were no influential cases having an effect on the model. Lastly, multicollinearity was checked via Variance Inflation Factor (VIF) values. VIF values range from 1.013 to 2.785, which shows no multicollinearity issue (Field, 2013).

4.1.2.2. Results of Multiple Regression

Correlation matrix is presented in Table 4.1. The outcome variable GPA is negatively correlated with mother's education, father's education, upper-middle income and social capital while it is positively correlated with middle-class income, family cultural capital and cultural competence. According to Cohen (1992), there is a strong correlation between GPA and social capital $r(588) = .64, p < .05$ and cultural competence $r(588) = .64, p < .05$ (Cohen, 1992).

Table 4.1
Correlation Matrix

	GPA (1)	Mother's edu. (2)	Father's edu. (3)	Middle- class (4)	Upper- middle class (5)	Social capital (6)	Family cultural capital (7)	Cultural Comp. (8)
(1)	1.00							
(2)	-.07	1.00						
(3)	-.07	.45*	1.00					
(4)	.20	.18*	.13	1.00				
(5)	-.12	-.20*	-.15*	-.80*	1.00			
(6)	-.02*	-.03	.03	-.08	.02	1.00		
(7)	.10	-.09	-.02	-.11	.08	.45*	1.00	
(8)	.01*	-.01	.07	-.03	-.03	.30*	.27*	1.00

* $p < .05$

In the hierarchical multiple regression analysis, predictors were entered in four steps. In the first step, mother's and father's education variables were included in the analysis. In the second step, family income dummy predictors were added to the model. Then, social capital was added. Lastly, after controlling all the aforementioned variables, family cultural capital and cultural competence were included in the model. According to ANOVA results (Table 4.2), Model 2, Model 3 and Model 4 were significant.

Table 4.2

ANOVA Summary Table

Model		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
1	Regression	.76	2	.38	.940
	Residual	126.63	313	.41	
	Total	127.39	315		
2	Regression	7.28	4	1.82	4.71*
	Residual	120.11	311	.39	
	Total	127.39	315		
3	Regression	7.28	5	1.46	3.76*
	Residual	120.11	310	.39	
	Total	127.39	315		
4	Regression	9.65	7	1.38	3.61*
	Residual	117.74	308	.38	
	Total	127.39	315		

* $p < .05$

Table 4.3 presents the findings of regression analysis. Model 1, including mother and father education level, was not significant, variables $F(2, 313) = .94, p > .05$. After controlling for parent education, Model 2 including family income, dummy 1 (lower middle vs. upper middle class) and dummy 2 (lower middle vs. upper class), was significant, $F(2, 311) = 8.44, p < .05$, with a moderate to high effect size (Cohen, 1992). Model 2 explained 6% of variance in the GPA. After controlling for parent education and family income, Model 3, including social capital variable, was not significant, $F(1, 310) = .01, p > .05$. Finally, Model 4, including family cultural capital and cultural

competence, was significant, $F(2, 308) = 3.07, p < .05$ with a moderate to high effect size (Cohen, 1992). The Model 4 explained an additional 8% of the variance. In total, 14% of the variation was explained.

Table 4.3

Summary of the Hierarchical Regression Analysis for Variables Predicting GPA (N = 316)

<i>Variable</i>	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>sr²</i>	ΔR^2	ΔF
Model 1						.00	.94
Mother's education	-.06	.08	-.05	-.75	-.00		
Father's education	-.07	.09	-.04	-.69	-.00		
Model 2						.06	8.44*
Lower middle vs. Upper middle	.38	.12	.29	3.19*	.03		
Lower middle vs. Upper	.11	.12	.08	.91	.00		
Model 3						.06	.01
Social capital	-.00	.05	-.01	-.09	-.00		
Model 4						.08	3.10*
Family cultural capital	.14	.06	.15	2.43*	.02		
Cultural competence	-.01	.06	.01	.16	.00		

* $p < .05$

Among all predictors, only two predictors were found significant, which are dummy 1 (lower middle vs. upper middle class) ($\beta = .29, p < .05$) and family cultural capital ($\beta = .15, p < .05$). On the other hand, mother's education ($\beta = -.05, p > .05$), father's education ($\beta = -.05, p > .05$), dummy 2 ($\beta = .08, p > .05$), social capital ($\beta = -.01, p > .05$) and cultural competence ($\beta = .01, p > .05$) were not significant predictors of the GPA. Results showed that there was a significant difference in GPA of students who were coming from lower middle class and coming from upper middle class, in favor of upper middle. This dummy variable uniquely explained 3% of the variance in the GPA, which is a small effect size (Cohen, 1988). Moreover, family cultural capital uniquely explaining 2% of the variance. It is positively related, indicating that the higher the family cultural capital is, the higher the GPA of the students.

4.1.3. Binomial Logistic Regression

A logistic regression analysis was performed to determine if mother and father education, family income, and social and cultural capital predict the likelihood of getting a scholarship.

4.1.3.1. Preliminary Analyses

Prior to conducting a logistic regression analysis, the relevant assumptions of this statistical analysis were checked, which are independence of observation by using Durbin-Watson, normality via Histogram and P-P plot, linearity via scatterplots, homoscedasticity by using scatterplots and influential observations by using Cook's distance, DFBeta, Leverage and Mahalanobis (Tabachnick & Fidell, 2014). As same predictors were included as multiple regression, multicollinearity was not checked again. Moreover, linearity in the logit was checked via Box-Tidwell approach before running the analysis (Field, 2013; Tabachnick & Fidell, 2014).

Firstly, a sample size of 311 was considered adequate since the number of cases is well above the minimum requirement of $N \geq 104 + m$, which is 110 ($104 + 6$) for testing individual predictors or $N \geq 50 + 8 m$, which is 98 ($50 + 8*6$) for testing regression (Green, 1991; Tabachnick & Fidell, 2014). In order to check the normality assumption, histogram and normal probability plot of the residuals were checked, and they both indicated that normality assumption was satisfied (Hair et al., 1998). Moreover, linearity in the Logit and Expected Cell Frequency assumptions were also checked before running the analysis (Field, 2013; Tabachnick & Fidell, 2014). The linearity in the logit assumption for the social capital, family cultural capital and cultural competence variables was checked by using Box-Tidwell approach via adding interaction for each of them., It was found that the assumption was not violated since

the interaction terms were not significant for social capital ($\beta = .23, p = .86$), for family cultural capital ($\beta = -.75, p = .79$) and for cultural competence ($\beta = -.41, p = .71$) (Tabachnick & Fidell, 2014). Finally, all of the variables satisfied the expected cell-frequency assumption since no more 20 % of the expected counts are less than 5 and all individual values are greater than 1 (Tabachnick & Fidell, 2014; Yates, Moore & McCabe, 1999).

4.1.3.2. Results of Logistic Regression

In the binomial logistic regression analysis, the outcome variable was whether students have scholarship or not. Complete data were available for 311 participants. Of these participants, 125 (40.1 %) did not have scholarship and 186 (59.9 %) had scholarship. There were seven predictors: mother's and father's education, family income with two dummy predictors, social capital, family cultural capital, and cultural competence. Findings indicated that likelihood ratio test of the full model versus null model was statistically significant, $\chi^2(7, N=311) = 55.09$, *Cox and Snell* $R^2 = .16$, *Nagelkerke* $R^2 = .22, p < .05$ (Nagelkerke, 1991; Tabachnick & Fidell, 2014). In other words, the logistic model was more effective than the null model (Tabachnick & Fidell, 2014). Table 4.4 displays the findings of logistic regression analysis.

Table 4.4

Logistic Regression Analysis of 311 Students' Getting a Scholarship in University

Predictor	β	SE of β	Wald	df	p	Odds ratio
Mother's education	.03	.30	.01	1	.92	1.03
Father's education	.60	.36	2.78	1	.09	1.81
Lower middle vs. Upper middle	2.71	.48	32.36	1	.00*	14.95
Lower middle vs. Upper	1.32	.44	9.22	1	.00*	3.75
Social capital	.44	.20	4.64	1	.03*	1.55
Family cultural capital	-.24	.21	1.37	1	.24	.78
Cultural competence	.18	.20	.84	1	.36	.120

Note. *Cox and Snell* $R^2 = .16$. *Nagelkerke* $R^2 = .22$; * $p < .05$

In terms of the significance of each predictor, Wald statistics was used (Tabachnick & Fidell, 2014). Accordingly, dummy 1 (lower middle vs. upper middle class) was significant, $\chi^2(1, N=311) = 32.36, p < .05$. Similarly, dummy 2 (lower middle vs. upper class) was significant, $\chi^2(1, N=311) = 3.75, p < .05$. Lastly, social capital variable was also found to be significant $\chi^2(1, N=311) = 1.55, p < .05$. On the other hand, mother's education $\chi^2(1, N=311) = .01, p > .05$, father's education $\chi^2(1, N=311) = 2.78, p > .05$, family cultural capital $\chi^2(1, N=311) = 1.37, p > .05$, and cultural competence $\chi^2(1, N=311) = .84, p > .05$ were not significant.

According to the model, the log of the odds of getting a scholarship was positively related to belonging to upper middle-class (vs. lower middle) and upper class (vs. lower middle) and social capital. That is, a one-unit increase in the participants' belonging to upper middle class and upper class is associated with an increase on the probability of getting a scholarship by a factor of 14.95 and 3.75 respectively. In other words, the probability of getting a scholarship was higher for students belonging to upper middle class and upper class than lower middle class students. Similarly, having a higher social capital is associated with an increase in the probability of getting a scholarship by a factor of 1.55.

Regarding the predictive power of the model, the sensitivity and specificity were examined, and they are presented in Table 4.5. Accordingly, the sensitivity of the occurrences is 78.5%, while the specificity is 57.6%. In other words, 78.5% of the occurrences of getting a scholarship and 57.6% of the non-occurrences of getting a scholarship are correctly predicted. Lastly, the overall success rate of the prediction is 70.1%, which shows that our model can predict 70.1 % of the cases correctly.

Table 4.5

Sensitivity, Specificity and Overall Success Rate of the Model

Observed		Predicted			
		Victory		Percentage Correct	
		No	Yes		
Step 1	Scholarship	No	72	53	57.6
		Yes	40	146	78.5
Overall Percentage					70.1

4.1.4. Summary of the Quantitative Findings

Pearson correlation was computed to explore the relationship among students’ family cultural capital, cultural competence and social capital. The results showed that the strongest association was between the variables of students’ family cultural capital and their social capital. Other significantly associated variables were the students’ family cultural capital and their cultural competence as well as cultural competence and social capital.

Next, a hierarchical multiple regression analysis was performed to address three research question to determine whether mother’s and father’s education, family income social capital, family cultural capital, and cultural competence predict school success of students, as measured by GPA. The results showed that among all predictors, only two predictors were found significant, which are dummy 1 (lower middle vs. upper middle class) and family cultural capital. The overall model had a small to moderate prediction by explaining 14 % of the variance in GPA.

Lastly, a binomial logistic regression analysis was performed on getting a scholarship as outcome and seven predictors: mother’s education, father’s education, family income with two dummy predictors, social capital, family cultural capital, and cultural competence. The results showed that the likelihood ratio test of the full model versus

null model was statistically significant, $\chi^2(7, N=311) = 55.09$, *Cox and Snell* $R^2 = .16$, *Nagelkerke* $R^2 = .22$, $p < .05$, indicating that seven predictors, as a set, significantly distinguished between getting a scholarship and not having one. The predictive power of the model showed that the sensitivity of the occurrences is 78.5%, while the specificity is 57.6%. Lastly, the overall success rate of the prediction is 70.1%. In terms of the contribution of each predictor variable to the model, it was found out that the log of the odds of a student's getting a scholarship was positively related to their family income, namely as belonging to upper middle-class (vs. lower middle) and upper class (vs. lower middle) and their social capital.

4.2. Results of the Qualitative Findings

The results of the qualitative findings were presented in detail in accordance with each research question. The research questions were:

- What are the cultural capital of students in a foundation university?
- What is the role of institutional agents in the success of students with different social and cultural capital?
- How do social and cultural capital affect students' higher education experiences and their future aspirations?
- What are the motivations of successful first-generation students?

Appropriate quotes and extracts from the data were added in a way involving in-depth comparison of the cases. Therefore, each research question was explained and elaborated via narrative accounts supported by quotes of the participants. During this process, both what participants actually stated, and how the researcher interpreted those statements were presented.

4.2.1. The Cultural Capital of the Students

The second research question explores what the participants' cultural capital in a foundation university is. In order to answer the research question, *family activities* and *parents' reading* were scrutinized, and comparisons were based upon the capital of the students, parents' educational backgrounds and social class where relevant.

4.2.1.1. Family Activities

When participants were asked about the activities they do with their families, it was found out that students with high capital spent more time with their families, and shared more activities together compared to students with low capital. In terms of the type of activities they do, *cultural activities* and *going on holidays* were mentioned by students with high capital. On the other hand, *visiting relatives*, *going on picnics* and having *no specific activities* were mostly stated by students with low capital. Moreover, social class was also found to be a significant factor affecting the quality of their relationships as well as the quantity of the activities.

First of all, participants with high capital told that they frequently go to cultural activities with their family such as theatres, art galleries, museums, concerts, and so on, and when their social class was checked, it seemed that they were also the ones from upper and upper-middle classes, which was not surprising since most of the cultural activities require a budget, and unfortunately not many people can afford them. On the contrary, all the students with low capital mentioned no cultural activities, even when they were specifically asked.

When the participants were talking about those activities, they mentioned the influence of their parents, and how they encouraged them to attend cultural activities. As an

example, participant 95, states that her parents, both have master degrees, especially her dad, have always inspired her to attend cultural activities since her childhood, which is explained with her own words as:

'I go to the theater with my father. He loves theater. There are more cultural and artistic activities in Eskişehir than the places we lived in before. Because Eskişehir has a lot of possibilities in that respect. You know, in terms of diversity in terms of culture and art activities... It was the Rock Symphony Orchestra. What we all have in common. Because the songs the three of us listen to are very different. But we went to the Anatolian rock... . So we go to the theatre. Other than that, we used to go to a lot of things when I was little. They tried to make me like him a little bit... It was like a combination of disney and symphony orchestra in Ankara. And, there was the miki symphony. My interest in music, opera and so on, that's how my love for them started. We used to go to those kinds of things.' (Participant 95)

'Babamla tiyatroya gideriz. Sever o tiyatro şeylerini. Takip de eder. Eskişehir'de kültür sanat etkinlikleri önceki yaşadığımız yerlere göre daha fazla. Çünkü eskişehir'in o açıdan imkan çok fazla oluyor. Hani kültür sanat etkinliği açısından çeşitlilik açısından öyle... Rock Senfoni Orkestrası olmuştu. Hani hepimizin ortak noktası. Çünkü üçümüzün dinlediği şarkılar çok farklı. Ama hani hep beraber gittiğimiz ve ortak böyle sevdiğimiz Anadolu rock.. ona gittik. Yani tiyatroya gideriz. Onun haricinde küçükken bayağı şeye giderdik. Bana birazcık onu sevdirmeye çalışmışlardı... Ankara'ya disney ile senfoni orkestrasını birleşimi gibi bir şey gelmişti. Ve miki vardı senfoni. onu orada sevdim, biraz müziğe karşı ilgim opera vesaire, onlara sevgim o şekilde başladı. O tür şeylere giderdik.' (Katılımcı 95)

Like participant 95, participant 84 also mentioned how much she enjoys going to museums, and how often they go to museums as a family. Both of her parents were lawyers, and they had a busy schedule; however, going to museums is a common family activity they all had fun doing together as she says:

I mentioned that we went on vacation together. So we are usually together all the time. My father works hard. That's why he sometimes arrives late or there are no holidays at work. But we still try

Birlikte tatile çıktığımızdan bahsetmiştim. Yani genelde birlikteyiz her zaman. Babam yoğun çalışıyor. O yüzden bazen geç geliyor ya da işte tatil günleri olmuyor. Ama yani elimizden

to be together as much as we can... My grandmother has a garden, for example, we go there. We work in the garden on the weekends, we go to the museum together. I always go to the museum, I emphasize this, but I love to visit museums. We love very much with my mother and father... (Participant 84)

geldiğince hep birlikte olmaya çalışıyoruz yinede...Anneannemin bahçesi var, mesela oraya gidiyoruz. Hafta sonları bahçeyle uğraşıyoruz, Müzeye gidiyoruz hep birlikte. Sürekli müzeye gidiyorum, bunu vurguluyorum ama müze gezmeyi çok severim. Annem ve babamla çok severiz... (Katılımcı 84)

As it can be seen from participant 84's words, all of the participants talking about cultural activities also added going on holidays with their parents. Like the cultural activities, going on holidays with parents were mostly mentioned by students with high capital, and just a couple of them had low capital. However, the ones with low capital and going holidays were all from upper class. Therefore, it can be inferred that social class were also found to be an influencing factor in going on holiday since only the students from upper class stated that they go on holidays. Participant 242 mention their frequent family trips abroad, which mostly included cultural activities like the ones participant 7 has with her family:

We can go on vacation... I'm also a Bulgarian immigrant due to my mother... So, since we have a green passport, it's not too much trouble for us to go abroad, we can go abroad easily... apart from that, we can have a one-week holiday or something like that, but they are mostly culture and art trips... We'll go somewhere on the seaside for summer holidays... (Participant 7)

Tatile şöyle gidebiliyoruz, ben aynı zamanda Bulgaristan göçmeniyim anne tarafından... O yüzden yeşil pasaportumuz olduğu için hani bizim için çok sıkıntı olmuyor, gidebiliyoruz yurtdışına rahat bir şekilde... onun dışında ufak tefek işte bir haftalık falan tatillerimiz olabiliyor bazen ama kültür sanat açısından...Yaz tatillerinde deniz kenarında bir yerlere de gideriz... (Katılımcı 7)

Moreover, while some of them had their own summer houses to spend their holidays, some had cottages or farm houses where all family get together. For example, participant 21 talked about their summer house in İzmir (a coastal city), and mentioned

how they got together with all family during summer. Like participant 21, participant 251 also stated that they have just bought a summer house since they needed another place to get together in summer due to their boredom from the cottage they had. Those students had mentioned holidays as a regular activity they do with parents every year, which be seen from participant 198's statements:

So, we go on vacation every year, this is classic... I mean, we go somewhere to relax for 3-4 days not only in summer but also in between... We wanted to participate in some cultural and artistic activities this year...(Participant 198)

Yani tatile çıkıyoruz her sene, bu klasik...yani sadece yazın değil aralarda da 3-4 günlük rahatlamak için bir yerlere gideriz... Biraz kültür sanat etkinliklerine de katılmak istedik bu sene...(Katılımcı 198)

On the other hand, the ones from middle class, and having low capital stated they had never had holidays with their family. Though they mentioned holiday, their holiday includes visiting their villages, or staying in their relatives' houses in another city. Therefore, it can be inferred that, not surprisingly, going on holidays requires economic capital, and the ones going on regular summer holidays belong to the upper or upper-middle class;

On the other hand, going on picnic and visiting relatives were stated by low capital participants, and the ones who have never been to holidays with their parents. Therefore, both visiting relatives and going on picnic activities were mentioned by students from middle class, and they were mostly the ones with low capital. A low capital student, participant 390, explained how he spent time with his family with these statements:

I have never been on vacation with my family... I don't remember going anywhere with my family. I cannot say that we used to go places with

'Ailemle hiç tatile çıkmadım... ailemle bir yere gittiğimizi hatırlamıyorum. Onun dışında ailemde genelde şuraya giderdik,

my family, or we would do that...we didn't do much. At most, we had a garden. Sometimes we had a picnic or a barbecue and sit in the garden... We rarely go out...maybe once in a few months, maybe... There are places to go and have a picnic in Yozgat. We used to go there... Sometimes we would visit relatives. My uncle lives in another district of Yozgat, we used to go there. Other than that, we never took a vacation.” (Participant 390)

şunu yapardık demeyeceğim...öyle çok bir şey yapmadık. En fazla zaten bahçemiz vardı. Bahçede oturup belki piknik ya da et mangal var... Çok nadiren böyle bir kaç ayda bir belki dışarıya çıkarız... yozgat'ta gidilecek piknik yapılacak yerler var. Oraya giderdik.. . Onun dışında belki akraba ziyareti oldu. Yozgat'ın başka bir ilçesinde dayımlar var, belki o tarafa gidiyorduk. Onun dışında hiç tatil yapmadık.’ (Katılımcı 390)

As it can be seen from participant 390’s statements, he has never had holidays with his parents, and visiting relatives or going on picnic are the only family activities they do together. A similar response was also given by another low capital participant, who further emphasized that they do not have holiday culture, i.e., never go on holidays, and they just visit their relatives at most with these words:

‘Well, actually, I guess I don’t have that much activity with my family. We are not a family with such a holiday culture anyway. As a family, we go to our relatives at most. It's very rare, too. My father doesn't like doing things that much either. He doesn't like staying in someone else's house... For example, visiting a shopping mall or something is not my thing. In fact, when we come together with my cousins and... when we are told to go to the mall, I question the reason. We will not buy anything. It seems very strange to me to go there as an activity...’ (Participant 125)

‘Ya aslında öyle çok bi ailemle aktivitem yok galiba. Ben de zaten öyle tatil kültürü olan bir aile değiliz. Maksimum, aile şey akrabaları gideriz. O da çok nadir olur... Benim babam da öyle çok şeyi sevmiyor. Başka birinin evinde kalmayı sevmiyor... Bir AVM falan gezmek mesela hiç bana göre bir şey değil. Hatta böyle kuzenlerimle bir araya geldiğimizde... avm'de gezelim denildiğinde yani ne yapacağız ki? Bir şey de satın almayacağız. Orayı gezmek çok garip geliyor bana ...’ (Katılımcı 125)

Participant 125 also added going to shopping mall as an activity she does with her cousins, yet her emphasis on not buying anything also gives us a lot more explanation behind their not having many activities together as a family, financial reasons. Moreover, what was surprising is how participants talk about going on picnic.

Surprisingly, the ones from upper class or upper-middle class with high capital say having a barbecue while participants from middle class and with low capital state that they go on picnic, which can be also seen from the statements of participant 308, with low capital:

'We usually go on a picnic every now and then when my father is not working... because he has a demanding job. Other than that, we go shopping together. Price Research... we usually visit all the markets around. Other than that, I said I'm from Burdur. Actually, both my mother and father are peasants. We go to the village very often. That's it.' (Participant 308)

'Arada genelde pikniğe gidiyoruz. Babamın çalışmadığı zamanlarda... yoğun bir işi var çünkü. Onun dışında alışverişe gideriz beraber. Fiyat Araştırması... çevredeki bütün marketleri geziyoruz genelde. Onun dışında Burdurluyum demiştim. Aslında annem de babam da köylü insanlar. Köye çok sık gidip geliyoruz. Bu kadar.' (Katılımcı 308)

Participant 308's use of 'price research' as a reason for their going to supermarkets, and going to their villages as an activity both give us a clue about their financial situation. Furthermore, participant 268 statement of 'we even go to Luna park with my sisters' is also valuable since it also tells us a lot about participant's life. This statement of going to amusement park, and how the participant thinks about it, i.e. an excellent activity, demonstrates how limited family activities they have.

All in all, it was found out that students with high capital had more family activities mostly including holidays and cultural ones while the ones with low capital either do not have specific family activities or their activities were limited to picnics or visiting relatives. Besides capital, social class is also an important factor in family activities, and it influences not only the type of activity but also quality time spent as family.

4.2.1.2. Parent's Reading and Books at Home

To understand the cultural capital of the students, parents' reading habits were also explored as well as whether parents encouraged their children to read when they were a child. With a few exceptions, students with high capital stated that their parents read a lot, and they also encouraged them to read all the time when they were children. On the other hand, in the low capital student group, only a couple of participants mentioned their parents' reading; however, the rest stated they had never seen their parents' reading, and they were also not told to read or encouraged when they were children.

As expected, parents with higher educational backgrounds read more, and they also act as role models to their children to read more. Similarly, possessions of books at home or having a bookshelf at home also depend on parents' educational backgrounds as well as social class. In terms of capital, the students having high capital stated that their parents read a lot, except participants 108 and 303 whose parents were high school graduates; on the other hand, almost all of the parents of students with low capital never or rarely read.

Moreover, the data have shown that the number of participants having their own bookshelves at their home is higher if their parents have higher educational backgrounds, yet there are also exceptions. For example, when we look at the story of participant 303, whose parents were both high school graduates, we can see that she started reading on her own when she was at primary school. Although her parents did not read at all, she has her own library at home, which is displayed below:

'I have a library... my parents don't read a lot, so frankly, there is no need to hide it... I myself have been fond of reading since I was little.

'Benim kütüphanem var... annemler babamla öyle çok da kitap okumuyorlar yani açıkçası bunu saklamaya gerek yok... ben

That's why my own library was created like this... For example, in the fourth grade or something, they were giving us some books like ... compulsory reading books. I really liked it. Let's get my mom like this all the time. Let's get this when we're done. This is how book reading continued for me.'
(Participant 303)

kendim küçüklüğümde beri kitap okumayı çok severim. O yüzden kendi kitaplığım böyle oluştu... Mesela dördüncü sınıfta falan böyle bize şey kitapları veriyorlardı... zorunlu okuma kitapları. çok hoşuma gitmişti. Böyle sürekli anneme şundan alalım. bunu bitirince şunu alalım. kitap okuma böyle devam etti benim için.'
(Katılımcı 303)

However, not everyone is like participant 303, having high capital. For example, participant 390, with low capital, stated that his parents were not into reading, and unfortunately, he did not have books apart from his course books or a bookshelf. He used to share his desk with his brother and that was all he had while growing up, so he was not encouraged to read, he did not have any role models, or he did not have even books except for course books.

On the other hand, the participants whose parents have higher educational backgrounds and have high capital tend to have their own bookshelves as well as having a separate room where they use like a library at their homes, a sample of which is provided by participant 21's interview below:

'Of course, teacher... we have a library... my mother reads a lot of books. She is a bookworm, literally.... So, we have a library on the wall, it is almost full...'
(Participant 21)

'Tabii ki hocam... kütüphanemiz var...annem benim çok kitap okur. kitap kurdu resmen yani.... Yani duvarda boydan boya bir tane kütüphanemiz var ya ful dolu neredeyse...' (Katılımcı 21)

Moreover, those parents also helped them to develop a reading habit starting from their childhoods. Sometimes reading was used like a punishment like what participant 7 states. She told that her father made her read books if she forgot doing her homework, which actually led her to read more and more later in her life. Another participant, 95,

mentioned her father's efforts to encourage her to read more, and how her father turned it into a weekend activity when she was a child. Some of her memories are displayed below:

'When I was little, my father did his best to get me used to reading a lot of books, because he also loves to read. When I was little, when we were in Ankara, we used to go to Kızılay, to bookstores. He used to say that you can enter while passing by... I would choose, buy whatever I like ... He would never do ... he wouldn't limit me, he would mostly recommend books to read... In terms of books, my father used to take great care of me when I was little... I was buying tons of books from school. My father was always there. He was always with me and we used to sit and read books most of the time ... that's how he made me read.' (Participant 95)

'Küçükken babam beni çok kitap okumaya alıştırmak için elinden gelenin en hani maksimumu yapmış bir insan, çünkü o da okumayı çok sever. Küçükken, Ankara'dayken kıızılay'a giderdik, kitapçılara giderdik. Onlardan geçerken oraya girebilirdin derdi... Ben de seçerdim, alırdım, çıkardım böyle... hiç böyle şey yapmazdı, limitlemezdi yani, çok önerirdi okumam için kitap ... Ya kitap açısından babam küçüklükte o özelliğime çok özen gösterirdi... İşte ben tonlarca kitap alıyordum okuldan. babam hep başındaydı. Çok uzun süre başımdaydı ve işte oturur kitap okurduk genel olarak ...yani böyle okuturdu.' (Katılımcı 95)

As it can be seen from participant 95's story, whose parents both held master degrees, her interest in reading started in her childhood thanks to her father. Therefore, it can be inferred that parents' educational background is pivotal in the improvement of students' reading habits.

All in all, in terms of capital levels of students, the ones with high capital mostly had parents with higher educational backgrounds compared to the ones with low capital. Yet, one should keep in mind that there are exceptional cases like participants 108 and 303, whose parents never read, and they started reading on their own and built their own libraries. So, what made them different from participant 390 or others with low capital and having parents with low educational backgrounds was explored via the third research question in the next part.

4.2.2. The Role of Institutional Agents

The third research question aimed at exploring the role of institutional agents in the success of students with different social and cultural capital. The institutional agents of the participants are their *parents, siblings* and *relatives* as well as their *teachers, friends* and the *institution* itself, which vary in accordance with students' capital, parents' educational background and social class. In the following parts, each of the agents were displayed, and how their role changes based upon students' social and cultural capital was explained in detail.

4.2.2.1. The Role of Parents

When the role of parents as an institutional agent was explored, it was found out that their support differed in terms of financial support, moral support and having a conscious attitude. Most of the students with high social and cultural capital stated that they felt high support from their parents, whereas the ones with low capital felt either little or moderate support. However, what differed in parents' roles as institutional agents were mostly related to their educational backgrounds and income levels; there are exceptions, though. For example, participants 7 with high capital and 4 with low capital both stated that their parents not only supported them financially, but they also encouraged them quite a lot to become successful via providing moral support, which are presented with participant 7's words:

'Actually, ...no one ever told me to do something...but my father always said, for example, my daughter, even if you are a dustman, it doesn't matter to me what you want to be as long as you do your job well. That's why, actually, because they gave me the

'Aslında şöyle, yani spesifik olarak bana şunu yap...hiç kimse hiçbir zaman söylemedi.. ama her zaman babam mesela şunu söylerdi ya kızım çöpçü de olsan işini en iyi şekilde yapacağın sürece benim için ne olmak istediğin hiç önemli değil. O

opportunity to do my own interests and things I wanted... And I already had an interest in outdoor activities... Even if I couldn't go with my family, I was going to the theater myself, I was going to the movies myself, I was going to the concert myself. Because of this, I also had the chance to observe the surroundings and I also had the opportunity to explore my own interests. Because my parents gave me this opportunity... no one has ever forced me to do anything...'
(Participant 7)

yüzden aslında kendi ilgi alanlarımı, kendi istediğim şeyleri yapmak için bana fırsat tanıdıklarından dolayı... Bir de benim zaten hani dışarı dışarıdaki etkinliklere ilgim de vardı... Ben hani ailemle gidemesem bile kendim tiyatroya gidiyordum, Kendim sinemaya gidiyordum, kendim konsere gidiyordum. Öyle olduğu için etrafta gözlemleme şansım da oldu ve kendi ilgi alanlarımı keşfetme zamanımda fırsatım da oldu. Çünkü ailem bu fırsatı bana verdi... hiç kimse beni şunu yapacaksın diye kesinlikle zorlamadı...' (Katılımcı 7)

From her statements above, it can be inferred that her parents gave her an opportunity to choose what she wants to become and they did not force her to do anything. Besides, by letting her go to concerts, theatres and of course have the chance to do whatever she wants without any pressure, and providing her financial support, her parents as institutional agents gave her a chance to follow her desires. On the other, participant 94 with high capital talked about his father, and how he supported her with these words:

'... then my father said, I bought a school for you... you can go there. We went there... I was not such a successful student at first. I didn't care about anything...'
(Participant 94)

'... sonra babam ben okul aldım sizin için... oraya geçin dedi. Oraya geçtik... ben ilk başta çok böyle başarılı 1 öğrenci değildim. Umurumda değildi hiçbir şey...'
(Katılımcı 94)

In her story, participant 94 mentioned how her father supported her education despite her failures at school. She told that she thought her teachers in her previous school were not good, and the school was far away, which both affected her negatively. To fix the problem, her father bought a college close to their home. In doing so, he

provided her with more resources as her institutional agent. She further added that although she does not want to work at his father's company, she always has that option or her father's words to support her anyway she wants. Another story about financial support, i.e. institutional resources, can be seen in another high capital participant 255's statements:

'...My father says, for example, if you don't want to work in our company out, you will work in a different field... You can do your own job, but you know, it can be one that we can support...'
(Participant 255)

'...Babam mesela diyor ki, hani istemezsen bizim şirketi atıyorum farklı bir alanda çalışırsın... Sen kendi işini yaparsın ama hani bizimde destek olabileceğimiz bir iş olur ...' (Katılımcı 255)

As it was mentioned, some students with high capital had parents who guided them in their educational journeys, and acted like role-models or mentors for them, and those parents were university graduates or held master degrees. For example, participant 198 mentioned how she grew up by listening to her parents' university stories, the way they provided information about the university life, and how she wanted to be like them with these words:

'...I knew from the very beginning that I had to go to university. That is also related to ... maybe a small thing, but ... I think it has a lot to do with my parents' university education. For example, I listen to their memories, I see their lecture notes and photographs. My parents were also in the same class. When I saw them, I grew up wishing like to be them...' (Participant 198)

'...En başından beri üniversiteye gitmem gerektiğini biliyordum. O da şöyle alakalı... belki küçük bir şey ama...annemlerin üniversite okuması ile bence çok alakalı olduğunu düşünüyorum. Onların mesela anılarını dinliyorum, ders notlarını, fotoğraflarını görüyorum. Annem babam da aynı sınıftaydı. Onları görünce hep onlara özenerek büyüdüm...'
(Katılımcı 198)

Either their university memories or their success affected those students, and as participant 198 mentioned they wanted to be like them. She further added, and clarified

her mother's role as an institutional agent, and how she also guided her career-decision making process with the following statements:

'I see their overwhelming support. Even though they are far away... for example, when I call, my mother jumps up and comes here. I mean, she changes my mood like this... for example, when I tell them that I cannot complete the school on time or my exam was bad... instead of getting angry at me, they say that they would just say we were also students... I mean, I see their support in education. Especially, when it comes to my master's degree. Since my mother also holds a master's degree, she especially wants me to go abroad. My mother is searching and trying to arrange it... she is more interested in this issue than me.' (Participant 198)

'çok aşırı desteklerini görüyorum. Uzakta olsalar da... mesela ben bir daralsam bir aradığımda annem tak atlayıp buraya geliyor. Yani yanıma hani bir böyle modumu değiştiriyor... mesela ben onlara okulu uzatabilirim ya da işte sınavım kötü geçti dediğim zaman bana kızmak yerine işte olur, biz de öğrenciydik diyorlar... yani eğitim konusunda çok desteklerini görüyorum. Özellikle yüksek lisans yapmam konusunda. Annem de yüksek lisans yaptığı için hani özellikle yurtdışına çok gitmemi istiyor. annem bakıyor ayarlamaya çalışıyor işte... benden daha ilgili bu konuyla.' (Katılımcı 198)

Moreover, depending on parents' educational background, and their capacity to transmit their knowledge, their own success stories also inspired their children to be as successful as them in university. To exemplify, participant 84, also with high capital, wants to have a great degree since her mother had such a perfect degree, and graduated as a high-honor student. She also desires to have such a success that her achievements will be remembered like her mother's, which is given below with her own words:

'...My mother graduated with an honor degree. She graduated from the department of law faculty and her place was the 4th in the faculty and my mother is always praised by everyone until now. My grandmother, grandfather and aunt always talk about her with pride because my mother graduated with an honor degree ... I'm also proud to talk about her right now... Her

'...Annem dereceyle mezun olmuş. Ankara hukuktan dördüncü mezun olmuş ve bu zamana kadar hep bahsedilir annemden. Annem dereceyle mezun oldu falan diye anneannem, dedem, teyzem hep gururla bahsederler... ben de gururla bahsediyorum şu an ... Onun başarısı konuşuluyor ... Ben

success is always mentioned in the family... I want to be like her too.”
(Participant 84)

de böyle bir şey istiyorum açıkçası...’ (Katılımcı 84)

One last story worth mentioning is participant 347, and his father’s role as an institutional agent. His parents had both low educational backgrounds, so he stated that they could not help him do his homework or understand the topics covered in the courses. However, his father encouraged him in a completely different way by making him realize the importance of education. He told that his father used to take him to the buildings where he worked. Therefore, his summer holidays during his childhood was spent in those workplaces, and he had a chance to see how his life would be if he did not have a good educational background. Moreover, he also bought him what he needed, yet he asked him to work for him afterwards to make him understand the value of earning money. With his own words, below are some of the parts from 347’ relationship with his father and his support:

‘My father has always taken me to places where he has worked since I was 5 years old. He took me to such dirty places, made me work.... When I wanted something, he said, "Come to work on your vacation for 15 days and buy you want. That's why I said I'll read because I saw the environment... I don't want to work in such a place." I had such a motivation ... I went almost every holiday, every semester, every summer, and every time my father let me go, see, work, have a hard time. While doing this, he were also careful not to hurt me... for example, I wanted a phone. I mean, for example, I would like a 500 lira phone with the money of that time. He bought me one worth 1.000 TL to buy the best one ... but you have to work, he used to say. He even bought me the book and told me you

‘babam beni 5 yaşından beri beni hep çalıştığı yerlere götürdü. Böyle pis yerlere götürdü, çalıştırdı da.... Ben bir şey istediğim zaman 15 tatile gel çalış al diyordu...O yüzden ben ortamı gördüğüm için dedim ben okuyacağım... Ben böyle bir yerde çalışmak istemiyorum. Öyle bir motivasyonum oldu ...yani neredeyse her 15 tatil, her sömestr, her yaz gittim ve her seferinde babam beni şeye yöneltti., gideyim, göreyim orayı ,çalışayım, zorlanayım. Bunu yaparken de çocuğu kırmayım... mesela ben telefon isterdim. Yani mesela o zamanın parasıyla 500 liralık bir telefon isterdim. Gel şu 1.000 TL olanı alalım iyisini alalım ...ama çalış derdi. Hatta şey de yapardı, böyle telefonu alırdı. Bunun için bana 60 gün

would work for 60 days for this... He would take me to the places where they assembled stuff. I mean, there are such nasty places. The human mind cannot imagine. You even cannot believe that such a mess can happen... that is an incredible motivation...'(Participant 347)

çalışacaksın derdi... Montaj yaptıkları yerlere götürürdü. yani öyle pis yerler var ki. İnsanın akli hayali almıyor. Böyle bir pislik olabiliyor mi diyorsunuz yani o inanılmaz bir motivasyon...'(Katılımcı 347)

Participant 347 also talked quite a lot about how it is important to be surrounded by good friends, i.e. good social contacts or network with these words:

'...All my friends... I mean, those who stayed in Mamak (a neighborhood in Ankara) where I grew up used to smoke, there were people who took serious drugs. I started football just in time. I started playing football when I was in the sixth grade. I was going to Batıkent (a better region in Ankara) to play football... it was a private school. My father forced me to go there... But my father never gave up... he forced himself financially to make me spend time with the rich, to be with people with higher education levels, to have a better environment... I made very good friends there, I made a good social environment... I learned the culture... because of that. It was good for me... I am now in a private university, yet I have seen such an environment, that is, an environment of rich people before, so it was good to know... They taught me a little bit, it was like they taught me the culture of the rich.... This is a different culture, a different lifestyle. Therefore, there was no difficulty when I came here...'' (Participant 347)

'...Bütün arkadaşlarım... yani benim büyüdüğüm Mamak (Ankara'da bir mahalle) tarafında kalanlar sigara içerlerdi, ileri seviyelerde uyuşturucu alanlar oldu. Ben tam zamanında futbola başladım. Ben altıncı sınıftayken futbola başladım. Futbola batıkente (Ankara'da daha iyi bir bölge) gidiyordum... paralı bir okuldu. Babam zorladı beni oraya gönderirken... Ama babam hiç vazgeçmedi... zenginler ile beraber olsun, eğitim seviyesi yüksek insanlarla beraber olsun, daha iyi bir çevresi olsun diye zorladı kendini... çok iyi arkadaşlıklar kazandım orada, çok iyi çevre kazandım... bir kültür öğrendim... Ondan dolayı benim şuan özel bir üniversite de olmam, öyle bir ortamı görmüş olmam yani zenginlerin olduğu bir ortamı, benim için iyi oldu... Onlar bana biraz öğretiler, onlar bana kültür öğretiler gibi oldu burası farklı bir kültür, farklı bir yaşam tarzı. Ondan dolayı buraya geldiğimde zorluk olmadı...'(Katılımcı 347)

It can be inferred from participant 347's statements that his father knew the importance of establishment of good network, i.e. social capital in that he wanted his son to be with people from upper class, and to learn their lifestyles starting from his childhood.

Moreover, he also hoped to make him away from the social environment, his neighborhood, and the people around him by sending him to a better sport club although it was financially hard for him. Later in his life, participant 347 realized his father's efforts and supports on him, especially seeing that he became much more successful than his peers in the neighborhood. Fortunately, he was lucky that his father knew the importance of social environment much more earlier and supported him to shape his life accordingly. Below are his own words describing how his father's guidance and support has shaped his life and had an impact on his education:

'In my circle of friends in Mamak, they all use alcohol, smoke... they all have bad habits. There are those who continue education, yet at low levels. If I had stayed in that environment, I would have studied, but I would not have been as successful as I am now. My father... guided me even before I was aware of it... When my father was 12 years old, we had a tea shop near Kızılay. My father started working there at the age of 12. He says he had a chance to get to know people there... also because of my father's own job, he met many engineers. They also set a very good example. In other words, there were engineers who sold their house and sent their children to school. My father took them as an example. My father supported our education yet with heavy debt burden... My father was under heavy debt burden for the education of my brother and me. He worked quite a lot... I remember back then; I didn't see my father even for a month. He used to come home at 12 p.m. every day...he would go back at 7 in the morning...he went through such a

Mamakta ki arkadaş çevremde hepsi alkol kullanır, sigara kullanır... kötü alışkanlıklarda hepsinde oldu. Eğitim olarak devam eden çok az ya da düşük seviyelerde devam edenler var. Eğer ben o çevrede kalsaydım, yine okurdum ama böyle başarılı olamazdım. Babam... daha ben farkında değilken bile beni oraya yönlendirmiş... Babam12 yaşındayken, Kızılay taraflarında çay ocağımız varmış. Babam orada 12 yaşında çalışmaya başlamış. Orada insan tanıdım diyor... bir de yani babamın kendi işinden dolayı da orada çok mühendis tanımış. Onlarda çok güzel örnek olmuş. Yani evini satıp çocuğunu okutan mühendisler varmış. Babamda onları örnek almış kendine. Ya bayağı borç yükünün altına girerek bizi okuttu babam... kardeşim için de benim için de bayağı borç yükünün altına giriyordu babam. Bayağı çalıştı ya... Hatırlıyorum o zamanlarda bir ay boyunca babamı görmezdim. Her gün gece 12 de geliyordu eve ...sabah yedide geri gidiyordu... öyle bir dönemden de geçti. Ama karşılığını da vermeye

period. But I also try to repay my father's efforts ...' (Participant 347) *çalışıyorum babamın emeklerinin ... (Katılımcı 347)*

In the example above, a father's effort for his son's success can be clearly seen and the importance of friends, better social contacts, and good neighborhood are all mentioned. His father supported him in such a way since he knew how important it is for people to be surrounded by good people.

On the other hand, the participants reporting to get little or moderate support were mostly low capital students and they thought that it was because of their parents' low educational backgrounds or the way they were raised. For example, participant 214 with low capital, mentioned that he got little support from his parents who were both high school graduates. Another participant with low capital, 125, stated that she was the first woman in her family to continue education since neither her mother nor her aunts were sent to school after primary school since they did not think that women should study. She mentioned that it was because of religious reasons because they believed that education would lead to corruption in her religious beliefs. She was not even allowed to go to high school; however, she somehow changed her father's opinion and got permission to study in a religious high school, which she thought as a good option with a focus on religion in the curriculum, and her wearing hijab was more than welcome. She explained this victory of her by these statements:

'...I had a situation where I was told not to continue education... It was like not being sent to high school. then it was solved., my father solved it.. he said my daughter will educate herself.... Then, the same thing happened with the university... Even if I heard that she would not continue university, I justI didn't care. If this was the case, it would be in high school. Now that I am in high school, I'm moving

' benim okumama durumum oldu bir ara.... liseye gönderilmeme gibi bir şey oldu. sonra o yıkıldı, babam yıktı onu, okuyacak diye. Sonra üniversite olayı oldu., üniversiteye geçişimde okumayacaksın gibi bir şeyler kulağıma çalınsa bile hiç umursamadım... dedim hani bu iş böyle olsaydı lisede olurdu. Olmadığına göre ben artık ilerliyorum. Bana kimse bir şey

forward. No one can tell me to do anything... '(Participant 125) *diyemez... o şekilde.' (Katılımcı 125)*

Although participant 125's parents had only primary education, her father changed this and let her pave her own way. Although not acted as a supportive way like the previous parents, and not a perfect institutional agent in this sense, he still gave her an opportunity to study. A similar case about the importance of the role of parents was observed in participant 108, with high capital, and whose parents had also primary education backgrounds. She mentioned that her choosing law was thanks to her father. She mentioned how she was inspired by the way her father talked about woman judges and lawyers, and how much he wanted her to continue education, unlike him. Moreover, she also appreciated the way her father raised her without restrictions because of her gender, which she states is common with other parents in her neighborhood. Similarly, another student with low capital also mentioned how she felt their parents' support on her decision to become a mechanical engineer, and how they assisted her in her career-decision making with the following statements:

'Well, my mother and father have always supported me... I mean, I always felt it. Because in Turkey, it is not common for the daughters of more conservative families like us to be in the top 9,000 students in the university entrance exam and choose a department such as mechanical engineering. Instead, they said, "Whatever you want, we trust your decisions."' (Participant 308)

'Şöyle, annem de babam da beni her zaman desteklediler, onu hep hissettim yani. Çünkü Türkiye şartlarında işte üniversite sınavında 9.000 yapıp özellikle bizim gibi daha muhafazakar ailelerin kızlarının makine mühendisliği gibi bir bölüme gelmesi, çok görülmüş bir şey değil hiçbir zaman demediler işte yazma işte biraz daha erkek bölümü falan. Sen ne istiyorsan işte senin kararlarına güveniyoruz dediler.' (Katılımcı 308)

Like the example above, encouraging parents may mean different based upon the parental background of the participants. As 308 felt encouraged by her parents' sending her to mechanical engineering department as a woman, participant 177, also

low capital, felt encouraged by his parents' letting him make his own decision: to continue education or to become a shepherd. He stated that his parents always stood up him, and told him to do whatever he wanted, and he always had the option to become a shepherd in his village if he wanted. He stated how his parents affected his successful educational background, and their roles as institutional agents with the following words:

'The influence of my family was greater... because when I was in high school, I went to two different schools.. my success there depended entirely on me.. the influence of my family could also be... they always stood behind me... they didn't stop me... they also said that if you want to study, you can study.. if you don't want to study, you'll be a shepherd in the village... That's why it happened, so I can say that my family's influence was greater.. they did not hinder me .. they stood behind me ...' (Participant 177)

'Ailemin etkisi daha fazla olabilir... çünkü lisedeyken iki farklı okulda okudum.. oradaki başarıda tamamen bana bağlıydı.. ailemin etkisi de şu olabilir... hep arkamda durdular... engel olmadılar... bir de hep okumak istersen okursun.. okumak istemezsen köyde çobanlık yaparsın dediler... o yüzden şey oldu yani ailemin etkisi daha fazla diyebilirim.. engel olmadılar.. arkamda durdular...' (Katılımcı 177)

From the quotes of those three students with low social and cultural capital, and all from middle-class, it can be inferred that parents' role as institutional agents were mostly limited to encouragement. Their acts as institutional agents are different from what was reported by other students from upper-class or upper-middle class, though. In other words, it can be interpreted that the way parents with different educational backgrounds change their roles as institutional agents, i.e. their capacity and commitment to transmit institutional resources, and opportunities such as information about school programs, academic tutoring and mentoring, and assistance with career decision-making (Stanton-Salazar & Dornbusch, 1995). While one parent may suggest becoming a shepherd as an option for work, the other one can search for master degree options abroad for her/his children. So, the question one should ask is who acted as

institutional agents for those students then? That brings other institutional agents helping the students, especially to the ones with parents with low educational backgrounds.

4.2.2.2. The Role of Relatives and Siblings

In addition to the parents, another institutional agent the participants get support is their relatives. The students who mentioned their relatives are the ones with low capital, and whose parents had low educational backgrounds. When asked about important figures that helped them succeed in their educational lives, they mentioned how they were inspired by their relatives during their childhood. For example, participant 362 took his uncle as a role model since he was the only one in the family who graduated from a university, and how his parents, unfortunately, could not support him enough, which is displayed below:

'...My parents never took care of my courses. Even when I didn't do it, they wouldn't say much. They just reminded me... That's why although I was already interested in studying, they kept reminding me that I was all alone in this process. That's why my uncle has the biggest impact on my studies. I took my uncle as a role model. Because being a university graduate was considered important in the family. I don't know, I can say that I chose to study because I felt close to my uncle and I wanted to be like him... (Participant 362)'

'...Annemle babam böyle dersime hiç bakmazdı. Yapmadığımda da çok bir şey demezlerdi.. Sadece hatırlatırlardı.. Çünkü her seferinde bana şeyi hatırlatıyorlardı.. yapmadığımda bunun sonuçlarını ileride sen göreceksin, kendi hayatını kurman lazım falan diyorlardı. O yüzden zaten derslere ilgim vardı ama onlar da yani tek başıma olduğumu biraz hatırlatıyorlardı ders konusunda... Ama en büyük etki amcamın olabilir çünkü bizim ailede çok üniversite mezunu yok bi amcam varAmcamı örnek aldım biraz. Çünkü üniversite mezununun bir havası vardı ailede.birde bilmiyorum amcamı kendime yakın hissettiğim için okumayı seçtim diyebilirim...(Katılımcı 362)'

The students, especially the first-generation ones, talked about one relative affected him/her like the example above. Another student, who is studying at computer

engineering department right now, talked about how a relative of him affected him when he was a child, which is presented below:

'...I had a relative...he has a firm here. He was actually a bit of a reason why I wanted to be an engineer... For example, sometimes he used to take out his laptop when he came to us. I would like to see his screen. Of course, we didn't have a computer, of course... I was pretty young. I was 6 years old... Apart from that, I don't have a teacher who has an effect on my life. In other words, frankly speaking, during my primary school years, I was mostly beaten in public schools...'(Participant 390)

'...Bir akrabam vardı... burada firması var. O aslında biraz da mühendis olmak istememinde sebebi ... ya mesela bazen yanımıza geldiğinde laptopunu falan çıkartırdı.. Hani ekranını görmek isterdim. Tabii o zaman bilgisayarımızda yoktu tabii.. baya küçüktüm. 6 yaşlarındaydım.. onun dışında böyle hayatıma çok fazla kokunan çok bir hocamda yok. Yani ilkokul zamanlarım dayakla geçti açıkçası devlet okullarında...'(Katılımcı 390)

Like those students who took their relatives as role models, some students also admired their siblings, and wanted to be like them. Some also thought that their siblings were the ones who supported them most during their educational journeys, which made them become institutional agents. For example, participant 108 mentioned that she wanted to be as successful as her sister and took her as a role model while participant 214's sister made him study more to be more successful than she was, and wanted him to have a better education, so encouraged him all the time to do that. Similarly, participant 268 also took her sisters as role models, and felt their support in her education all the time, which is displayed below with her own words:

'...I have an older sister... we used to go to the same school when I started primary school. She used to say that if I failed, she would be upset. I was like that in elementary school. She used to study with me. It was the same in middle school...

'...Benim büyük ablam var... ben ilkokula başladığım zaman aynı okula gidecektik. Kardeşim başarısız olursa beni üzer derdi. İlkokulda öyleydim. Bana böyle ders çalıştırırdı. Orta okulda da aynı şekilde... liseden sonra ben

After high school, I understood my responsibilities and started studying on my own. But my sisters always helped when I had a problem... I went through a lot of stress in my first semester...my older sisters were very helpful back then. They told me how to get through this process. They were with me..." (Participant 268)

de sorumluluklarımı anladım ve ders çalışmaya başladım. Ama ablalar bir sıkıntı olduğum zaman yardım ediyorlardı her zaman... İlk dönemimde çok stres yaşamıştım...o zamanlar da ablalar çok yardımcı olmuştu. Nasıl bu süreci atlatacağımı anlatmışlardı. Yanımda olmuşlardı...' (Katılımcı 268)

Another participant, 270, also mentioned how grateful she feels to have her brother, and how he supported her throughout his educational life. Therefore, she feels like she needs to be successful not to let him down, and to be successful to make him happy, which is presented below:

'...My brother is my biggest support... because he is also very successful...his success is above me. He also had a great influence on my decision to be in this school after the university exam. Because he searched a lot. He searched which school would contribute more to me... I always feel that he trusts me and he always says that. He also tells me where he wants to see me in the future. He also says where he saw me. His thoughts motivate me a lot. Like, well, I shouldn't let my brother's wishes and expectations go to waste. I experience this a lot, for example, this is a beautiful thing, a motivating thing. When I have a problem with school, I can consult him because he can understand these processes as he also experienced them... When I have difficulties, he can understand me ...when I have difficulties, he can tell me what is important for my career, I think... Maybe because he has a lot of people around him... too many successful people around him.

'...Abim benim en büyük desteğim... çünkü o da çok başarılı...benim çok çok üstümde başarısı. O da zaten üniversite sınavı sonrasında bu okulu yazmamda çok etkiledi. Çünkü o çok araştırdı. Hangi okul bana daha çok katkı sağlar diye araştırdı... bana hep güvendiğini hissediyorum ve bunu her zaman da söylüyor. Beni ileride nerede görmek istediğini de bana söylüyor. Nerede gördüğünü de söylüyor. Onun o görüşü beni çok motive ediyor. Hani şey gibi hani abimin isteklerini, şeylerini, beklentilerini boşa çıkarmamalıyım. Çok fazla yaşıyorum bunu mesela hani bu güzel bir şey, motive edici bir şey. Okulla alakalı bir sıkıntı olduğunda ona danışabiliyorum, çünkü o da zamanında yaşamış bu süreçleri beni anlayabiliyor... Zorlandığım zamanlarzorlandığım zamanlar da anlayabiliyor ve bence kariyerim açısından önemli şeyleri

I get a lot of advice from him... He says if you do that, it can be very good for your career...' (Participant 270)

söyleyebiliyor bana... Yani belki de çevresinden çok gördüğü için... çevresinde de çok fazla başarılı insan olduğu için... hani şunu yaparsan senin kariyerin açısından çok iyi olabilir tarzı tavsiyeleri çok alıyorum ondan...' (Katılımcı 270)

Therefore, as it can be seen from the extracts above, for the students, having siblings who also have higher education backgrounds, siblings act as institutional agents during their educational paths. Those siblings both act as role models, and guide them when needed as well as helped them in their career-decision making processes. All in all, siblings are found to be one of the influential institutional agents.

4.2.2.3. The Role of Teachers, Institution and Friends

In addition to parents, and family members, teachers and institution itself were found to be important institutional agents regardless of students' capital. Though both students with high and low social and cultural level mentioned that they owed their success to their teachers, when further analyzed, it appeared that they are the ones with parents having low educational backgrounds. For example, participant 108, with high capital, mentioned that she got the highest support from her teachers and how they realized her potential, and guide her to become more successful with the words below:

'...My biggest support is my teachers... Since they saw that I am successful, they wanted to guide me. They wanted me to be successful in life. Teachers see students' potentials and help them by being with them...' (Participant 108)

'...En büyük desteğim öğretmenlerim... Ben de o başarıyı gördükleri için beni yönlendirmek istediler. Benim iyi bir yerlere gelmemi istediler. Öğretmenler potansiyeline bakıyorlar ve elinden tutup yardımcı oluyorlar...' (Katılımcı 108)

Similar to participant 108 situation, participant 125, having low capital, was also thankful to her teachers, especially to her primary school teacher. She stated that her teachers inspired her to read more and encouraged her to read more and more, which

she believed what made her successful, some of whose statements related to her teachers are the followings:

'...I cannot say that my family reads a lot. Frankly speaking, they didn't even read much... But I remember one thing... since I was at the 1st grade... For example, there used to be reading hours at school... when it was my turn, our teacher would give me the thickest books because those books caught my attention... My other teachers also have a lot of influence on me. I can say that their support was always there throughout my secondary school life... then, I had a very close relation with my teacher in the 6th grade. We had a library in the classroom and I was in charge of it, and when we were borrowing books, we were choosing them together... Then, I had a Turkish teacher in the 8th grade, and she always brought me her wife's books, I would read them and return them. I mean, I was very lucky with the teachers...' (Participant 125)

'...Ailem çok okuyor diyemem. Açıkçası pek okumuyorlardı hatta... Ama ben birinci sınıftan beri şeyi hatırlıyorum. Mesela kitap okuma saatleri olurdu okulda...sınıf öğretmeni bana sıra geldiğinde kalın kitaplar ilgimi çektiği için bana o kitapları verirdi... Başka öğretmenlerim de etkisi çok var. ortaokul hayatım boyunca var diyebilirim, altıncı sınıftaki sınıf öğretmenimle baya yakındık. Sınıf kütüphanemiz vardı ve sorumluluğu bendeydi ve kitap alırken onunla ben seçerdik... Sonra 8. sınıfta bir Türkçe öğretmenim vardı ve sağolsun bana hep eşinin kitaplarını getirirdi. Onları okuyup geri verirdim. Yani öğretmenlerinden yana çok şanslıydım...' (Katılımcı 125)

Thanks to her teachers, participant 125 has kept reading since then, and she still appreciates her teachers' efforts quite a lot and believes that her success would not be possible without them. One last example is from participant 268, high capital student, who mentioned how her teacher talked her into studying engineering rather than working as a cashier, which she initially thought of as a good option due to examination stress during high school. Below are her own statements describing her mental state during those periods and how her teacher affected her:

'...I stopped studying for a while. When I was trying to choose the university with my teacher, I told

'...Bir ara bırakmıştım okumayı. Dershanedeki hocama tercih yaparken ben okumak istemiyorum.

her that I don't want to study and I just want to go directly to a store and work there right now. I had such thoughts because I was having a lot of anxiety about the future... I wasn't talking to anyone at that time. I was all by myself and when I talked to people, I went into the mode of not continuing for a university degree. I did not know exactly what I wanted to do. Then, my teacher asked me if I would like to be Zeynep who works in the store, lawyer Zeynep or an industrial engineer Zeynep. That speech impressed me a lot...especially as a woman, I realized that I had to stand on my own feet... Then, my goals and ideals were formed in this way, thanks to that teacher..."
(Participant 268)

Şuan direkt gidip bir mağazaya girip çalışmak istiyorum demiştim. Böyle düşüncelerim olmuştu çünkü çok fazla gelecek kaygısı yaşıyordum...kimseyle konuşmuyordum o dönem. Kendi içime kapanmışım ve insanlarla konuşunca ben okumayacağım moduna girmiştım. Tam olarak ne yapmak istediğini bilmiyordum...En iyisi ben mağazaya girerim veya garson olarak çalışırım, kafam rahat olsun demiştim... Sonra hocam çok kızmıştı ve benimle uzun bir konuşma yapmıştı. Sen mağazada çalışan Zeynep mi olmak istersin, avukat Zeynep mi yoksa endüstri mühendisi Zeynep mi diye sormuştur bana. O konuşma beni çok etkiledi...özellikle bir kadın olarak, kendi ayaklarım üzerinde durmam gerektiğini fark ettim... Sonra hedeflerim, ideallerim bu şekilde oluştu, o hocam sayesinde...' (Katılımcı 268)

As it can be seen from all the extracts, teachers can have a remarkable impact on students, and their support as well as guidance are valuable in students' educational experiences. Those teachers became institutional agents for those students by providing information about school programs, mentoring, and assisting them in their career decision-making. In addition to teacher support, institutional support is also found as quite important.

On the other hand, the role of the institution itself as an institutional agent was found to be effective in its function to provide assistance, especially through providing opportunities to enhance their social capital. In terms of institutional support, most students, both with high and low capital, mentioned the importance of network in their future job search, and how they have a chance to meet various people in their fields

through the opportunities provided by the institution. Starting from participant 347, it can be seen that institution has an important role in the establishment of network, displayed below:

“...I think the network of the university is very good. The fact that the network is so good is one of the reasons why the school is preferred. ...Projects done in the school, research center of the school...for example, our professors always send us to good companies...In other words, the university is very good both in terms of the financial support for the projects and its collaboration with Tübitak (The Scientific and Technological Research Council of Türkiye). I think our school is very good in this regard.’ (Participant 347)

‘...’Üniversitenin network çok güzel bence. Network ünün bu derece iyi olması zaten okulun tercih edilme sebeplerinden biri... Bence, projeler olsun ve okulun araştırma merkezi olsun... mesela biz geldiğimiz zaman hocalarımız bizi yönlendiriyorlar sirketlere... yani üniversite hem projelere verdiği maddi destekle hem de tübitak ile iyi bir iş birliği var ... bu konuda çok iyi olduğunu düşünüyorum okulumuzun.’ (Katılımcı 347)

Some of the students with high capital even think that this network is much more important than having a high GPA. For example, participant 21 stated that he realized the importance of network when he was in his second year at the university, so he decided to work on establishing network, which would be really helpful for him in the future. So, he thinks that university is not solely for academic life, it also has a social function, some of which is displayed below with his own words:

‘... I started thinking about it when I was in my 2nd year... I already knew myself when I started university. because there are very gifted people... there are people who have dedicated their lives to studying, but I mean, I also have a social life. So I don't want to compromise my social life. Because my communication with people... my network is much more important... I mean, for example, I have a friend with a 3.80 GPA. But

‘... 2. sınıfta falan düşünmeye başladım... hani üniversiteye başlarken de zaten ben kendimi tanıyordum. çünkü çok üstün zekalılar var... gerçekten bu iş için hayatını adanmış insanlar var ama yani benim bir de sosyal hayatım var. Yani ben bu sosyal hayatımdan ödün vermek istemiyorum. Çünkü insanlarla olan iletişimim... network üm çok daha önemli ... yani şöyle benim mesela 3.80 ortalaması olan

he does not know the businessmen I know...he does not even know as many people I know...he has no life. So I don't see the university as only academics. I don't only want to have a 4.00 GPA and live.... Here, I want to develop academically, socially and scientifically in every way..."
(Participant 21)

arkadaşım da var. Fakat benim tanıdığım iş adamı... iş insanı kadar.... kişi tanımiyor...bir hayatı yok. Yani ben üniversiteyi şey diye görmüyorum. Buradan 4 ortalama yapayım gideyim diye görmüyorum. Ben burada hem akademik olarak hem sosyal olarak hem bilimsel olarak her şekilde gelişmek istiyorum...'
(Katılımcı 21)

Similar to participant 21, participant 242 also thinks that the institution has a huge effect on his success through the opportunities provided. When compared to state universities, the connections and networks are much more, he added. Instructors are also mentioned a lot during the interviews when the institutional support is explored. The students state that there are great instructors who always stand for them, and help them all the time, which is definitely part of the institutional support provided. For example, participant 7 below provides an example of this support:

'...Our head of department always supports us. For example, although it is not on the internship list, I also applied abroad. My latest application is in New YorkI applied there and passed the first stage. They want a cover letter about it, I will even go to see the teacher on Monday. He gives me a lot of support in this regard. When I go to talk to him about master's degree, he told me that you are a scholarship student, so there is a high probability that you will continue with a scholarship. ... a person who guides me so that you can also be an assistant... I definitely think that the school has a great influence on this. In terms of guidance, at least ... our teachers also have an effect on consciously directing their students..."
(Participant 7)

'...Bölüm başkanımız her zaman bizi destekliyor. Mesela staj listesinin dışında olmasına rağmen ben yurt dışı yerlere de başvuruyorum. En son başvurum new york'ta... + Oraya başvurduğum ve birinci aşamayı geçtim. Bir cover letter istiyorlar onun hakkında, hatta pazartesi günü hocayla görüşmeye gideceğim. Bu konuda bana çok destek veriyor. Ben onunla yüksek lisans konusunda konuşmaya gittiğimde sen burslu öğrencisin o yüzden burslu bir şekilde yüksek lisansa devam etme olasılığın da yüksek. ... asistan da olabilirsin diye beni yönlendiren bir insan... Okulun bu konuda büyük etkisi olduğunu kesinlikle düşünüyorum. Yönlendirme konusunda en azından ...hocalarımızın öğrencilerini bilinçli

yönlendirmesine de etkisi var...'
(Katılımcı 7)

In addition to providing institutional resources through helping them build network, the institution also gives utmost importance to provide assistance via instructors, who care a lot about their students, and spare a lot of time to take care of their needs and guide them, which was mentioned by most students. Through the instructors, the institution gave students a message that they care about them, and instructors would do their best to help them, which is what it is thought by the students. For example, participant 347 mentioned how easy it is to reach the instructors and how well they treat them all the time. In other words, the instructors were quite helpful in the courses, and they kept an eye on the students throughout the term to reach out their needs. Participant 362 also said that some instructors take care of each and every student they have, and spend all their spare time with the students. All students appreciate these teachers, and they think it is thanks to institution's open-door policy, which means teachers are 7/24 available for their students, through office hours, e-mails, WhatsApp messages or calls, which they believe is not possible in other universities. Below are participant 7's own words describing the relations she has with the teachers:

'... I think the open door policy is also a very important thing. Because yes, we may not be a school with a very large campus, but we can establish very close relations with our teachers. For example, I don't know. Is there something like this at any other university? But I, for example, can message with my department head on whatsapp... I can message on whatsapp... or call. Sir, if you are available for 5 minutes, I can talk

'... Açık kapı politikası da bence çok önemli bir şey. Çünkü evet belki çok kampüsü kocaman olan bir okul olmayabiliriz ama öğretmenlerimizle çok sıkı sıkı ilişkiler kurabiliyoruz. Mesela, bilmiyorum. Başka bir üniversite de böyle bir şey var mı? Ama ben mesela Bölüm başkanıyla whatsapp... whatsapp'tan mesajlaşabiliyorum....ya da arayabiliyorum. Hocam 5 dakika müsaitseniz yanınıza bir uğrasam

very comfortably if I can stop by with you...' (Participant 7) *olur mu diye çok rahat konuşabiliyorum...'* (Katılımcı 7)

Like teachers, friends are also one of the institutional agents who acted as mentors, and provided assistance when needed, they also had a role in the success of the students. While students were talking about the effects of friends on their education, they mostly include both the bad and good friends they have encountered, and how the good ones have affected their education. For example, participant 22 mentioned that most of the students around him had either drug addicts or being involved in political acts; however, he stated that thanks to a couple of good friends he met, he could stay away from those negative issues. Besides, friends were also effective in career-decision process, and some helped them choose this institution. The experience of 125 about this process is provided below:

'Actually, I didn't know much about this school. I also met someone who graduated from here. She was studying at computer engineering, and I learned things about the school from her. We have been in the same school with her since the first grade... She chose this place, and she also studies literature...' (Participant 125) *'Ben aslında bilmiyordum bu okulu. Bir de buradan mezun olan biriyle tanışmıştık. Daha önce bilgisayar mühendisliği okuyordu, onun aracılığıyla öğrendim. Onunla birinci sınıftan beri aynı okullardayız... O burayı tercih etti, edebiyat okuyor o da...'* (Katılımcı 125)

As it can be seen above, participant 125 got information about the institution from her friend, and chose to study here accordingly. On the other hand, students 21, 270 and 308 also stated that their friends supported them during their educational lives, and thanks to establishing good relationships with them, especially with the ones that are successful and motivated, their grades get higher, and they learned that studying together is crucial. They also mentioned that they all support each other during the courses, exams as well as in hard times. By having motivated and hardworking friends, they also had a desire to be like them, which made them study and focus on the courses

more. Not only for studying but also for career-decision making processes their friends acted as role models. For example, participant 270 stated that she had such a nice group of friends who have always motivated her to have higher aspirations upon graduation, which made her also set higher goals for herself. Similarly, participant 308 took a friend of hers as a role model, and she wants to follow her path and she believes that she can be also as successful as her.

All in all, it can be inferred that in addition to parents, relatives, siblings, teachers, friends and the institution itself can act as institutional agents, and they had a tremendous impact on students' success, their motivation, their career paths as well as their aspirations. The students all benefit from these institutional agents, yet depending on their social and cultural capital, educational backgrounds, i.e. the siblings with high educational backgrounds, caring teachers or successful friends, the benefits they get vary. However, they are all contributors, who have either the capacity or commitment to transmit institutional resources and opportunities as well as mentoring, and providing assistance with career decision-making.

4.2.3. The Role of Social and Cultural Capital on Students' Higher Education Experiences and Aspirations

The fourth research question explored the effects of social and cultural capital on students' higher education experiences starting from *their choice of the institution, their academic and social experiences with a focus on their transition periods including the school activities they take part in, their internship experiences, their definitions of success and recommendations to become successful*. Moreover, whether the social and cultural capital have an effect on *students' aspirations* was also scrutinized. In the last part, *the disadvantages or inequalities* participants with

different capital levels felt were presented.

As the study was conducted in a foundation university, scholarship was also taken into consideration in university choice by many students, especially the ones from lower social class. Similarly, the ones from upper and upper-middle classes also chose the institution as it was the best choice considering their ranks, which eventually leads to the huge gap in the university exam scores. Therefore, students getting scholarships and the ones without vary quite a lot in terms of their higher educational experiences and aspirations when compared. In the following paragraphs, each of them was explained with relevant extracts from their interviews, and comparisons were made based upon students' capital, and their backgrounds, i.e. income, parents' education and so on.

4.2.3.1. The Role of Social and Cultural Capital on University Choice

When the role of social and cultural level of students on their choice of university was explored, it was found out that university ranking, scholarship, internship and talking to graduates or teachers were found to be important for both low and high capital students. While talking to graduates were stated by high capital students, most low capital students chose the institution due to scholarship and internship opportunities.

Firstly, university ranks were important for both low and high capital students while there are quite a lot of differences in their university scores. In other words, university ranks meant different for high and low capital students along with their social class. To begin with, for the students placed in the top percentages, the institution was the best option since they thought that having a scholarship is valuable especially under harsh economic conditions. Besides, going to a state university with such a good university rank does not seem logical to those students due to the opportunities

provided, such as the scholarship or internship, an example of which is stated by participant 108:

'I am really happy, especially during these days... I'm really glad I chose this university. Because as a student, you can't do what you want when you don't have money. I mean, I couldn't afford anything at a public university. And my ranking... If I had gone to a state university, I would have wasted this ranking. I had such a great rank, that's why I thought I should come here.' (Participant 108)

'Şu devirde anlıyorum gerçekten... Gerçekten iyi ki burayı seçmişim. Çünkü bir öğrenci olarak gerçekten paran olmadığı zaman istediğin şeyleri yapamıyorsun. Yani bir devlet üniversitesinde bunu karşılayamazdım. Bir de sıralamam... Devlet Üniversitesine gitsem bu sıralamayı heba edebilirdim. O kadar sıralama yapmıştım, buraya geleyim dedim o yüzden.' (Katılımcı 108)

As it can be seen from the extract above, having a good rank in the university entrance exam along with the scholarship are valid reasons of hardworking students, both the low and high capital ones, and especially the ones needing financial support during their educational journeys. Besides the scholarship, those successful students are also given free dorm rooms, which is another aspect that affects those hardworking students, which can be seen from participant 390's words:

'Well, now I had a good ranking... I had an above-average ranking. Now the opportunities that the university gave me. You know, as a fee... they also gave scholarships. I am one hundred percent scholarship. They were providing accommodation. That's why I chose this place when it was satisfying both financially and success.' (Participant 390)

'Ya şimdi şöyle iyi bir sıralamam vardı... ortalamanın üstünde bir sıralamam vardı. Şimdi üniversitenin bana verdiği imkânlar. Hani bir ücret olarak... bir de burs veriyorlardı. Yüzde yüz bursluyum ben. Yurt imkanı veriyorlardı. O yüzden hani hem maddi taraflardan hem de hani başarı tarafından tatmin edici olunca burayı tercih ettim.' (Katılımcı 390)

However, as it was mentioned above, a foundation university is also a good option for the ones with low scores, which can be seen in participant 242' words below:

'I came to Ankara in the 11th grade. I'm from Van. I came to Ankara to study in the 11th grade. A teacher from the university held a seminar in our high school. After I moved to Ankara, I started to pass by the university. Then I said, I mean, this school is nice, my score was not very high, it was very low. Obviously, it wasn't enough to go anywhere else. That's why I chose this university.' (Participant 242)

'Ben 11. Sınıfta ankara'ya geldim. Ben vanlıyım. 11. Sınıfta okumak için ankara'ya geldim. Bizim okulumuzda bir seminer yaptı üniversiteden bir hoca. Ankaraya taşındıktan sonar üniversiteyi görmeye başladım. Sonra dedim ki, yani bu okul güzel gibi ya bu puanımda çok yüksek değildi, baya düşüktü. Açıkçası başka bir yere de yetmiyordu. O yüzden burayı seçtim.' (Katılımcı 242)

All in all, university ranking is an important consideration in the university selection process, yet it is mostly related to financial support to continue education for students from middle-class while it is due to easiness of being selected for the ones from the upper-classes.

Another reason given by both low and high capital students was internship; however, there were various reasons why internship matters for students with various capital, which were finding a job, having longer job experience, and lastly reaching out companies. The first one, finding a job, was mostly given as a reason by low capital students since they think that it is getting more and more difficult to find a job in today's world, and the university gives them a chance to gain work experience via the internship to reach out companies. Moreover, thanks to university's network, they also reported to have much more options compared to the ones offered by a state university in addition to the longer periods of internship, examples of which are provided by the statements of two low capital participants 213 and 308:

'The main reason why I chose this university... engineers actually have problems in finding a job. That's why I chose this university because it also provides internships for 3 terms...that was

'Burayı aslında seçme nedenim... mühendislikler de aslında biraz iş bulmada sıkıntı oluyor. O yüzden buranın da 3 dönem staj sağlasından dolayı aslında tercih

my only reason...' (Participant 213)

ettim...tek sebepim buydu...' (Katılımcı 213)

'The reason why I chose the school... my biggest reason is actually the internship. Because I'm not very sociable or able to express myself... in fact, it will be a bit of a colloquial language, but I'm not a person who can exaggerate herself. That's why this opportunity that the school offers us is very valuable to me. If I had studied at a normal state university, I would probably have done an internship for only a month in 4 years, but here I do it for about a year. A huge advantage. That's why I chose this university.' (Participant 308)

'okulu seçme sebepim... en büyük sebepim aslında stajın olması. Çünkü böyle çok girişken kendimi anlatabilen... aslında biraz konuşma dili olacak ama kendini satabilen bir insan değilim. O yüzden aslında okulun bize sunduğu bu imkan benim için çok değerli. Normal bir devlet Üniversitesinde okusaydım muhtemelen 4 yıl boyunca sadece bir ay kadar bir staj yapacaktım ama burada bir yıla yakın yapıyorum. Çok büyük bir avantaj. O yüzden burayı seçtim.' (Katılımcı 308)

As it can be inferred from the extracts above, providing a longer periods of internship and giving a chance to all students to contact with the firms to find a job more easily in the future make the institution preferable for most of the students. Moreover, low capital students also mentioned that they did not have the ability to have a good communication with people, which can be seen from the statements of participant 308 above. He thinks that he could not manage to talk to the firms, and arrange an internship on his own, which is why the opportunities provided were valuable and effective in his decision-making process.

Scholarship was repeatedly mentioned by low capital students, and a few high capital ones, yet all from middle class. In other words, those students especially the ones from middle-class stated that scholarship is pivotal for their continuation of education as well as the capability of doing what they desire to do. In other words, it is stated that those students can now spend money on the cultural and social activities they desire to do such as visiting places, going to cultural activities etc. to enhance their skills and

knowledge. To exemplify, participant 108 stated that thanks to the scholarship, she has a chance to improve her life standards, and to attend cultural activities requiring money. Another example is provided by 347' statements:

'We can do things which require financial sources because the scholarship provided by the school relieves us economically. ... so, for example, when I say I want to go somewhere, I don't have a problem. I can travel with my friends, etc... I think that I am socially in a better condition now, I am more comfortable compared to high school... that is, now my social life is better...' (Participant 347)

'Ya ekonomik olarak okulun sağladığı burs rahatlatığı için ekonomik olarak bazı şeyleri yapabiliyoruz. ... yani mesela bir yere gezeyim dediğim zaman sıkıntım olmuyor. Gezebiliyorum, arkadaşlarımla falan... Sosyal anlamda daha iyi olduğunu düşünüyorum şuan yani daha rahatım liseye göre...yani sosyal açıdan daha iyi oldu...' (Katılımcı 347)

Moreover, choosing the institution due to scholarship opportunities proved to be good decision since the economic conditions are getting worse and worse day by day, which is also emphasized by many students having 100 % scholarship, and from middle class. Therefore, those with less economic capital appreciate this opportunity quite a lot as the financial support from their families is limited, which is mentioned also by participant 347 below:

'... I have never regretted coming here because of the economy... well, it went way back. The opportunities provided by the school have been very good for me. I mean, I am not a burden to my family at all... I feel even happier to choose here now.' (Participant 347)

'... buraya geldiğim için hiç pişman olmadım çünkü ekonomi... malum çok geri gitti. Okulun sağladığı fırsatlar benim açımdan çok iyi oldu. Yani okumama... aileme hiç yük olmadığım için şuan... şu an buraya geldiğim için daha mutluyum yani.' (Katılımcı 347)

So, as it can be understood from his words above, participant 347 does not feel like he is a burden to his family thanks to his scholarship, which covers all his expenses. Not feeling like a burden to family is something which is stated by other participants with

similar backgrounds, and they especially appreciate the scholarship, and made their decisions with this idea of not being a burden to their families.

Talking to graduates or teachers working at the institution is another reason of choosing the school, which is only stated by high capital students. Talking those people took place either during university's school visits to introduce the school or orientation days when departments and school facilities are introduced to potential students after the university entrance exam. So, knowing someone studying at the institution is important in terms of publicizing the university for future candidates. Therefore, the institution also gives importance to include students in the orientation days, and make them responsible for taking care of the future candidates and answer their questions related to the schooling, which is also thought to be a better way to have more intimate connections with the students. Here is an example from participant 270' experience:

'I didn't know much about the school. I started my research at work during that university exam period. Then, the internship at work or the profiles of other professors affected me frankly. You know, I talked to 1-2 graduate friends around me... I thought it would be a logical choice when I got their thoughts too...'
(Participant 270)

Okul hakkında çok bir bilgim yoktu. Ben o üniversite sınavı döneminde işte araştırmalarım başladım. Sonra işte staj ya da diğer hocaların profilleri etkiledi beni açıkçası. Hani 1-2 tane mezun arkadaşla konuşmuştum çevremde olan... onların da düşüncelerini alınca mantıklı 1 seçim olacağını düşündüm... (Katılımcı 270)

In addition to the students, teachers also take part in the university orientation days, and each of them has a duty to inform the students about their departments, job opportunities or advantages of that particular department. Therefore, some students also mentioned that they got convinced to choose the institution after talking with the instructors or professors in their departments, and example of which is provided by with the statements of participant 7 below:

'Then, we came to the university on orientation days. I have a very beloved teacher here... Serdar teacher, in our department... He was there during the orientation days. He told me everything. I also liked the school very much. The dorm was also beautiful.'
(Participant 7)

'Sonra tanıtım günlerinde üniversiteye geldik. Burada çok sevgili hocam var... Serdar hoca, bizim bölümde... Tanıtım günlerinde o vardı. Bana anlattı her şey. Okulu da çok beğendim. Yurtta çok güzeldi.' (Katılımcı 7)

All in all, talking to current students, instructors and graduates were reported to be effective in students' decision to choose the institution, yet it is surprising to find out that only high capital students had a chance to talk to graduates, teachers or students. Unlike high capital students, low capital students' decision to study at the institution was based upon scholarship and internship. Likewise, having more opportunities were also only stated by low capital students. Better language education, establishing closer relations with teachers, having a wider network, and the financial advantages were listed by those students. First of all, since the university has a compulsory preparatory language program, students have a chance to improve their language skills prior to continuing their departments. Therefore, good language education is one reason reported by some of the low capital participants since they think that university is the only place they have to improve themselves. Additionally, most students also mentioned how easily they contact with their teachers, and how much they like their approaches towards the students as well as their open-door policy. They even stated that they can reach the head of departments or their teachers via WhatsApp messages, and they can call them whenever they need, which is thought to be a lot more different than teacher profiles at a state university, an example of which is provided:

'I generally thought about the scholarships of private universities... Then, as I talked to people, the opportunities provided in private universities, the

'Ben genel olarak özel üniversitelerin burslarını düşündüm... Sonra böyle insanlarla da konuştuğça özel üniversitelerde sağlanan imkanlar, öğretim

communication we could establish with faculty members... we can communicate with our teachers one-on-one. but this is not possible in state universities...” (Participant 303)

üyeleriyle kurabildiğimiz iletişim... birebir iletişim kurabiliyoruz biz öğretmenlerimizle. bu ama devlet üniversitelerinde çok mümkün olmuyor...’ (Katılımcı 303)

All in all, the data have shown that students with high capital chose the institution after contacting the graduates, teachers or students from the institution, and they had a chance to get information beforehand. However, the ones with low capital chose the institution since the scholarship and internship were valuable for them. While the scholarship provided them financial resource, internship offered a chance to build their network and contact with the firms, which they could not reach on their own.

4.2.3.2. The Role of Social and Cultural Capital on Academic and Social Experiences

The academic experiences of the students with low and high capital were explored to have an understanding of their experiences in the higher education. In doing so, the details related to the *challenges* they have encountered and their *adaptation process* were compared to understand the effects of social and cultural capital, especially their transition from high school to university.

Firstly, the data have shown that the students with high capital were mostly college graduates while the ones with low capital went to state high schools. Therefore, their experiences in university varied. For example, while low capital students saw preparatory education as a great chance to improve their language skills, students with high capital thought that it would be great to have a more relaxed academic term.

First of all, I studied preparatory class... I did it on

Öncelikle hazırlık okudum ben ... Bilerek aslında... ingilizcem

purpose... my English is good, but I said I can't endure another tight schedule again... That's why I gave myself a year... I wanted to get to know the school a little, spend time, and get used to it... (Participant 21)

iyi, fakat ben dedim bir daha yoğunluğa giremem... O yüzden bir yıl verdim kendime... biraz okulu tanımak, zaman geçirmek, ve alışmak istedim... (Katılımcı 21)

As it can be seen from participant 21's statements, she had already known what to expect in university, and she gave herself a year to get ready for the hectic program. However, for a student with low capital, that decision was not easy to make. For example, participant 390 mentioned that he had a lot of difficulty in his first year, as he did not have enough knowledge about the university life or the courses at all. Additionally, low capital students mentioned that they had difficulty in making friends, especially the ones passing the preparatory class right away. Since the preparatory class gives students a chance and time to socialize, and get to know each other, the ones who passed the exam instantly, and continued their departments reported that they could not make any friends during their first weeks in the university, an example of which is displayed with participant 177's statements:

'When I first came, I didn't have any friends at the university... I mean, I didn't even have any acquaintances either. we didn't start our lessons in the first 2 weeks... because I passed the preparation, but our exam was announced late... I couldn't attend the classes for 2 weeks. As such, I did not have any friends. These two weeks have been very difficult for me. Because I totally didn't know anyone, and that was very annoying. For example, people in general were very comfortable... it is right, of course, because people

'İlk geldiğimde hiç arkadaşım yoktu üniversitede... yani hiç tanıdığım da yoktu. O yüzden ilk 2 haftada derslerimizde başlamamıştı... çünkü hazırlığı geçmiştim ama sınavımız geç açıklandı ... 2 hafta derslere giremedim. Böyle olunca da arkadaşsız kaldım. Bu iki hafta benim için çok zordu. Çünkü tamamen kimseyi tanıımıyordum, ve bu çok can sıkıcıydı. Mesela ya genel olarak insanlar çok rahattı... haklı tabii insanlar

are at a university.” (Participant 177)

üniversite olduğu için.’ (Katılımcı 177)

So, from the extract above, we can infer that participant 177, with low capital, had difficulties in the first two weeks not only due to not having a chance to get to know other students, but also the environment seemed different. This point is important to consider since there are many students with different capital, coming from different regions or with different family backgrounds. He used the word comfortable to mean that students were relaxed, which may have different meanings in Turkish context. The word is mostly used by more conservative people to refer people’s clothing or their behaviors. Another similar idea was also mentioned by participant 84, who actually gave her own reasoning while explaining the situation below:

‘I was a little confused, frankly, because I went to a slightly different high school. It was a slightly more conservative high school. That’s why I floundered a bit when I came here... I came across very different people profiles. After going through a period of getting used to, like 2 weeks, now it doesn’t make me feel weird... you know, it feels natural now... There is no problem at the moment. But at first, I had difficulties.’ (Participant 84)

‘Biraz bocalamıştım açıkçası çünkü biraz daha farklı bir lisede okudum. Biraz daha muhafazakâr bir liseydi. O yüzden biraz bocaladım buraya gelince... çok farklı insan profilleri ile karşılaştım. 2 hafta falan bir alışma süreci geçirdikten sonra şu an hiçbir şekilde... hani doğal geliyor artık...Hiçbir sıkıntı yok şu an. Ama ilk başta zorlanmıştım.’ (Katılımcı 84)

Being with people with different profiles and backgrounds seemed different for those students at first, yet they all stated that they got used to the school environment after a while. What they mean by student profile is also related to various income levels of the students, which also affected some since they felt as if they could not compete against them in terms of possessions and resources they had, yet this idea also slightly changed afterwards. In other words, they still believe that those students from upper class will have more resources and opportunities upon graduation; however, this fact

no longer affects their social relations. An example of a student explaining the student profile difference is given below:

'The education was online in preparatory class. I will be honest... For the first four months or so, I was thinking of changing the university. I was totally focused on this. I didn't meet very good people in the first semester. And, since it is a private school, I thought that everyone had a different profile. But, when I continued with upper level, I made such good friends and moved away from this thought. I don't have such a thought right now, but for the first four months, I thought of changing the university since those students seemed really rich.' (Participant 268)

'Hazırlıkta onlinedı eğitim. Ben şeydim. Dürüst konuşcam. İlk dört ay falan ben kesinlikle yazın yatay geçiş yapacağım. Tamamen bu odaklıydım. İlk dönem çok iyi insanlarla tanışmamıştım. Bir de özel okul olduğu için herkesin farklı bir tiplemede olduğunu düşünüyordum. Ama bir üst kura geçtiğim zaman böyle iyi arkadaşlıklar edindim ve bu düşünceden uzaklaştım. Şuan zaten böyle bir düşüncem yok ama ilk dört ay boyunca direkt yatay geçiş yapmayı düşünmüştüm, arkadaşlarımın çoğu çok zengindi.' (Katılımcı 268)

One can infer from the participant 268's statements that, students were also aware of the different profiles, yet they were not aware of the fact that it could be related social and cultural capital. Therefore, they believe that social class could be the reason of these differences. On the other hand, another difference was related to the expectations of students from the university. While low capital students believe that school's duty is to make them academically strong, high capital students often blamed the university for lacking social activities. An example from a low capital student is presented:

'The only purpose of the school is to provide a quality education and to stand behind you... they have nothing else to do... Okay, maybe they can arrange career days... I don't know, extra-curricular

'Okulun tek amacı kaliteli bir eğitim vermek ve arkanızda durmak... başka yapacak bir şeyleri de yok böyle yani... Tamam, belki kariyer günleri ayarlayabilir... Hani ne bileyim

activities... But socializing is something we need to do. The best thing the school can do is to teach well... to make you learn well... That's it." (Participant 177)

extra-curricular aktiviteler ... fakat yani...yine bizim elimize kalıyor... bize kalıyor o iş, sosyalleşmek. okulunda en fazla yapabileceği şey iyi ders vermek... iyi öğretmek... O kadar yani.' (Katılımcı 177)

However, as it was stated, not everyone agrees with this, and do not think that school's only duty is making students get ready for the academic life. They acknowledged university's financial support, and how it enables them to improve themselves, and they are happy with the quality of education, yet they think it falls behind in terms of the inclusion and diversity of social activities, which is stated below with the words of participant 108, a high capital student:

'The university gave me a huge financial advantage... which allowed me to improve myself... it added a lot in terms of language and a lot of things academically... and it continues to do so. But I think it can give us a little sociality. In other words, I think that it is a university that is behind other universities in social activities, for example, and it is because it is a school that focuses on academic aspects.' (Participant 108)

'Üniversite bana maddi açıdan çok büyük bir avantaj sağladı... bu da benim kendimi geliştirmemi sağladı... dil açısından çok büyük şeyler kattı ve akademik açıdan da çok büyük şeyler kattı...ve katmaya devam ediyor. Ama biraz da sosyallik kazandırabilir bence bize. yani çok akademik yönüne odaklanan bir okul olduğu için sosyal yönde mesela diğer üniversitelerden geride bir üniversite olduğunu düşünüyorum.' (Katılımcı 108)

The same difference was also observed in students' attendance in activities offered in the institution. While low capital students were more interested in taking part in projects, or attending seminars; high capital students talked about the university clubs they were members of. For example, participant 21 with high capital, has been a member of a school club since he started university, and below is his experience in the club, and his experiences:

'...First of all, I used to be in the Fenerbahce (a football team) student club, 2-3 years ago, since the preparatory school... I remained a member for 1 year. Then, I became a member of the board of directors. Later, I became the president of the club. Then, I was the president for a year and a half. I had to quit when I was in the final year...yet it was great to know many people.' (Participant 21)

'...Şöyle öncelikle ben eskiden, 2-3 yıl öncesinde aslında, hazırlıktan beri üniversiteli fenerbahçeliler topluluğundaydım...1 yıl üye kaldım. Sonra yönetim kuruluna geçtim. Daha sonra başkan oldum. Sonra 1 buçuk yılda başkanlığını yaptım. Artık son sınıfa geçince, yani üçüncü yıla geçince bırakmak zorunda kaldım...ama yine de çok fazla insanla tanışmak güzeldi' (Katılımcı 21)

On the other hand, low capital students, as mentioned above, mostly took part in projects. Their participation to projects and seminars were also aligned with their desire to improve themselves academically, and to enhance their chances of being employed in a better company. They do believe that the projects and seminars help them gain more experience in their fields, which will be a plus in their future careers.

Below are motives of participant 390 to take part in school projects presented:

'...My GPA was good... That's why I thought about which projects I should be on, I wanted to achieve something. That's why I applied to several projects. There is a project at our school right now. I'm part of it. I realized the importance of taking part in projects during my internship. There was a guy with 2.18 GPA. And he was doing his job really well there, very independently and people really liked what he was doing. Nobody is looking at the average there... That's why I want to gain experience. That's why I have decided to work with professors on projects...' (Participant 390)

'...Ortalamam iyiydi...O yüzden bir yandanda hangi projelere olayım onu düşündüm, bir şeyler başarmak istiyordum. O yüzden bir kaç tane projeye başvurduğum. Şu anda bizim okulda bir proje var. orada yer alıyorum. Projelerin önemini stajda fark ettim. Bir arkadaşımın ortalaması 2.18 falandı. Ve orada işini gerçekten çok iyi yapıyordu, aşırı bağımsız bir şekilde ve gerçekten insanlar da onun yaptığı şeyi beğeniyordu. Orada kimse ortalamaya bakmıyor... O yüzden deneyim kazanmak istiyorum. Bundan dolayı hocalarla projelerde çalışmaya karar verdim..' (Katılımcı 390)

Similar to participant 390, participant 108 also stated that she was constantly looking for projects that she could take part in to improve herself academically as well as to increase her chances of finding a better job. Therefore, we can understand that

students, especially the ones with higher GPAs, yet with low capital, are quite interested in being part of school projects, and working with the professors to gain experience as well as to improve themselves to better prepare themselves for their future jobs. On the other hand, students with high capital took active roles in students' clubs, which will help them establish network. In other words, they emphasized that establishing network through school clubs was valuable through school clubs, and for some students with high capital, it is even more important than high GPA, an example of which is presented via participant 21' words:

'Even though academic success is important... I mean, for example, I got to know a lot of Fenerbahçe businessmen from that fenerbahçe... I got a lot of job offers... network actually, that matters quite a lot, even more than GPA in some situations...'
(Participant 21)

'Akademik başarı önemli olsada... yani ben mesela o fenerbahçe'den bir sürü Fenerbahçe iş adamı tanıdım...bir sürü iş teklifi aldım... network aslında. Yani GPA den daha önemli bile olabilir bazı durumlarda...' (Katılımcı 21)

Like the other students, participant 21 is also aware of the fact that he can enrich his network, and get together with people from various firms via being part of the school clubs. In the end, the activities high and low capital students differ; however, both groups want to enhance their chances for better employment opportunities, and see the school activities, projects or seminars as a way to accomplish this.

4.2.3.3. Internship

Internship was the last topic elaborated on to have understanding about higher education experiences. The experience students with low and high capital gain during their internships as well as the network they have established were explored in this part.

To begin with, most participants, both with high and low capital, stated that

internship was a great way to make them learn the real job environment by going beyond the theoretical knowledge they have been taught during the courses. In addition, the high capital students have also mentioned that it gave them a chance to understand what part of area of their job they want to specialize in upon graduation via those internship periods, an example of which is presented:

'...I do not think that the theoretical knowledge in the courses improved me much. But I think the internship really improved me a lot.... During my internship, I learned information that I would not have learned in my life... I did my internship in one of the biggest factories in Europe and I realized that I really wanted to work in that field in mechanical engineering... During my internship, I realized that I wanted to work in the field of production and design. There are many fields of mechanical engineering, but I realized that I really wanted to go in that direction and enjoyed it during my internship. I really learned a lot. Also, as the internship period was long, I had the chance to practice a lot...' (Participant 21)

'...Derslerde teorik bilgilerin beni çok geliştirdiğini düşünmüyorum. Fakat stajın gerçekten beni çok geliştirdiğini düşünüyorum.... stajımda hayatımda öğrenemeyeceğim bilgileri öğrendim... Avrupa'nın en büyük fabrikalarından birinde stajımı yaptım ve gerçekten makine mühendisliğinde o alanda çalışmak istediğimi fark ettim... Üretim ve tasarım alanında çalışmak istediğimi stajımda fark ettim. Makine mühendisliğinin pek çok alanı var fakat gerçekten o yöne yönelmek istediğimi ve ondan zevk aldığımı stajda fark ettim. Gerçekten çok fazla şey öğrendim. Bir de stajı dönemi uzun olunca pratik yapma şansında çok oldu...' (Katılımcı 21)

On the other hand, low capital students mentioned that, they had a chance to see what they are actually studying. In other words, some students with low capital chose their departments based upon their parents' desires or in accordance with their university exam results to get a good scholarship unlike the high capital ones who had a chance to learn detailed information about the job they would do in the future. Therefore, they think internship period also helped them to see what they will do upon graduation, an example of which is provided here by low capital participant 22' own words:

'... when I first started school, I had no idea about what to do. I was

'... okula ilk başladığımda ne yapacağımı hiç bilmiyordum. Çok

aimless. I thought I would just study and graduate. After that, I started to like my department. At first, I chose the department as my father told me to do so. I didn't know whether I would like it or not. At the beginning of school, I was very aimless. I didn't know what I was going to do, but after the internships started, I said OK, I love this job, I'll do this job... (Participant 22)

boşluktaydım. Sadece bölümü okurum ve ilerlerim gibi düşünüyordum. Daha sonrasında bir bölümü sevmeye başladım. İlk başta bölümü babamın demesiyle yazmıştım yani. Seveceğimi de bilmiyordum. Okulun ilk başları çok boşluktaydım. Ne yapacaktım bilmiyordum, fakat stajlar başladıktan sonra tamam ya ben seviyorum bu işi dedim, ilerlerim burada dedim... (Katılımcı 22)

The difference between high and low capital students can be also seen with the example from participant 7, high capital student. She deliberately chose different sectors to learn more about what she actually enjoys, and what kind of career she wants to follow in the future, which is presented below:

'...I didn't know what I would do as a job at first... but after I went to my first internship, for example, something started to become clearer in my mind. Because I always did it in different places. I have completed 2 of the internships. I did both in different industries so that I could see exactly what I wanted...' (Participant 7)

'...İş olarak yapacağım şeyleri ilk başta bilmiyordum... ama mesela ilk stajıma gittikten sonra kafamda bir şeyler daha netleşmeye başladı. Çünkü hani sürekli farklı yerlerde yaptım. Böyle 2 tanesini tamamladım. ikisini de farklı sektörlerde yaptım ki tam olarak ne istediğimi görebileyim diye ...' (Katılımcı 7)

As it can be inferred from the two examples above, internship experience meant different for the students with different social and cultural capital. While high capital students like participant 7 in the example wanted to explore their options to choose the best one in the future, low capital students also found out the competitive job market, which is waiting for them in the future. In other words, via the internship, they actually had an understanding of the competitive job market waiting for them upon their graduation. Below are participant 22's comments related to his experiences:

'...I think I experienced this awareness on the first day of my internship, how challenging business life is. So, everything was like a play in the beginning. But when I first went to the internship, after seeing that work environment and seeing the students from different universities from the same department and their work at the place where I did my internship, I felt how strong my opponent actually was. So, I felt like I fell behind...' (Participant 22)

'...Stajın ilk günü galiba yaşadım bu farkındalığı, iş hayatının ne kadar zorlayıcı olduğunu. Yani böyle biraz lay lay lom geçiyordu her şey. Fakat staja ilk gittiğim zaman o iş ortamını gördükten sonra ve hani ben staj yaptığım yerde farklı üniversitelerden aynı bölümden öğrencileri ve çalışmalarını gördükten sonra rakibimin aslında ne kadar güçlü olduğunu hissettim. Yani kendimi çok geride hissettim...' (Katılımcı 22)

However, the students, especially the ones with high capital and whose fathers have their own companies, and who will have a chance to work with them upon graduation; see the internship period as a chance to learn more about other companies' conditions and their working styles. Therefore, those ones also want to go to good companies for their internships to learn the best practices in the field, a sample from those participants is displayed below:

'... I want to do my internships in good companies. In the future, I will probably work in my father's company. But before I go there, I want to see ... What's going on with the other companies ... Also, the industrial engineering is a very open field, so I want to work in different sectors. I want to do this at least in companies that do their job, that is, in sectors that we know well. That's why it's very important to gain experience and learn a lot during internship.' (Participant 255)

'... Stajlarımı iyi yerlerde yapmak istiyorum. Bu da ileride büyük ihtimalle babamların şirketinde devam ederim. Ama oraya gitmeden önce ilk önce şeyi görmek istiyorum. Dışarıdaki şirketlerde neler oluyor... Bir de endüstri çok önü açık bir bölüm ve bundan dolayı farklı sektörlerde de çalışmak istiyorum. Bunu da en azından işini yapan, yani iyi bildiğimiz, tanıdığımız sektörlerde yapmak... firmalarda yapmak istiyorum. O yüzden stajda deneyim kazanmak, öğrenmek çok önemli...' (Katılımcı 255)

As it can be seen above, the internship gives a chance to the students to learn the best practices, and what the actual work place looks like in addition to helping them reach out the companies where they can find a job upon graduation. However, while high

capital students see internship as a way to analyze their options, low capital students were more concerned about reaching out companies to have a place in the future. As participant 213, a low capital one, mentioned in the interview, it is difficult to find a job, especially for the engineers, and thanks to the internship she feels like she has gained more experience, so she will have more chances to in the future.

Another aspect of internships is the network students establish, which will help them increase their social capital, and have better chances of employment in their future careers, which is mentioned by both low and high capital students. Therefore, thanks to internship, students can contact with companies more easily compared to other universities, which is underscored mostly by low capital students, and from middle class. For example, participant 4's statements about the internship period is presented:

Frankly speaking, I think the school provides a lot of opportunities, especially internships. Because if I had studied at another school, the probability of doing these internships would be very low. Regardless of other things, internship opportunities are very important. Because, for example, this time I tried to arrange the internship by myself. I have emailed or tried to reach so many people, but I did not even get a reply... The facilities provided by my school are very good ... (Participant 4)

Açıkçası okulun çok fazla imkan sağladığını düşünüyorum, özellikle staj. Çünkü ben başka bir okulda okusaydım bu stajları yapma ihtimalim çok düşüktü. Gerçekten ne olursa olsun staj imkanları çok önemli. Çünkü ben mesela bu sefer kendim ayarlamaya çalıştım. Yani mail atmadığım, ulaşmadığım hiç kimse kalmadı. Ama geri dönüş bile aladım... Okulumun sağladığı imkân çok iyi ... (Katılımcı 4)

Similar to participant 4, participant 242 also appreciated the internship opportunities provided by the institution, and emphasized how they are better than state universities as well as how the internship helped them connect with other people in the field, which is presented with his own words:

'...Actually, the school has a lot of influence on us. I mean, if I hadn't studied in such a school, I wouldn't have had so many opportunities. They made us work really hard... If I had gone to a state university, an ordinary university, I wouldn't do anything. So ... school introduces us to people, brings us together with people we normally have little chance to meet, and those people add something to us...' (Participant 242)

'...Aslında okulun çok etkisi var. Yani böyle bir okulda okumasaydım, bu kadar fırsat bulamazdım. Bizi gerçekten çok çalıştırdılar ... Ne bileyim... Başka bir devlet üniversitesine gitseydim, alelade bir üniversiteye, okuyup geçecektim. Yani hiçbir şey yapmayacaktım. Yani ... okul bizi insanlarla tanıştırtıyor, normalde tanışma şansımızın düşük olduğu insanlarla bir araya getiriyor ve o insanlar da bize bir şeyler katıyor...' (Katılımcı 242)

School's having such connections and being partners with good companies are reported to be crucial for both low and high capital students. Thanks to those chances, they mention how it became easier for them to establish their own network for their future jobs. The last example for the importance of network is provided below:

'Thanks to the university, we can actually communicate easily with many people from the business world. For example, this is how school taught me to talk business. I learned to speak with the mouth of that side, like them, like business people... Later on, it helped me to create my network and naturally, for example, these jobs, for example, establishing my own company, are not things that can be done with very small money. I can do something myself. The university created this network for me and it is now much easier for me to find investors...' (Participant 251)

'Üniversite sayesinde aslında iş dünyasından pek çok insanla rahatlıkla iletişim kurabiliyoruz. Mesela bu şekilde ticari konuşmaları bana okul öğretti. Biraz daha o tarafın ağzıyla yani onlar gibi, iş adamları gibi konuşmayı öğrendim... Daha sonra işte hani o network ümü oluşturdu ve doğal olarak da mesela bu bahsettiğim işler, kendi şirketimi kurmak, çok ufak tefek paralarla yapılabilecek işler değil. Kendim bir şeyler yapabiliyorum. Bana bu network ü oluşturdu ve yatırımcı bulmam artık çok daha kolay...' (Katılımcı 251)

In the end, as it can be inferred from the extracts above, establishing a good network, getting to know people from different sectors and experiencing the real job environment to understand what kinds of specializations available for them in

the future, how well they can do it and how much they will enjoy working there are some of the benefits of the internship provided by the institution. Although the students with both low and high capital levels emphasized the significance of internship, it was found out that students from middle class or the ones with low capital believe that it is their biggest chance to reach out companies. Since they stated that they cannot reach out those companies like their friends from upper class, they gave utmost importance to this period to prove themselves to the companies. On the other hand, the students with upper class and with high capital also think that internships are valuable; however, they underline the experience part through learning more about the area or seeing their future options.

4.2.3.4. Low and High Capital Students' Definition of Success

Regarding how participants with low and high social and cultural capital define success, and it was found out that *achieving their goals, use of language, social skills, and having a high GPA for graduate education, finding a job, and having a good internship* were stated by students with different capital. In the following paragraphs, they are all presented with sample quotes of students with low and high capital students.

First of all, most of the participants with high social and cultural capital stated that success means achieving one's goals and aims rather than having a high GPA. They do accept that having a high GPA is important, especially, to find a good job; however, they still believe that it does not always represent success unless one achieves his/her own purposes. An example from participant 108' interview is presented below:

'...Until now, we have always talked about the courses, we have talked about the university, but these are not indicators of success... I think success is when you set a goal, and when you make an effort to reach it no matter what it is... even if you cannot reach it, a person who makes that effort is a successful person, I think. But I always say, 3.50 average would be nice... Why should it be 3.50? ... In Turkey's conditions... Being a successful person according to the average (GPA) may actually be a misconception, but it is an indicator of being successful, especially in our country...' (Participant 108)

'...Şu ana kadar hep ders üzerinden konuştuk, üniversite üzerinden konuştuk ama asla başarı bu değil... başarı bence insanın, hedef koyarsın, hedefi ne olursa olsun ona ulaşmak için çaba göstermesi... ulaşamazsan bile o çabayı gösteren insan bana göre başarılı bir insandır. Ama hep şey diyorum, 3.50 ortalama güzel olur... Neden 3.50 olmalı?...Türkiye şartlarında... başarılı bir insan ortalamaya göre olması aslında yanlış bir algıda olabilir, ama başarılı olmanın bir göstergesi, özellikle ülkemizde...' (Katılımcı 108)

Similar to 108, participant 255 also stated that achieving one's goals is the indicator of success rather than having high GPA. To achieve their goals, they think the first step is to make right decisions and act accordingly. Moreover, participant 95 also stated that success means achieving what you have always dreamed of, and doing your best to achieve your goals like the other participants above. Likewise, participant 268 mentioned that in addition to achieving goals, standing on one's own feet is also important. She said that reaching your own goals and aims to stand on your own feet is valuable. Therefore, achieving one's goal is one of the most important indicators of success according to the students with high capital. Participant 21 also added that it is pivotal to learn from one's mistakes, which is also an important step to reach your goals and to be successful, which is presented as:

'...Success is ...Success means being able to learn something even if you fail to achieve it. If you gain experience, that's an achievement. So after all, experiencing something is actually an achievement. So, the important thing is to live through something,

'...Başarı aslında şöyle bir şey benim için... Sadece başarmak değil aslında başarı demek bir şey başaramazsam bile ondan bir şey öğrenebilmek demek. Bir tecrübe kazanıyorsan bu da bir başarıdır zaten. Yani sonuçta bir şey yaşamak aslında bir başarıdır.

and have an experience... knowing that you won't make the same mistake again. And then being able to pursue your goals...' (Participant 21)

Yani önemli olan o şeyi yaşamak ve bir tecrübe edinebilmek...tekrar aynı hatayı yapmayacağını bilmek. Ve sonrasında hedeflerinin peşinden gidebilmek...' (Katılımcı 21)

In the end, success for participants with high capital means setting up your goals and achieving them. Therefore, it does not necessarily mean having a high GPA, and it depends on people's own decisions and aims. For example, participant 347 mentioned that he thinks his father is a successful person as he achieved his own goals, which are making his children get education, and responding to their needs as a father. Though he is primary school graduate, he is the most successful person he can think of just because of achieving his own goals.

Another definition of success found in the data is the effective use of language, which is also an indicator of cultural capital, and it was mentioned by a student with low capital. Participant 177 stated that effective use of language makes people successful, which is displayed as:

'...I think people who both study and spend time for social activities are successful... As you might have noticed... I speak a little fast... I think people who can speak well are successful. I speak a little fast... sometimes words can get mixed up, sometimes I can't form sentences. I cannot use proverbs or idioms...' (Participant 177)

'...Hem derslerine çalışan hem de sosyal etkinliklere vakit ayırabilen insanlara başarılı derim ben... Bir de fark etmişsinizdir... birazcık hızlı konuşuyorum ben... konuşması düzgün olan insanlara başarılı derim... Cidden güzel konuşan insanlar başarılıdır. Ya ben birazcık hızlı konuşuyorum... bazen kelimeler birbirine girebiliyor, bazen cümleleri kuramıyorum. Atasözlerini kullanamıyorum ya da deyimleri...' (Katılımcı 177)

As it can be seen from the extract above, participant 177 does not feel successful since he thinks people using the language effectively are successful, which is also mentioned

by participant 198, high capital student. She thinks that communicating effectively and using language in a clear way is far more important than having a high GPA, which is demonstrated below with her own words:

'...I think being successful is not primarily about having good grades... I think being successful means having good social skills. So, I need to express myself well. For example, there are many people who cannot express themselves in our class. Their grades are very good, but they cannot make presentations. In other words, they cannot speak, cannot express themselves, or doing well in the company interviews...they try, but are eliminated. Therefore, speaking, being able to speak well, using the language well are very important. Communication is very important...' (Participant 198)

'...Bence başarılı olmak öncelikle kesinlikle not olması değil...Bence başarılı olmak demek sosyal skillerimin iyi olması demek. Yani kendimi iyi bir şekilde ifade etmem lazım. Mesela bizim sınıfta çok var. Notları çok iyi ama sunum yapamıyor. Yani böyle konuşamıyor, kendini ifade edemiyor ya da şirket mülakatına girip, deniyor, ama eleniyor... Yani konuşmak, iyi konuşabilmek, dili iyi kullanmak, çok önemli. İletişim çok önemli...' (Katılımcı 198)

As it can be seen from participant 198's words, she actually referred to students like participant 177 while talking about the importance of using language. Therefore, the extracts above demonstrate that use of language, and having effective communication skills are mentioned as indicators of success, which is found to be related to capital of students. Moreover, as participant 198 mentioned above, having good social skills is also thought to be part of success. Participating in social activities is significant both for social and cultural capital of people, and some students think that is necessary to be called as a successful person. For example, participant 177 also stated that he wants to enhance his social skills to be more successful since he believes that success means having good social skills, which also demonstrates his desire to increase his capital. Similarly, participant 255, another student with high capital, also mentioned that having social skills is

much more important than having a high GPA, and he thinks those people are the ones who are successful. Some of his statements are presented below:

'...Grade point average of 3.50 does not make someone successful... You know, GPA does not matter, but some can do it, of course...I have a very close friend. He can do well in his lessons. He is very active socially, and he is also good at school...He can do both at the same time, which is a success for me... Being able to maintain that success in classes, that is, having a good grade point average, being socially active and having social skills is the definition of success for me...'(Participant 255)

'...Not ortalamasının 3.50 olması birini başarılı yapmaz... Hani not ortalaması önemli değil ama yapabilen tabii ki yapıyor ...benim mesela çok yakın bir arkadaşım var. Hem derslerini çok iyi götürebiliyor. Hem sosyal anlamda çok sosyal ya ikisini aynı anda yapabilmesi hani benim için bir başarı... O başarısını derslerde de koruyabilmesi, yani hem not ortalamasının iyi olması hem de sosyal olarak aktif olması, sosyal becerilerinin olması benim için başarı...' (Katılımcı 255)

On the other hand, the students with low social and cultural capital defined success as having a good GPA to get accepted for graduate education, to find a good job, and also to have an internship in a good company. First of all, those students think that if they get accepted to graduate education, they will feel successful, which is thought to be an indicator of success. Continuing graduate education is mentioned as a success since students need to have a certain GPA to apply for a master degree, and to get expertise in their fields. For example, participant 4 explained why he thinks it is important with these words:

'...in the third grade... I realized the importance of GPA when everything was too late. Frankly speaking, it's a little bit about my future life. I thought it was important to be able to do a master's degree or to be able to find a job easily... It is important to be successful in the future... Because it

'...Üçüncü sınıfta... her şey çok geçken fark ettim GPA in önemini. Açıkçası biraz ileriki hayatımla ilgili. Yüksek lisansı rahat rahat yapabilmek için veya bir yerde işe rahat girebilmek için önemli olduğunu düşündüm...İleride yüksek lisans yapmak başarılı olmak için önemli... Birçok

will affect me in many things and in many applications... That is why it will affect my future life, frankly speaking, because it will affect all my applications...’ (Participant 4)

başvuruda birçok şeyde beni etkileyeceği için ... Bu yüzden yani ileriki hayatımı etkileyeceği için açıkçası, başvurularımı etkileyeceği için...’ (Katılımcı 4)

Similar to having graduate education, finding a good job is also thought to be an indicator of success by low capital students. In other words, those participants think that if they can find a good job upon graduation, they will feel successful. Like the requirement of having a good GPA for graduate education, they also think that a good GPA is important to find a good job. To exemplify, participant 22 realized that a good GPA means being successful during his internship with these words:

‘... While we were in internship, portfolios and CVs were sent to the company and attention was paid to the grade point average. At the same time, while we were making our internship choices, I saw that some companies wanted students who had 2.50 or above GPA points. At that time, I saw that the average is also important to be successful, especially for jobs...’ (Participant 22)

‘... Biz stajdayken firmaya portföyler ve cv'ler geliyordu ve not ortalamasına dikkat ediliyordu. Aynı zamanda biz de staj tercihlerimizi yaparken bazı firmaların 2.50 veya 3 üstü öğrencileri istediğini gördüm... Ona göre sizi alıyoruz diyorlardı. O zaman ortalamanın da başarılı olmak için önemli olduğunu gördüm, özellikle iş için...’ (Katılımcı 22)

Similar to participant 22’s statements, another participant 270, also with low capital, stated that he wanted to have a GPA over 3.00 or even 3.50 since he also observed that most companies choose students with higher GPAs, and having a high GPA is crucial to find a job in a good company. One of the participants, participant 308, emphasized that a good GPA is especially important for new graduates, and how he learned it from the company during a school trip with these words:

‘...Why is GPA important, why is it an indicator of success? Because that is what I see around me... according to what I experience, the first thing they look at in a newly graduated engineer is his/her

‘...Neden GPA önemli, neden başarılı olmanın göstergesi? Çünkü çevremde gördüğüm... gördüklerime göre yeni mezun bir mühendiste ilk bakılan şey ortalama. Yani sizin yüzünüzden

average. So, they see your average before your face. They see your diploma. They see your work. I went on a technical trip in Tusaş (a big company). I talked to the person who chose interns from our school for the internship. He said your average shows how hard you work. In fact, that is why we attach great importance to the average.” (Participant 308)

önce ortalamanızı görüyorlar. Diplomanızı görüyorlar. Hani çalışmanızı görüyorlar. Tusaşta bir teknik geziye gitmiştim. Orada bizim okuldan stajyer öğrenci alan kişiyle konuştum. Diyordu ki ortalamanız sizin ne kadar çalıştığınızı gösteriyor. Aslında o yüzden biz ortalamaya çok ciddi önem veriyoruz.’ (Katılımcı 308)

Especially for the companies, having a good GPA is crucial, and participants also mentioned that it is particularly valid in Turkey, which is also uttered by participant 340, high capital student. Moreover, students with high capital also added the relation between GPA and the placements of internships. For instance, participant 198 stated that when she realized the importance of a good GPA for internships, she started to study harder. Moreover, she also added that she needs to do her best to be successful, which is via having high GPA, and to be placed in a good company for internship. Likewise, participant 303 also explained how GPA is crucial for internship, and how high the GPA should be with these words:

‘...There are those who have a very high average in our class, and we are selected according to the average in the internship program. For example, there is a certain place where I want to do my internship. Later on, I want to work there. That's why I want to go there. I definitely want to be chosen from among other students. I think having a high GPA and a good internship are important to be successful...’ (Participant 303)

‘...Sınıfımızda ortalaması çok yüksek olanlar oluyor, ve staj programında da ortalamaya göre seçiliyoruz. Mesela staj yapmak istediğim belli bir yer var. Sonrasında da ben orada çalışmak istiyorum. Zaten oraya o yüzden gitmek istiyorum. Onların içinden kesinlikle seçilmiş olmak istiyorum. Başarılı olmak için yüksek bir ortalamanın ve iyi bir stajın önemli olduğunu düşünüyorum...’ (Katılımcı 303)

In the end, it can be inferred that having high GPA demonstrates the success of students, especially for the ones with low capital since it means a good internship,

and eventually being hired by a good company. Therefore, those students define success in accordance with GPA; however, the students with high capital think that success means achieving one's goals and aims rather than having a good grade.

4.2.3.5. Low and High Capital Students' Recommendations to Be Successful

Regarding the recommendations to be successful by the participants with low and high social and cultural capital, it was found out that *setting up goals, following interests, not giving up, working hard, improving social skills* and *searching* were the suggestions. In the following paragraphs, each of them was explained with relevant samples from the interviews by comparing them in accordance with students' capital.

First of all, the participants with high social and cultural capital stated that setting up one's own goals is important to become successful, and students should make their own decisions rather than focusing on what other people want them to do. For example, participant 108 suggested reading a lot to make someone's mind on what his/her interests are, and then setting up his/her goals accordingly. In other words, she believes that being aware of what one wants to achieve, and sets up his/her own goals based on that desire is the key to achieve success. Similarly, participant 268 also emphasized the importance of setting up goals, and not postponing anything to avoid failures with these statements:

'...I would advise one to do everything he/she needs to do now, no matter how hard it is, to be successful, he/she needs to have goals and chase them... To have a bright future, one needs to follow his/her dreams and desires, and it

'...Keşke dememesi için yapması gereken her şeyi şimdi ne kadar zorlansa da yapması gerektiğini tavsiye ederim, başarılı olmak için hedeflerinin olması ve peşinden koşması gerek... Gelecekte kendine güzel bir çizgi çizebilmesi için

is necessary to chase one's goals. It is very important that one does it now, not in the future..."
(Participant 268)

isteklerinin ve hayallerinin peşinden gitmeli ve hedeflerinin peşinden koşmalı... İstediklerini şu anda yapması gerekli. Gelecekte değil de şu anda da yapması çok önemli..." (Katılımcı 268)

Like participant 268, participant 308, the one with low capital, also emphasized the importance of setting up one's own goals and aims, and following them to be successful in life. She states that money cannot bring happiness or satisfaction; however, achieving your goals matters most. Her suggestions regarding the importance of setting up one's own goals are presented as:

'...I advise one to follow his/her goals. First of all, it is important for one to decide what he/she wants. Because I don't think it is possible to be happy in a place where one goes just to earn a lot of money. Money is not a target. You have to work because intelligence is also limited. I understood it very well. There are people around me who I think are smart at school but their averages are very low because they don't work or people without a purpose. However, if he/she works a little and has goals, he/she will probably be more successful than all of us. So, intelligence is also to a certain extent. Working and setting goals are what really matters.'
(Participant 308)

'...Ben hedeflerinden ilerlemesini tavsiye ederim. Her şeyden önce kendisi ne istiyor ona karar vermesi önemli. Çünkü çok iyi para kazanıyorum diye gidilen bir yerde ben mutlu olunabileceğini sanmıyorum. Para bir hedef değil aslında. çalışmak gerek çünkü zeka da bir yerde bitiyor. Onu da çok iyi anladım. Çevremde, okulda zeki olduğunu düşündüğüm ama çalışmadığı için ortalaması çok düşük olan insanlar var. bir amacı olmayan insanlar. Halbuki biraz çalışsa, hedefleri olsa muhtemelen hepimizden başarılı olacak. O yüzden zeka da bir yere kadar. Çalışma ve hedef koyma asıl önemli olan.' (Katılımcı 308)

As it can be inferred from participant 308's words above, working hard to achieve one's target is necessary to achieve one's goals. Before setting up target, the students with low capital emphasized how important it is to follow one's own dreams, and desires before, i.e. following interests. A couple of low capital students mentioned that if one follows his/her own interests, success will be

inevitable. Participant 362 stated that students should choose the departments that they really want rather than thinking about the money they will earn. He thinks that students should not expect much from the universities or teachers to become successful, yet they need to do their best to make themselves knowledgeable via following their interests. Therefore, he believes that those students will be successful in the end if they do so. Likewise, participant 390, another low capital student, also thinks that successful students resemble to machines, which work on their own efficiently without any outside support with these words:

'...Now I think ... You know, it has to be someone who is like a machine, that is, working without any force it from the outside, and then ... when you start doing things that are satisfying or that you enjoy, I think the department or university you are studying or the social environment you are currently in don't have much effect... one should be at the center, he can be successful when he is self-motivated, confident and can use his skills properly... For example, if a computer engineering student went to medicine... for example, if I had chosen medicine, I would most likely be a mediocre student because it was not my area of interest. Therefore, if the student is in his own field of interest and is self-propelled, he will be successful in any way. That's why I thought the right area of interest was the most important... (Participant 390)

'...Şimdi ben şunu düşünüyorum. Hani kendisinden motorlu olan birisi olması gerekiyor yani dışarıdan zorlamayla ilerliyor olmaması ve daha sonra ... kendini tatmin edici veya hoşuna giden işleri yapmaya başlayınca, bence okuduğun bölümün ya da üniversitenin ya da şu anda bulunduğu sosyal ortamın çok etkisi kalmıyor... merkezde kendisi olmalı insanın, kendi istekleri, kendinden emin olduğu ve becerilerini doğru bir şekilde kullanabildiği zaman başarılı olabilir... Mesela bir bilgisayar mühendisliği öğrencisi tıpa gittiyse... mesela ben tıp seçseydim büyük ihtimalle vasat bir öğrenci olacaktım çünkü ilgi alanım değildi. O yüzden öğrenci kendi ilgi alanı içindeyse ve kendinden motorluysa her türlü başarılı olacak. O yüzden doğru ilgi alanı en önemlisi diye düşünüyordum ben... (Katılımcı 390)

So, participant 390 above suggested that students should choose the departments that they have dreamed of. Now, he is a really successful student at the department of computer engineering, yet he stated that if he were in the department of medicine, he

would not be successful since studying medicine was not his dream. Like participant 390, participant 4 also mentioned that students should make a decision about their departments based on their own interests rather than limiting themselves or forcing themselves to choose in accordance with their exam results.

Upon setting up their goals and choosing departments based upon their own interests, or their dreams; the next suggestion is related to not giving up on their decisions easily. The participants, especially the ones with low capital, recommended that students should not give up on their desires no matter what happens, and they should know that they have to succeed. For example, participant 177 stated that he knew he had to study although sometimes he felt tired or unwilling to do so; however, he did not even think of giving up. Similarly, participant 213 also emphasized that students should study, and never give up no matter what demotivates them or bores them. Another participant, with high capital, also mentioned the importance of persistence with the words below:

'...Sometimes I couldn't be patient, I felt tired. You know, I was feeling like 'never mind' mode... but then I wish I hadn't done this. I mean, I have some wishes about the university exam period... I would have been much more successful if I hadn't done these. maybe the university I was aiming for would be my university. For example, METU... I wanted to be at METU. Maybe I could be there... That's why I suggest that they be patient first of all... I suggest that they work regularly and patiently without giving up. Because this period will pass very quickly and it will be beneficial for them eventually... they may have the chance to study in a much better university if they don't give up...' (Participant 270)

'...Bazen sabredemiyorum, kendimi yorgun hissediyordum. Hani of boşver moduna giriyordum... ama sonra bunları keşke yapmasaydım diyorum. Yani bazı keşkelerim var üniversite sınavı dönemine dair... bunları yapmasaydım çok daha başarılı olacaktım. belki de hedeflediğim üniversite gelecekti. Mesela odtü... odtü istiyordum. Belki de odtü gelecekti... O yüzden sabırlı olmalarını öneriyorum öncelikle ... düzenli ve sabırlı bir şekilde hiç pes etmeden çalışmalarını öneriyorum. Çünkü bu dönem çok çabuk geçecek ve onlara kazanç olarak kalacak... çok daha iyi bir yerde okuma şansına sahip olabilirler eğer pes etmezlerse...' (Katılımcı 270)

Like not giving up, working hard is also recommended to be successful by both low and high capital participants. They suggest working regularly and patiently if they want to achieve their targets and succeed. However, the ones from middle class also warned them about the sacrifices they do to be successful. Still, they think that it is needed if one wants to achieve his/her targets. Moreover, those participants also added how working hard is valuable for students with scholarships, and why they should study more than others to avoid falling behind. For example, below are participant 303' words describing how she feels about working hard with her reasons:

'...we need to study and at the same time improve ourselves in every way we can. Not just in courses. We need to improve in every way we can. Because we seem to be starting behind them anyway. They're constantly being sent to colleges; they're getting private courses... That's what we have to pass them on. You know, because their money cannot guarantee everything... frankly. Or, for example, even if he studies in a bad university, it is certain that he will earn money by going to his family's company ... and he will live properly ... he was passed on from his parents ... but we have to work a lot more because our life is not like this...'
(Participant 303)

'...Bizim ders çalışmamız gerekiyor ve geliştirebileceğimiz her açıdan da aynı zamanda kendimizi geliştirmemiz. Sadece derste değil. Gelişebileceğimiz her açıdan da gelişmemiz gerekiyor. Çünkü hani zaten onlardan geride başlıyor gibi oluyoruz. Onlar sürekli kolejlere gönderiliyorlar, özel alıyorlar... Onları işte bu açıdan geçmemiz gerekiyor. Onların hani çünkü paraları bir yere kadar yetiyor... açıkçası. Ya da mesela zaten kötü bir yerde okusa bile ailesinin şirketine geçip para kazanacağını kesin... düzgün bir şekilde yaşayacağı da... ona annesi babasından geçmiş... ama bizim hayatımız bu şekilde olmadığı için bizim çok daha fazla çalışmamız gerek...' (Katılımcı 303)

When we look at participant 303's statements, she uses them to refer to students from upper class, the ones whose parents have their own companies or the ones who are a lot richer than the others. When she uses the word 'us', she meant the students with scholarships, and the ones that depend on their scholarships to

continue their educations. So, her suggestions were mostly for the students who need to work hard to get a scholarship to support themselves. Moreover, she is also aware of the fact that the students with rich parents will have much more chances in the future; however, she still believes that everyone can be successful if he/she works hard, much harder than the others, though.

In addition to working hard, and being academically good, participants with high capital also suggested improving social skills. The students recommending the improvement of social skills are also the ones who feel like they have missed joyful moments in their lives due to studying hard, an example of which is displayed in participant 108's statements:

'Since high school, I have always worked hard to get a high GPA. But it is important to be a very successful person socially as well... I mean, not everything is academic success... because you are missing something while trying to do this high GPA... you may have a lower average, but you will be better socially... it is very difficult to achieve success in both aspects, I admit it, but it is also very important to develop social skills...' (Participant 108)

'Liseden beri hep ortalamam yüksek olsun diye çok çalıştım. Ama sosyal açıdan da çok başarılı bir insan olmak önemli... yani her şey akademik başarı değil çünkü... çünkü sen bu ortalamayı yapmaya çalışırken bir şeyleri kaçıyorsun... daha düşük bir ortalama olur ama sosyal açıdan daha iyi olursun... iki açıdanda başarı sağlamak çok güç bunu kabul ediyorum ama sosyal becerileri geliştirmek de çok önemli...' (Katılımcı 108)

As it can be seen above, studying hard and improving social skills at the same time seem difficult to the students; however, it is also suggested to be successful in life. Participant 21, another student with high capital, also underscored the need to improve social skills since she thinks that people will improve themselves, gain a new vision, and change their perspectives in life through developing their social abilities.

One last suggestion, only given by students with high capital, is searching. What

the participants mean by searching involves choosing their departments, enhancing their knowledge, and reaching out the right people through searching their options in accordance with their desires and interests. For example, participant 255 suggested students searching their departments thoroughly before making a decision. He stated that he was in two minds between studying medicine and industrial engineering at first; however, he realized that industrial engineering was a better option for him since he was socially active, and good at communication, which he believes he will be better fit in his future job. Similarly, participant 95 also emphasized the importance of searching, and she gave an example from her life, and how much she has searched the requirements needed to become a diplomat in the future with these statements:

'I suggest that one should do research... because that was one of the things that helped me the most, and it is very important to observe. Observation is really important... let them use the facilities in schools, use the libraries... There are many resources. The best thing he can really do is to research, observe, follow the knowledge... By asking questions such as how can I grow up, what kind of profession can I be in... You think from the first step, or how can I do this... you have to research accordingly. For example, the name of the profession is diplomat. What is needed for this? In fact, they take from every profession. After that, what is the path in that profession? You need to do research ... You need to make time for it. It can be boring for some people. It wasn't for me. So I looked. What do you need for this? For example, who are these people, what languages do they know, what languages do they need to know?

'Araştırmasını öneririm... çünkü bana en çok yardımcı olan şeylerden biri buydu ve gözlemlemesini. gözlem çok önemli...okullar içerisindeki imkanları kullansınlar, kütüphaneleri kullansınlar... Bir çok kaynak var. Gerçekten yapabileceği en iyi şey araştırması, gözlemlemesi, bilginin peşinden gitmesi... Ben nasıl yetişebilirim, nasıl bir meslekte olabilirim gibi soruları sorarak...İlk adımdan itibaren düşünüyorsunuz ya bunu nasıl yapabilirim... ona göre araştırmanız gerek. Mesela, mesleğin adı işte diplomatlık. Bunun için ne gerekli? Aslında her meslekten alıyorlar. Bundan sonra o mesleğin içerisinde nasıl bir yol var? Onları araştırmanız gerek... Buna zaman ayırmanız gerekiyor. Bazı insanlar için sıkıcı olabiliyor. Benim için öyle olmadı. Baktım yani. Bunun için ne gerek? bu insanlar mesela en çok kimler, ne

That's why, I started learning French and German... Therefore, I suggest them to dream and then do the necessary research...'
(Participant 95)

dili biliyorlar, hangi dilleri bilerek gidiyorlar? Ona göre Fransızca ve Almanca öğrenmeye başladım... O yüzden onlara hayal kurmalarını ve sonar gerekli araştırmayı yapmalarını öneriyorum...'
(Katılımcı 95)

In the end, searching is recommended to be successful and to be happy in the job you do in the future as well as to get ready for the conditions or requirements needed for the job by high capital students. Therefore, before choosing their departments, deciding on the job they want to follow, and making themselves ready for the future, they need to do research about all the options as well as the requirements for those jobs. On the other hand, working hard and following one's dreams were mostly recommended by low capital students while setting up one's goals is suggested by both.

4.2.3.6. Inequalities Experienced by Low and High Capital Students

When students were asked about whether they have experienced any problems hindering their success or affecting their higher education experiences in a negative way, they talked about disadvantages they had or pulling strings that they have encountered or heard of, which were defined as inequalities. Therefore, in the following paragraphs, both the disadvantages and pulling strings were explained, and relevant comparisons based upon participants' social and cultural capital, family backgrounds and their income levels were provided.

4.2.3.6.1. Disadvantages Perceived by Students with Low and High Capital

First of all, the data have revealed that disadvantages related to participants' *SES*, *examination system*, *geography*, and *gender* were the factors affecting the students' chances of having equal opportunities, i.e. equal higher education experiences. All the

students, both with high and low capital, stated that SES is one of the biggest factors causing inequalities of educational opportunities. However, the way they were affected by these disadvantages varied based upon their socioeconomic status. The students with middle class backgrounds, and with low capital emphasize the importance of education to deal with these disadvantages. Moreover, they were glad to have scholarships, and felt grateful to the university for the money, which is also quite important to handle the financial disadvantages they possibly encounter during their educational lives. Below are participant 340's statements as a sample of how much he appreciates the opportunities provided:

'Obviously, if we were in a state university, we might not be on equal terms, but I think we are closer to equality in this university. Because if they have already had a scholarship, most of the scholarship holders are already given a living contribution by the school. This reduces some of the disadvantages financially. Other students already come willingly to pay a certain amount of money. So they belong to a certain class. In other words, I think the school is trying to reduce this disadvantage with the scholarship opportunities it provides...'
(Participant 340)

'...Açıkçası bir devlet üniversitesinde olsaydık eşit şartlarda olmayabilirdik ama bence bu üniversitede eşitliğe daha yakın bir şekildeyiz. Çünkü zaten bursluysa, bursluların büyük bir kısmına zaten okul tarafından yaşam katkı payı veriliyor. Bu dezavantajın bir kısmını azaltıyor maddi anlamda. Diğer öğrencilerde zaten belli bir parayı vermeyi göze alarak geliyorlar. Yani bir düzeyleri var. Yani okul bence bunu azaltmaya çalışıyor bu dezavantajı sağladığı burs imkanları ile...' (Katılımcı 340)

As participant 340 explained above, he thinks that the scholarship provided by the institution is quite helpful to prevent students from experiencing financial difficulties due to their low SES. However, when they think of future opportunities upon graduation or their higher education experiences so far, they are aware of the fact that they do not and will not have equal chances. In terms of higher education experiences, and the effects of SES, participant 303 gave an example from his classmate, and how advantageous she thinks he is compared to her with the words below:

'...For example, I have a friend. His father was a pilot, so he worked in Brazil. For example, that girl lived there and learned 2-3 languages at a fully competent level while living there... I did not have such a chance. I did not have the chance to learn many languages. English and German are the ones taught at school. I tried to learn Spanish by myself for a while, but then I gave up on that too, because I would never learn as well as she did. I think there are too many inequalities. After that, for example, there are people who will get a job right after when they finish this faculty, for example, they have offices, inherited from their fathers or mothers, so their jobs are ready. But I have no such support like economic support, which I can get all the time... You know, my family is with me in every way, but not financially... Some people take the lead in order to get accepted to certain firms... I don't have such a situation... I mean, I don't have an acquaintance somewhere who will favor me, etc. ...' (Participant 303)

'...Mesela bir arkadaşım var. Babası pilot olduğu için Brezilya'da görev yapmış. Mesela kız orayı görmüş ve orada 2-3 dili tam olarak yetkin düzeyde öğrenmiş... benim öyle bir şansım olmadı. Öyle çok dil öğrenme şansım da olmadı. Okulda gösterilen İngilizce ve Almanca en fazla... Kendi kendime bir ara İspanyolca öğrenmeyi denedim ama sonra onu da bıraktım, çünkü hiçbir zaman o kız kadar iyi öğrenemeyecektim. Öyle çok fazla eşitsizlikler olduğunu düşünüyorum. Ondan sonra mesela direkt burada bu fakülteyi bitirdiğinde işi hazır olacak kişiler var, mesela büroları var babalarından veya annelerinden kalma, işleri hazır. Ama benim destek olanım yok. Sürekli olarak alabileceğim ekonomik olarak mesela... hani diğer türlü her şekilde ailem yanımdalar ama finansal anlamda yok... bir yere girebilmek için birilerine ön ayak oluyor bazı kişiler... Benim öyle bir durumum da yok ... yani benim bir yerlerde bana torpil yapacak bir tanıdığım vs de yok...' (Katılımcı 303)

Above is a sample of the advantages some students have thanks to their parents, and how it affects the others without those privileges. Being aware of their having better jobs in the future or more opportunities is one of the disadvantages participant 303 stated in the interview. Moreover, some students also believe that no matter how hard they work or study, they cannot achieve what they want. In other words, they believe that without an upper class background, it is not possible to have a house, or car by working at a job, which is also due to the economic conditions in Turkey as stated by the statements of participant 21, who has high capital, and from upper class:

'...Turkey's economic situation really pushes one to be successful. Everything is very expensive right now... so when I see this situation, I say that I have to

'...Türkiye'nin bu ekonomik durumu gerçekten başarılı olmaya itiyor. Her şey ateş pahası zaten şu anda...yani bu durumu görünce mecbur başarılı

be successful; otherwise, I know that I will not be able to achieve what I want. In fact, I know that through education, I can't get the things I want as much as I want. So, if I get one job, even if I work normally ... I know that I cannot buy the things I want; the car I want or the house I want...If you do not have parents supporting you financially, this is impossible' (Participant 21)

olmam lazım diyorum, yoksa istediğim şeyleri elde edemeyeceğimi biliyorum. Aslında okuyarak da çok fazla istediğim şeyleri istediğim kadar elde edemeyeceğimi biliyorum. Yani bir tane işe girsem hani normal olarak çalışsam da ... istediğim şeyleri, istediğim arabayı veya istediğim evi alamayacağımı biliyorum, artık aileden bir şey yoksa bunları elde etmek imkansız...' (Katılımcı 21)

As it can be inferred from participant 21's statements, some students have a feeling that they will not have economic welfare even if they find a good job upon graduation. It was surprising to hear this from participant 21 since he stated that he is from upper class, with two engineer parents. Then, he further clarified his statements, and added that he thinks like that considering his friends from lower classes in the university. Therefore, the importance of economic capital of the family, i.e. parents' SES, and how important it is to start with a high SES were emphasized by all students regardless of their class. Another participant, from middle class, also mentioned that he is so happy with his department, and he feels competent in the field; however, he has a lot of concerns about the economic situation of the country, and he knows that without family support, it is not possible for him to make his business ideas come true. Moreover, he also believes that being competent or good at job is not enough to be successful in business life since he thinks that some people care more about who you are based upon your look rather than your skills, which he also observed from his father's life, and his story is given below with his own words:

'...The economic conditions make me think a lot about the future... not because of the difficulty of studying, but because of the problem of whether I will be able to find a job... Actually, I am studying in the department I want. I study exactly where I want. So I'm studying at the level I want. I don't

'...Ekonomik şartlar gelecek olarak çok düşündürüyor... okumanın güçlüğünden değil, ben iş bulabilecek miyim sıkıntısından... Yoksa tam istediğim bölümde okuyorum. Tam istediğim yerde okuyorum. Yani istediğim seviyede okuyorum. Onun için bir pişmanlığım yok ama şeyi

have any regrets about it, but I think success is mostly related to finance. For example, I learn it through my father's experiences... When someone went to a company with a suit or something like this, he could get the job... But for example, that man is not a master of the job, he will not be able to do it. You know... my father also knows, but since the man goes in a suit, he gets the job and they don't give it to my father... he knows he can't do a job, yet they give those people the job, they can't though. Since they couldn't, they give it to my father again... A short example, but it makes a lot of difference...' (Participant 347)

düşünüyorum...Başarı maddi seviyeye bakıyor. Ben mesela babamdan çok biliyorum... Bir şirkete böyle bir baltası takım elbiseyle falan gittiği zaman veya güzel ölçüm aletleriyle gittiği zaman işte işi alabiliyordu...Ama mesela o adam işin ustası değil, yapamayacak. Biliyorsun... babam da biliyor ama adam takım elbiseyle gittiği için işi o alıyor ve babama vermiyorlar... bir işi yapamayacak biliyor, hatta şey oluyor, o insanlara işi veriyorlar, yapamıyorlar. Yapamadıkları için tekrar babamlara veriyorlar... Kısa bir örnek ama çok fark yaratıyor...' (Katılımcı 347)

Similar to participant 347's words describing the effect of economic capital on future chances, participant 390, another low capital middle class student, also stated that he did not have any economic capital, which made him study much more compared to his friends with higher economic capital to achieve his goals. Therefore, he acknowledges the inequalities due to SES, and expressed how much effort he has made throughout his life not to be affected by these disadvantages with these statements:

'...There is a lot of inequality because of social class...now, frankly speaking, if I had money, instead of this university, I would like to study at another better university. The rich are currently studying at better universities, so they have a chance to study at much better universities thanks to their money. I had to work nonstop from 6 in the morning to 11 in the evening to get to 4000 rank in the university entrance exam... maybe just taking a toilet break without doing anything else...but I have friends, for example. They study here with their father's money; they never work as much as I do... this inevitably creates inequality...' (Participant 390)

'...Sosyal sınıftan dolayı çok fazla eşitsizlik oluyor...şimdi ben açıkçası bu üniversite yerine param olsaydı başka daha iyi bir üniversitede okumayı isterdim. Zenginler şu anda daha iyi okuyor, yani çok daha iyi üniversitelerde paraları sayesinde okuma şansları var. Ben 4000'e girebilmek için sabahın altısından akşamın 11 ine kadar aralıksız.. belki tuvalet molasına çıkarak başka bir şey yapmadan.. kafa patlatarak çalışmak zorunda kaldım ...ama arkadaşlarım var mesela. Baba parasıyla giriyorlar, benim kadar fazla asla çalışmıyorlar... bu illaki de eşitsizlik oluşturuyor...' (Katılımcı 390)

The participants with scholarships, with low capital, and from middle class backgrounds mentioned the efforts and sacrifices they have done to be where they are

at the moment, and they are aware that some students are born with a silver spoon in their mouths, which they think that is the reason of inequalities in educational opportunities. Similar to the participants above, participant 308, a low income student, also added that she studied quite a lot to earn a full scholarship to study at a department where another student, a rich one, studies with a little or no effort at all thanks to his/her economic capital. She also added that she accepted this situation as normal; however, she still feels deeply sorry due to these unequal opportunities.

On the other hand, students from upper class also believe that there are unequal chances families provide to their children, yet they should not be considered as barriers. For example, participant 95 explains this situation, and clearly states that she is aware of students with fewer opportunities in their lives and its consequences, which is presented below with her own words:

'...I am talking about the equality in life. Sometimes social class can be an obstacle to this. For example, you cannot get a good education when you have no income. When you can't get an education, you can't find a good job. As a result, your reaction to events and the things you can do in the face of events are limited compared to a high-income person. But still, this is not a huge obstacle...' (Participant 95)

'...Hayatınızda hukuktan bahsediyorum. Bazen bunun önüne bir engel olabiliyor sosyal sınıf... Geliriniz olmadığı zaman iyi bir yerde eğitim alamıyorsunuz mesela. Bir yerde eğitim alamadığınız zaman iyi bir iş bulamıyoruz. Sonuç olarak olaylara tepkiniz ve olaylar karşısında yapabileceğiniz şeyler daralıyor üst gelirli bir insana göre. Ama yine de bu çok büyük bir engel değil...' (Katılımcı 95)

Although not being exposed to those difficulties, those students depict the situation clearly by giving examples from their friends' lives. For example, participant 323 states that he has witnessed how much trouble his friends have encountered in the last couple of months due to economic problems, and he mentioned that they are even thinking about quitting school or changing university to continue in a state one, which

is mainly due to the economic gap existing. Moreover, they also appreciate their parents' efforts and support on their education, and express how lucky they feel to be in this situation. To exemplify, participant 7 talks about her privileges thanks to her parents, and depicts her life if it were not her parents with these statements:

'...There are inequalities, of course, but I think it has something to do with the economy. Because if my parents hadn't been able to provide me with sufficient financial support, maybe I wouldn't have been able to act so freely in some matters. Because I know this, I need to get financial support during my career... There will be periods when I won't be able to earn enough money to maintain my life... I am currently a student. Maybe I won't be working in graduate school either. Maybe I will never find a job in Turkey... And if my parents had not been able to support me, as I said, I would have had to move on to a place where I could find a job more easily and earn money more easily. For example, I would have done my internship in foreign trade, which I did not like to do very much... Maybe I would be working in the Ministry and this would not make me happy... But frankly speaking, as I see in the school profile, there may be people who have difficulties, but there are also those who are very comfortable in general...' (Participant 7)

'...Eşitsizlikler tabii ki var, ama bunun ben biraz ekonomiyle bağlantılı olduğunu düşünüyorum. Çünkü benim anne babam bana yeterli imkanı maddi desteği sağlayamazlardı belki bu kadar özgür davranamazdım bazı konularda. Çünkü ben şunu biliyorum, kariyer sürecinde maddi destek almam gerekli... Hayatımı idame ettirebilmek için yeterli parayı kazanamayacağım dönemler olacak... ki şu anda da öğrenciyim. Belki yüksek lisansta da çalışmayacağım. Belki iş bulamayacağım hiç Türkiye'de... Ve eğer anne babam dediğim gibi bana destek olamayacak olsaydı daha kolay iş bulabileceğim, daha kolay para kazanabileceğim bir yere devam etmek zorunda kalırdım. Mesela atıyorum yapmaktan çok hoşlanmadığım dış ticarette staj yaptım... belki Bakanlığa girmek için çalışıyor olacaktım ve bu beni mutlu etmeyecekti...Ama açıkçası okul profilinde gördüğüm kadarıyla tabii ki zorlanan insanlar olabilir ama genel olarak çok rahatlar da var...' (Katılımcı 7)

As it can be seen from participant 7's statements, she feels lucky to have financial freedom since she knows that she can do what she has dreamed of thanks to this financial freedom. In other words, she admits that some students have to work at jobs which they do not like just to earn money, which she says she would have had to do if she had different parents with lower SES.

Another disadvantage given by both high and low capital students is the examination system. Students think that there is an unfair examination system in the country, which unfortunately affects the students with lower SES and capital in a more negative way. While talking about the exams, they mostly refer to the period to get ready for those exams. Unfortunately, the students from upper class have a chance to get private tutoring or go to colleges to get ready for the university entrance exam, which puts the students with lower SES into a disadvantageous situation. Additionally, they also added the importance of parents' educational backgrounds, and how it may affect the chances students have, an example of which is displayed with an upper class low capital student's statements:

'There are certainly inequalities. For example, I have been in a family that has had education since I was born. We have a really big library... this is a huge plus point for me...but a child born in a suburb of our city is not at the same level...You know, they may be very intelligent from birth, but to a certain extent...I am lucky because of my family. You know, not everyone gets a chance... You know, there are more inequality of opportunities in education. For example, if that child goes and takes private lessons, maybe they will do better, but he can't afford it, his economic problems can cause this...' (Participant 251)

'Eşitsizlikler kesinlikle var. Mesela ben doğduğumdan beri okuyan bir ailenin içindeyim. Gerçekten bayağı büyük bir kütüphanemiz var... bu benim için çok büyük bir artı puan...ama tutup da bizim şehrin kenar mahallesinde doğan bir çocuk aynı seviyede olmuyor...Hani doğuştan çok zeki olabilirler ama o da bir yere kadar...Ben ailemden dolayı şanslıyım. Hani herkese nasip olmuyor... Hani eğitimde fırsat eşitsizliği daha fazla oluyor. Mesela gidip de özel ders alsın mesela o çocuk, belki daha iyi yapacaklar ama alamıyor parası yok, ekonomik sıkıntıları bunlara sebep olabiliyor...' (Katılımcı 251)

While participant 251 acknowledges that he is lucky thanks to his parents, who are both educated, and financially supportive; he also mentions the disadvantages other students may have due to lack of economic capital. Moreover, he thinks they cannot reach their full potential because of these problems. Participant 270, with high capital,

also explains how advantageous economically powerful people are, and how much the exams serve to enlarge the gap between rich and poor students with the words below:

'Inequalities are most felt during the preparation period for the university exam, because a person with money has all kinds of opportunities: his teacher, his private lessons, the best private schools ... Or he can go abroad. He can study abroad very comfortably because he does not need a scholarship... But people who do not have such opportunities have to go to public school... There are many people who cannot go to private teaching institutions. For example, they try to do the best they can on their own, in their room. It's a huge inequality and they all take the same test. The same success is required by putting the child in the same exam, that child, the child studying at a public high school, wants to save himself. So it doesn't seem fair to me that they are in the same race...' (Participant 270)

'Eşitsizlikler en çok üniversite sınavına hazırlık döneminde hissediliyor çünkü parası olan insanın her türlü imkanı elinde: hocası, dershanesi, en iyi özel okulu ... Veya yurtdışına gidebilir. yurt dışında okuyabilir çok rahat bir şekilde çünkü burs ihtiyacı yok...Ama öyle imkanı olmayan insan devlet okulunda okumak zorunda... dershaneye gidemeyen çok insan var. Mesela onlar kendi başlarına, odalarında yapabildiklerinin en iyisini yapmaya çalışıyorlar. Bu çok büyük bir eşitsizlik ve aynı sınava giriyorlar. Çocuğu aynı sınava sokup, aynı başarı isteniyor ki o çocuk hani o devlet lisesinde okuyan çocuk da kendini kurtarmak istiyor. Yani aynı yarışta bulunmaları çok adil gelmiyor bana...' (Katılımcı 270)

As it can be seen from participant 270's statements, students have to take the same exam, yet under varied conditions. While economically better students have more opportunities to get ready for the exam, the others have limited chances and they have to do it on their own. In other words, while one group has everything that helps them to be better, the other group lacks even the basic resources such as the test books for the exams, which is displayed with participant 84's words:

'... If we go back as far as the university exam, we used a lot of resources in private high schools, and only MONE (Ministry of National Education) books are sent to public schools and children there are expected to perform the same as those in private high schools, and it is obvious that it is really unfair...' (Participant 84)

'... Zaten üniversite sınavına kadar geriye çekersek, özel liselerde bir sürü kaynak çözüyoruz ve devlet okullarına sadece MEB kitabı gönderiliyor ve özel liselerdeki kişilerle aynı performans göstermeleri bekleniyor oradaki çocuklardan, ve gerçekten haksızlık olduğunu ortada...' (Katılımcı 84)

Students from various high schools take the same exam as mentioned; however, the education they get is unfortunately not in the same quality. Not only the books used in the courses, but also the content of the courses and preparation for the exam seem different. As participant 308 mentioned, he realized the difference in the content of the courses as well as the delivery when he first arrived in Ankara for university. When he met other students from other science high schools in Ankara and colleges, he learned that they already took part in projects and conducted experiments in laboratories, which were not the options or opportunities provided by his high school located in a small city.

Talking about the different opportunities provided in different parts of the country brought another disadvantage into discussion, geography. What is meant by geography is either where participants live or where they were born, which are both reported to cause inequalities. Starting from participant 303's experience in the university, she mentioned how much she felt humiliated when one of her professors used the neighborhood she lives in as an example for a lower category, displayed below with her own words:

'...I am already trying to fight myself to reduce those inequalities. You know, I know that what my family gave me is not enough ... with what my family gave me it is not possible ... I will be discriminated ... one of our teachers, for example, did something once ... the category of those living in Keçiören (a district in Ankara) (her eyes fill up) I was very upset, because he put me in a category at a lower level ... I can get rid of that category alone... that's why I chose education...' (Participant 303)

'...Ben zaten o eşitsizliklerin azalması için kendi kendime mücadele etmeye çalışıyorum. Hani ailemin bana verdiğinin yetmediğini biliyorum ... ailemin bana verdiği ile çünkü olmaz onu hissediyorum... onunla ayrıştırılırım... bizim hocalardan biri mesela bir kere şey yapmıştı... keçiörende yaşayanlar kategorisi (gözleri dolar) çok üzülmiştim, beni düşük bir seviyede bir kategoriye koyduğu için... ondan dolayı o kategoriden sadece ben ancak tek başıma kurtulabilirim... o yüzden eğitimi seçtim...' (Katılımcı 303)

Participant 303's words have shown that even in the higher education institutions, students may be exposed to such attitudes; however, it is good that she has chosen to have educational credentials to leverage her life, which motivated her to become much more successful. The importance of place is also emphasized by participant 22, who were born and raised in Van, another underdeveloped city in Turkey. He thinks he could improve himself more if he had been born in another city, İzmir, a developed one. Some of his statements are presented below:

'Sometimes I feel very sad... If I had lived in Izmir or Istanbul for example, maybe I would have been different... There was neither a hobby nor a cultural activity as there is nothing to do in Van's conditions. For example, I would love to learn tennis on the tennis court, but I didn't have it. So there was no such opportunity. My environment also does not allow it. You know, my friends, my environment were really bad. You know, there were all kinds of things from drug addiction to worse and I was trying to stay away from them...' (Participant 22)

'Bazen çok üzülüyorum... Hani mesela izmir'de yaşamış olsaydım veya istanbul'da yaşamış olsaydım belki de daha farklı olurdu...Van'ın şartlarında yapacak hiçbir şey olmadığı için ne bir hobi, ne bir kültürel aktivite. Yani mesela tenis kortunda tenis öğrenmeyi çok isterdim ama yoktu. Yani öyle bir imkan yoktu. Çevremde o ona izin vermiyodur. Hani arkadaş, çevrem çok kötüydü gerçekten. Hani uyuşturucu bağımlılığından tutun her türlü şey vardı ve onlardan uzak kalmaya çalışıyordum...' (Katılımcı 22)

Friends, life conditions and opportunities provided in the neighborhood are all connected, which apparently affected their social and cultural capital. As where people live or were born closely affects their chances, their life styles and activities; they may feel in a disadvantaged position due to these reasons. Like participant 22's not playing tennis or having bad friends around him, participant 268 thinks that it even affects people's dreams and hopes in life with these statements:

'Yes, I think there are no barriers when people themselves want to achieve. But, for example, someone who grew up in a small city... for example, how can I say... their dreams are a little more limited or even if their dreams are broad, they may not think that they can achieve their dreams or may not know

'Evet, insanların kendileri istedikten sonra hiçbir engelin olmadığını düşünüyorum. Ama mesela küçük bir şehirde büyüyen birisi... mesela birazcık daha nasıl diyebilirim... hayaller birazcık daha kısıtlı kalıyor veya hayalleri genişse bile o hayallerine ulaşabileceğini çok

how to do it. He may not know where to start, and he may not know if there are no role models around him... For example, if he is a successful student but does not know how to apply to a university abroad, he will stay in Turkey, or if there is no example around, he does not think that he can do it, it seems impossible. I think we can say that they are a bit more disadvantaged...” (Participant 268)

düşünmüyor veya nasıl yapacağını bilmiyor olabilir. Nereden başlaması gerektiğini bilmiyor olabilir ve çevresinde hiç örnek yoksa bilemez...Mesela başarılı bir öğrenci ama yurt dışında bir üniversiteye nasıl başvuracağını bilmiyorsa Türkiye'de kalacak, veya çevresinde örnek yoksa yapabileceğini düşünmüyordur, imkansız gibi geliyordur. Bence onlar biraz daha dezavantajlı durumda diyebiliriz...’ (Katılımcı 268)

All in all, it can be inferred from the examples that geography can have an effect on people’s dreams, their lifestyles, their abilities or the opportunities, which will in return establish their cultural and social capital. In other words, location is not only limited to a place itself, yet it has an enormous effect on the chances people have, and how they can use their chances to guide their own lives, which of course has an influence on their cultural capital as well as their habitus. Luckily, these students were conscious enough to choose education to empower themselves, and to avoid being limited due to these disadvantages.

4.2.3.6.2. Pulling Strings Perceived by Students with Low and High Capital

Pulling strings participants experienced during their higher education lives, which encompasses their *internships* as well as what they think they will experience in the future upon graduation while looking for *job*, were explored in the following paragraphs.

To begin with, participants with both low and high capital mentioned how common pulling strings are in the internship selection period. During internship period, students are supposed to be placed in accordance with their GPAs. Therefore, the better firms accept students with higher GPAs. The students, especially the ones with low capital, stated that although they did their best to have a high GPA to be placed in better firms

during their internship, they realized that the placements were not completed based upon their GPAs. In other words, they found out that some students with lower GPAs were sent to firms while students with higher GPAs wanting that firm were left outside the list. Though internship is one of the reasons stated to choose the institution, and most students rely on their experiences in the internship, the way students are selected makes them feel hopeless, especially the ones working meticulously for a high GPA.

Below are experiences of participant 198 related to pulling strings in the internship:

'...So... there was a good company on the internship list, for example. It was suddenly off the list, as some were already chosen via pulling strings. This happens all the time. I'm doing my best to get a high GPA. I'm dying to get into this company. I'm studying all the time, but someone who has a GPA of 2.00 can get in there. Then, why am I working so hard? When I saw this, I didn't do anything, I can't do anything because the system is like this... so if I go now, if I go to the rectorate, if I go to the rectorate, nothing will change, because it's a big deal. Because...for example, a friend of mine had an acquaintance at that company... the woman said: We choose people in accordance with the people they know, the better acquaintance, the more chances... I was totally devastated when I heard this...' (Participant 198)

'...Şu şekilde... staj listesinde mesela iyi bir şirket vardı. Bir anda listeden çıktı, torpille giden oldu. Bu hep oluyor. Ben orada ortalama kasiyorum. Bu şirkete girebilmek için canım çıkıyor. Sürekli ders çalışıyorum ama 2 ortalaması olan biri girebiliyor oraya. O zaman ben niye çalışıyorum? Bunu gördüğüm zaman hiçbir şey yapmadım, yapamıyorum çünkü sistem böyle... yani ben şimdi gitsem isyan çıkarsam, rektörlüğe gitsem...hiçbir şey değişmeyecek, çünkü torpil. Çünkü...mesela bir arkadaşımın tanıdığı vardı o şirkette... kadın şunu söylemiş: torpilin torpiliyle alıyoruz, artık torpiller yarışıyor gibi bir cümle...Bunu duyduğumda kırıldım, yıkıldım...' (Katılımcı 198)

What she has experienced actually affected her quite badly since she was studying really hard to benefit from this opportunity; however, she realized that studying hard is not enough. She did not talk to anyone about it or made a complaint as she was told that nothing can be done to fix this problem, which is accepted as normal. However, there are other students who actually looked for their rights when they were exposed to such a treatment, they could not find a solution, though. Below is the internship story of participant 213 and how she dealt with pulling strings:

'...For example, my GPA was always high. In my first internship, I was not placed. And at that time my GPA was close to 3.70. However, I was left out and my first choice took 8 people, and I was sure that I was in the top three. But I couldn't be placed there...I chose a firm that would take 10 people in my second internship and my GPA was very good again, but I was left out again... I contacted the internship office, but the answer was that the company chose those students... I ask them the criteria the firm used to choose, then they say it is related to the acquaintances of the staff... Priority was given to those who did their internships there before... They said something like this, but those answers were not very satisfactory ... Another friend of mine, who was left out, filed an objection petition. Afterwards, they placed him somewhere... it is necessary to claim its rights...' (Participant 213)

'...Mesela benim ortalamam hep yüksekti. İlk stajımda ben açıkta kaldım. Ve o zaman ortalamam 3.70'e yakındı. Buna rağmen açıkta kaldım ve ilk tercihim 8 kişi aldı, ve ben ilk için içinde olduğumdan emindim. Ama oraya giremedim... İkinci tercihimde yine 10 kişi alan bi yeri yazdım ve yine ortalamam çok iyi, ama yine ben açıkta kaldım...Neye göre seçiyorlar? Ben staj ofisi ile iletişime geçtim ama cevap sadece firma böyle uygun görmüş... Neye göre seçtiler diyorum, işte personel yakınlık derecesi... daha önce staj yapanlara öncelik verildi... böyle bir şeyler söylediler ama çok da tatmin edici cevaplar değildi...Açıkta kalan başka bir arkadaşım itiraz dilekçesi yazmış, sonra onu bir yere yerleştirdiler... hakkını aramak gerekiyor...' (Katılımcı 213)

Those students above experienced the pulling strings during their internship selection processes, and it can be inferred that even if some of them claimed their rights, they could not change the results, and they got unsatisfactory or vague responses regarding their placement results. Since there are many cases reported like that, even the students who have not even applied to internship, yet talked about these pulling strings. They mentioned that they have heard these rumors in the campus or from their friends, which unfortunately affected their motivation quite a lot. Participant 270 talked about what he has heard about pulling strings with the words below:

'...I don't have an internship application right now; I will go next year... But I know this, someone with a lower grade point average will be able to go to a place I want much more easily just because they use pulling strings... I heard this a lot. In other words, it was very common during the

'...Şu an bir staj sürecim olmadı, seneye gideceğim... Ama şunu biliyorum, benim not ortalamamdan düşük olan biri çok daha rahat benim istediğim bir yere sırf torpili olduğu için gidebilecek...çok duydum. Yani çok fazla karşılaşılmış staj sürecinde torpile...derslerini zar zor

internship process... someone who barely passed his classes could do his internship at a very good company just because he had someone helping him... It feels so bad to know this...We study quite a lot, yet they can enter very easily without any effort. This is very sad...' (Participant 270)

geçen biri bile sırf torpilli olduğu için çok iyi bir şirkette staj yapabiliyormuş...Bunu bilmek çok kötü hissettiriyor...O kadar emek veriyoruz, çalışıyoruz, gecedan sabahlara kadar çalışıyoruz ama o insan hiçbir emek vermeden istediğimiz yere çok rahat bir şekilde girebiliyor. Çok üzücü bu...' (Katılımcı 270)

As it can be seen above, pulling strings during this period even affect students before their application process, and demotivate them, which actually has become part of school culture affecting their higher education experiences. Knowing that some students with lower GPAs can be placed in better firms makes them question equality of educational opportunities, and they believe that it should not be the case in a higher institution. Participant 323, a low capital student, also emphasized this inequality, and she thinks it is also due to SES since those students placed with low GPAs belong to upper class, and they are the ones who have acquaintances in higher places. In other words, their network, i.e. their social capital, is broader and more powerful than the ones from middle class, which they think is quite important in pulling strings. Moreover, there are other consequences of this event as one of the students stated how some firms have shown reaction towards this situation, and decided to be taken out from the internship list since they do not wish for working with people incapable, which is explained with participant 308's own words:

'...The school should renew its agreement with Aselsan (one of the best firms of Turkey) because they had a problem a few years ago and the agreement was terminated... The internship office chose someone with an average of 1.50 to do internship there, and he went and screwed things up and they decided not to accept students anymore at the company... All of this is due to the injustice we just talked about. It actually leads to inequality. Because

'...Okul Aselsan ile anlaşmasını yenilemeli çünkü bir problem yaşamışlar birkaç yıl önce ve anlaşma kalkmış... Orada staj yapması için 1.50 ortalaması olan birini seçmişler staj ofisinden, ve o da gidip işleri berbat etmiş ve firmada artık öğrenci kabul etmemeye karar vermiş... Bunların hepsi az önce konuştuğumuz adaletsizliğe, eşitsizliğe gidiyor aslında. Çünkü ben buraya tam burslu girebilmek için

I worked really hard to enter here with a full scholarship, but someone else came here with less effort than me and just because he has money... One accepts the conditions of life, but sometimes it gets really sad. Because he got here without a lot of effort, does internship in the best companies and his job is ready upon graduation...”
(Participant 308)

gerçekten çok fazla çalıştım ama başkası benden daha az emek göstererek ve sırf parası olduğu için geldi mesela... hayatın şartları deyip kabulleniyor insan ama bazen de gerçekten üzülüyor yani. Çünkü hem buraya çok çaba harcamadan geldi. Hem en güzel firmalarda staj yapıyor, hem de mezun olunca işi hazır ...’
(Katılımcı 308)

So, pulling strings not only affect the students, but also companies’ attitudes since they do not want to work with the institution due to these problems, which inevitably influences the students. When we look at the last words of participant 308, which states that their job will be ready; it brings us to the next issue: pulling strings at work life, i.e. job hunt.

In terms of job hunt and the inequalities, it was found out that they were related to the pulling strings, i.e. the effects of people in higher positions or the ones knowing people in higher positions at the job market. In other words, social capital of the participants is found to be quite important in their job hunts, yet it is also thought to be pulling strings. Below is an example from a student with a higher social capital, how he explains his situation:

‘... Teacher, knowing powerful people is a determining factor... so others will not have the same chance. After all, there are people who are a little more privileged, that is, they are privileged from their father or their mother. I don't think I'll have any trouble finding a job anymore, let me tell you that... but there is one thing. For example, we have 10 TL, and we know 10 people as a network... But Mehmet knows 5 people and he has 5 TL... Mehmet needs to make more efforts to reach my level. It's a little harder for him... things are a little harder. If I achieve 6 out of 10, maybe I will achieve what I

‘...Hocam tanıdığın güçlü kişilerin olması belirleyici bir etken... diğerleri aynı şansa sahip olamayacak yani. Sonuçta biraz daha torpilli, yani babadan anneden ayrıcalıklı kişiler var. Artık iş bulma konusunda sıkıntım olacağını düşünmüyorum, öyle söyleyeyim size... ama şöyle bir şey var. Mesela bizim 10 TL paramız vardır ve 10 kişi tanıyoruzdur network olarak... Ama Mehmet 5 kişi tanıyor ve 5 tl parası var...Mehmet'in benim seviyeme gelmek için daha fazla çaba göstermesi lazım. Onun için biraz daha zor... işler biraz daha zor. Ben 10 üzerinden 6 başarı yakalarsam belki istediğime ulaşacağım. Onun 10

want. He needs to catch 9 out of 10.'
(Participant 251)

üzerinden 9 yakalaması lazım.'
(Katılımcı 251)

As it can be inferred from participant 251's words, he is aware of his privileges, and feels contented about this situation since he believes that this is what happens all the time. Moreover, he also mentions the importance of network, and emphasizes that not only economic capital but also social capital is needed to be successful. Likewise, another student is also aware of these inequalities and pulling strings, and she also accepts that this is something expected. She states that it is natural for students with fathers owing a company to become leaders or owners of companies, and to earn much more money.

On the other hand, another participant, a low capital student, without these privileges stated that she is aware of the fact that she does not have any acquaintances in big companies, so the only way to become successful for her is to study really hard, and to do everything on her own, which is displayed here:

'...I think I have always known that I have to work... I don't have any thoughts of going anywhere with pulling strings, and even if I had, there is no one I know anyway. That's why I have to do everything by myself, and since I am aware of this, the only thing I can do is to be successful academically or keep my GPA high. That's all I can do right now... so I work hard because I don't have any other choice.' (Participant 213)

'...Sanırım ben çalışmak zorunda olduğumu hep biliyordum... Benim hiçbir yere torpille girmek gibi bir düşüncem yok, ki olsa bile zaten tanıdığım biri yok. O yüzden ,her şeyi kendim başararak yapmak zorundayım ve bunun bilincinde olduğum için de tek yapabileceğim şey şu akademik olarak yükselmek ya da ortalamamı yüksek tutmak. Şu an yapabileceğim tek şey bu... o yüzden onun için çok çalışıyorum çünkü başka bir şansım yok.' (Katılımcı 213)

One of the participants mentioned that 'asking for references in job applications is a way to make this process easier for the companies, or requirement of the addition of at least two references seems unnecessary', which is told by participant 95. However,

participant 95 with high capital, whose father has a company, planning to set up a company for her upon graduation, stated that students can be successful if they are ambitious and work really hard, so she believes that the factor of pulling strings should not be problem for them. Additionally, she added that she feels so sorry for those people, which is displayed below:

'I did not experience any disadvantages, but I think there are... For example, there are a lot of pulling strings ... people who don't deserve are in the upper positions in workplaces... why? Why so? Sometimes I really feel sorry for people who can't get to the place they deserve because their financial situations are not good... But, I think, determination... One can be in much higher positions when he/she is always determined and works hard.'
(Participant 94)

'Ben hissetmedim herhangi bir dezavantaj, ama olduğunu düşünüyorum... Mesela insan kayırma ve torpil çok fazla var ... hak etmeyen insanlar o iş yerinde üst kademeler... neden? Neden yani? Bazen üzülüyorum gerçekten insanlara... kendisinin maddi durumu iyi olmadığı için hak ettiği yere gelemiyor... Ama mesela şöyle düşünüyorum, azim... hep azimli olup çok çalıştığı zaman çok daha yukarı çıkabilir.' (Katılımcı 94)

On the other hand, participant 177, a low capital student, also stated that having a strong network or being placed in higher positions thanks to personal favors cannot work all the time. He stated that which university you graduated from and your GPA also matter quite a lot when the ones privileged or with high social capital are ignored, though. In other words, he also accepts the power of social capital and the reality of pulling strings; however, she still thinks that education is the key. Therefore, he believes that people need creativity, productivity and hard work to be successful, so knowing people will not save those students in the long run. In other words, he holds onto the idea that working hard is the key to success.

In the end, it was found out that both high and low capital students experienced or heard of pulling strings and its power during their higher education. While upper class students with high capital feel sorry for the ones exposed to this treatment, middle class students with low capital still have faith in the power of hard work. Even though

they were aware of the limitations they had due to their social capital and income, and sometimes felt frustrated, they still believe in themselves and have ambition to do their best.

4.2.3.7. Future Aspirations of Students with Low and High Capital

In this part, it was aimed at finding out how future aspirations of students with low and high social and cultural capital differed. When the data were explored, it was found out that *having a graduate education, going abroad, setting up company, finding a job, and lastly taking care of the family* were students' aspirations.

Firstly, students with both high and low capital stated that they want to continue with a master degree; however, the middle class students with low capital emphasized that they need to find a job or scholarship first to continue their graduate education. For example, participant 125, who wants to continue with a master degree followed by Ph.D. afterwards in the university where she is currently doing her internship. However, she emphasized her need to get a scholarship or work during her studies to support herself.

On the other hand, the upper class students with high capital want to continue their graduate education abroad. Besides, it was also discovered that they are the ones who have at least one parent graduating from university or having a master degree. The participants, especially the ones with parents having master degrees, mentioned how much their parents encourage them to continue with a master degree, an example of which is presented below with participant 198's words:

'...I get a lot of support from my family for education. I feel under extreme pressure from my mother, especially to do my master's

'...Ailemin eğitim konusunda çok desteklerini görüyorum. Özellikle yüksek lisans yapmam konusunda annemden aşırı bir baskı yiyorum.

degree. Since my mother also had a master's degree, she especially wants me to go abroad... My mother is directly researching and trying to arrange a place for me. She is more interested in this issue than I am, researching and listing schools... I talk to my family about going to a language school after graduation. I want to stay in England for a month or so and search the schools..." (Participant 198)

Annem de yüksek lisans yaptığı için özellikle yurtdışına gitmemi çok istiyor...Annem direkt kendi araştırıyor, ayarlamaya çalışıyor. Benden daha ilgili bu konuda, okulları araştırıyor, listeliyor...Mezun olduktan sonra Temmuz başı gibi bir dil okuluna gideyim diye konuşuyoruz ailemle. İngiltere'de bir ay falan kalıp, okullara bakmak istiyorum...' (Katılımcı 198)

As it can be seen from participant 198's statements, her mother encourages her quite a lot to have a master degree, and she is willing to do so abroad as her mother desires to be. Similarly, participant 323, whose parents both have master degrees, also wants to have his graduate education abroad and to move abroad later in his life. So, he wants to have a graduate degree abroad to find a job easily, and to have a degree from a university known worldwide, which his parents support quite a lot. Likewise, participant 84, whose both parents are university graduates, is also planning to go abroad for a graduate degree thanks to her parents' support. She wants to pursue an educational career rather than starting working since she also has her parents' financial support.

As it was stated above, those wanting to go abroad for a master degree all are all from upper or upper-middle classes. On the other hand, the ones from middle class and whose parents had low education backgrounds want to continue their graduate educations in Turkey, which is mostly due to the financial requirements. For example, participant 308 wonders whether she can get scholarship during her master degree, which is displayed below:

'...Actually, I want to get a job in one of the defense industry companies. Because it I appreciate

'...Aslında ben savunma sanayi şirketlerinden birinde işe girmek istiyorum. Çünkü türkiye'de takdir

their work in Turkey and I know that very serious investments are being made at the moment. That's why I want to do a master's while working. ... but where I will do it is unknown... maybe in this university, but here I am already studying with full scholarship. I wonder if I can do my master's with a scholarship too...” (Participant 308)

ettiğim bir mevzu ve şu anda çok ciddi yatırımlar yapıldığını da biliyorum. Onun için bir de yüksek lisans yapmak istiyorum çalışırken. ... ama nerede yaparım... burası olabilir belki ama işte şu anda zaten tam burslu okuyorum. Acaba yüksek lisansımı da burslu yapabilir miyim diye düşünüyorum ...’ (Katılımcı 308)

The students with scholarships overtly stated their financial needs during their graduate educations either via scholarships or finding a job to support themselves. Lastly, the students with high capital, like participant 340 and 4, stated that continuing with a master degree is actually necessary to gain expertise in their fields. They believe that bachelor degree is not enough to become an expert in the field, so graduate education is indispensable.

Another future aspiration stated by mostly high capital students is going abroad. As it was mentioned earlier, those students were also the ones with upper class backgrounds, and they actually planned the whole process with their parents. For example, both participant 84 and 95 want to move abroad, and work as a diplomat in the future, which they started to dream of in their childhoods. While participant 84 wants to move in England to work as a lawyer, participant 95 has a desire to travel all around the world as a diplomat rather than finding a stable job in Turkey. On the other hand, another high capital student participant 347 also wants to go abroad to see the world; however, he needs to earn money first to make his dreams come true, which can be seen from these statements:

‘My dream is to set up a company that can manage completely on its own at the age of 33-34, and to create a system where I receive

‘Benim hayalim 33-34 yaşlarında tamamıyla kendi halinde idare edebilen bir şirket kurabilmeyi, bana düzenli para gelen bir sistem

money regularly. After that ... There are a lot of museums, I want to visit them, so I want to travel more. I'm thinking about getting to know the world... but... It takes serious work to be able to do what I say until the age of 33-34, and I have such a plan. I am preparing myself for it. That's why I'm already working hard..." (Participant 347)

oluşturmayı düşünüyorum. Ondan sonra ...Şurada bir müze var orayı gezeyim, yani daha çok gezme üzerine düşünüyorum. Dünyayı tanıma üzerine düşünüyorum... ama...33-34 yaşına kadar bu dediğimi yapabilmek için ciddi bir çalışma gerekiyor ve öyle bir planım var. Kendimi ona hazırlıyorum daha doğrusu. O yüzden şimdiden çok fazla çalışıyorum...' (Katılımcı 347)

It can be inferred from the extract above, students from middle class like participant 347 need to earn money first to support themselves financially to go abroad. On the other hand, there are also participants with low capital, and have a desire to go abroad. Unlike the ones with high capital planning to have master degrees abroad, their purpose of going abroad was working. When participant 362's case was explored, it was found out that he also wants to go abroad, yet as a lorry driver. When asked about the reason of choosing that specific job, being a lorry driver; he stated that that is the best way to see the world and work at the same time. So, he is also aware of the fact that he has to work a lot to make his dreams come true. In other words, as a middle class student and with low capital, he could not get support from his parents, and this made him believe that he had just one option. His statements are provided below:

'...I want to be a truck driver...because you can do your job, and you can go anywhere in the world while doing your job, after all... you earn money... by being a truck driver, if you have your own truck, you take a load from a place you want to go and your job is done when you leave that load there. And the remaining time is yours. How long you work is up to you. At the same time, I love computer engineering. You are allowed to drive only for 9 hours

'...Tır şoförü olmak istiyorum...çünkü hocam hem işinizi yapabiliyorsunuz, ve işinizi yaparken de aynı zamanda dünyanın herhangi bir yerine gidebilirsiniz sonuçta... para kazanıyorsunuz... tır şoförlüğü ile kendi tırınız varsa gideceğiniz ve yer belliyse istediğiniz bir yerden yük alıp o yükü oraya bıraktığınızda işiniz bitiyor ve kalan zaman sizin. ne kadar çalışacağınız size bağlı. Aynı zamanda işte bilgisayar mühendisliğini seviyorum...onu da

per day, and you need to have an 11-hour compulsory break. Since I won't be able to sleep 11 hours out of 11, I can take that time for myself or do my job as a computer engineering...' (Participant 362)

yürütebileceğim...Günde 9 saat sürebiliyorsunuz maksimum, ve kalan 11 saat zorunlu molanız var ve zorunlu mola haricinde mola verebiliyorsunuz ya en az 11 saat mola vermeniz lazım. 11 saatin 11 saatinde de uyumayacağım için orada kendime zaman ayırabilirim ya da bilgisayar mühendisliği işimi yaparım...' (Katılımcı 362)

Participant 362 is a hardworking student with a GPA over 3.50 and loves his department, computer engineering. However, he wants to work as a truck driver instead of being a computer engineer since he thinks that it is the best way to see the world and earn money at the same time, which is completely different from the other two participants' reasons given earlier. The biggest difference among those participants is their income level in addition to their capital and parents' educational backgrounds.

In terms of finding a job, both low and high capital students wanted to find a job; however, the ones who want to find a job right after their graduation were mostly the ones with scholarships, and from middle class backgrounds. Below is a sample from participant 303' s interview:

'As soon as I graduate, I want to work in that law firm that seems number one in Turkey... I want to be accepted there. When I enter there, then I can buy something for myself... my house, my car... when I can get what I want whenever I want, then I can help my mother and siblings... I can support them... therefore, I want to get a job right away...' (Participant 303)

'Mezun olur olmaz, Türkiye'de bir numaralı görünen o avukatlık firmasında çalışmak istiyorum... Oraya Kabul almak istiyorum. Oraya girdiğimde, sonrasında kendime ait bir şeyler alabildiğimde... evim, arabam... istediğim şeyleri istediğim an alabildiğim de, sonra annelere kardeşlerime yardımcı olabildiğimde... Destek olabildiğimde... bundan dolayı hemen işe girmek istiyorum...' (Katılımcı 303)

Similar to participant 303, participants 108, 22, 177, 214, 268, 347, 362, and 390, most of whom have low capital, also mentioned how much they want to find a job right away to support themselves financially, and to set up their own lives. Therefore, they have a desire to find a job, and gain experience to improve themselves further, i.e. to have enough financial resources for the activities they want to do.

Besides their financial freedom, they also want to take care of their families upon graduation, which is why they also need to find a job immediately. Those students all from middle class and with low capital feel this like an obligation. For example, participant 177 stated that his biggest desire is to take care of his family. Those students feel the urge to help their parents since they think it is the right thing to do. Similarly, participant 390 also stated that he will take care of his family upon graduation, and he cannot leave them, which makes him avoid having plans abroad. Below are some of his statements:

'... I don't want to go abroad. I don't want to leave my family... It doesn't even cross my mind... I need to support them both financially and morally. That's why there is no option like going abroad for me. That's why I'll find my job immediately and be with them...'
(Participant 390)

'... Yurt dışına çıkmak istemiyorum. Ailemi bırakmak istemiyorum.... Onları bırakıp gitme gibi bir düşüncem yok... Aklımın ucundan bile geçmiyor... Onlara destek olmam gerek hem maddi hem de manevi. O yüzden hani yurtdışı gibi bir seçenek benim için yok. O yüzden hemen işimi bulup onların yanında olacağım...' (Katılımcı 390)

While those students have desire to be financial resources of their families, the ones from upper class does the exactly opposite. In other words, the students having a desire to set up their own companies are from upper class, with high capital, and their parents support them financially, and encourage them to establish their own business like they do. For example, participant 251 stated that he wants to get retired when he reaches 30 years old, and he has already contacted various companies thanks to his father's

business contacts. Another upper class student with high capital, and whose father has a company in Ankara, is also aware of her chances and options, and her father supports her quite a lot, which is presented with her own words:

'...My real dream...I want to start my own company. In other words, my father is directing me in that way... he says: I will give you money. You will set up your own company, it goes a little in that direction. I even say that I should go abroad and do business. He says I am establishing a company for you... there is no need... You do not need to go anywhere other than Turkey, I will establish your company...' (Participant 94)

'... Gerçek hayalim...kendi şirketimi kurmak istiyorum. Yani babam zaten o yönde yöneliyor beni direkt... o diyor ki: ben diyor sermayeni karşılayacağım. Sen kendi şirketini kurarsın, biraz o yönde gidiyor. Hatta ben diyorum ki yurt dışına çıkayım iş yapayım. Ben sana şirket kuruyorum... gerek yok... Türkiye'den başka bir yere gitmene gerek yok, ben senin şirketini kurarım diyor...' (Katılımcı 94)

In the end, it can be stated that the students with low capital and from middle class backgrounds want to find a job right after their graduation to support themselves as well as their family financially. Even the ones having a desire to have a graduate education emphasized their need to find a job or scholarship first; however, the upper class ones with low capital want to set up their own companies with their parents' help. On the other hand, the students from upper class and with high capital think about continuing their graduate education abroad, and to find a job there. Yet, high capital middle class students like the ones with low capital underscored their need to find a job first, and to continue their graduate education afterwards if possible.

4.2.4. The Motivations of First-Generation Students

The last research question aimed at exploring the motivations of first-generation students to become successful. Dansby and Dansby-Giles (2011) and Soria and Stebleton (2012) defined a first-generation student as a student whose parents have not obtained a bachelor's degree, and who wants to pursue a degree from a higher education institution. Based on this criteria, 8 students out of 25 were considered

as first-generation students, and it was aimed to find out what motivated them to pave their ways through education. Therefore, only the data provided by participants 362, 390, 125, 108, 303, 268, 177, and 347 were explored in the following paragraphs. While participants 108, 303, 268 and 347 had high social and cultural capital, the rest had low capital. Moreover, it was worth mentioning that they were all from middle-class.

When these participants were asked why they wanted to be successful, and what their motivations for their hard work were, they provided three reasons: gaining their financial freedom, changing their surroundings and self-motivation. When the data were further analyzed, it was found out that all of these students had financial difficulties while growing up, and were raised in more conservative families.

First of all, financial freedom was mentioned quite a lot since they think that they could not do anything they want without money. Since they do not think any other option is possible without their hard work, they studied quite hard to make their dreams come true. What is meant by any other option is that they do not have parents having companies or financial resources to set up their own business in the future. For example, participant 108 stated that she realized she had no other option except studying to continue her life with these words:

'...I asked myself and questioned what I can do if I don't study... I cannot do anything. In other words, my father does not possess anything that could help me. You know, if he has a company or a workplace, you can go there when you graduate from school. However, I have realized that without studying I cannot do anything. So, the thought

'...Okumasam, ne yapabilirim diye düşündüm. Bir şey yapamam. Yani babamdan kalan bir şey yok. Hani iş yeri olur hani okuldan mezun olunca oraya gidersin... Yani okumadan bir şey olamayacağını anladığım için direkt okumayı dedim. Yani okumama gibi bir düşünce

of no education has never crossed my mind...' (Participant 108) *aklımdan hiç geçmedi ...'* (Katılımcı 108)

As it can be seen from participant 108's words, she has not even thought about not studying. She believes that it is the only option she has since she cannot expect anything from her parents, and accepts that they cannot provide resources due to their economic capital. She further added that to reach her goals, and to have her financial freedom, she has always studied a lot, and she has been a successful student all the time with these statements:

'...I have always been a very successful student. I've always been a high-honor degree student and I finished high school with high-honor anyway. When I think about high school times, I did not have any financial resources other than my family and to be honest I don't like asking for money to my family... I didn't have any financial freedom in high school. That's why I couldn't do anything apart from studying and became a successful student. In order to reach my goal, told myself that if you want to have financial freedom to do the things that you want in the future, you should study...' (Participant 108)

'...Ben hep çok başarılı bir öğrenciydim. Hep derece öğrencisiydim ve dereceyle bitirdim liseyi de zaten. Yani düşününce hem parasal olarak aile dışında kaynağım yok ve ailemden de istemeyi çok sevmiyorum açıkçası... parasal özgürlüğüm yoktu lisede. O yüzden bir şeyler yapamadım ve ders çalışan bir öğrenci oldum. Hedefime ulaşmak için ileride ...İlerde parasal özgürlüğün olabilir istediğin şeyleri yapabilmek için ve bunun için ders çalışmalısın dedim kendime...' (Katılımcı 108)

She states that she does not want to ask for money from her parents, which is actually related to the financial difficulties they have already had since her childhood, so she has always known that even if she had asked for money, they would not have provided. Therefore, earning her own money was important for that reason. However, she had to overcome many obstacles to continue her education. Although she was highly motivated to study, and earn her own life; unfortunately, her parents were not supportive at all. She told her family and people around her was

against woman's education, and how much effort showed to make them believe in herself with these statements:

'... There is already sexual inequality in the conditions of Turkey regarding the education of girls...Of course, there is inequality. Do I feel it? I actually feel a lot. For example, some of my relatives said to me: don't read, what will you do when you read, will you be something? For example, when I see this from some of my relatives, I can't believe it, I feel very sad... They have a mindset that girls do not have capability and they can't read. They say that the capacities of girls are not enough... I am surrounded by people who think that the abilities of men and women are not equal, whatever was imposed in the past.' (Participant 108)

'... Zaten Türkiye şartlarında cinsel olarak eşitsizlik var kızların okutulmasına dair...Elbette eşitsizlik var. Ben bunu hissediyor muyum? Aslında çok hissediyorum. Mesela bana akrabalarımın şey diyen de oldu: okuma, ne yapacaksın okuyunca, bir şey mi olacaksın? Mesela bazı akrabalarımın bunu gördükçe inanamıyorum, çok üzüliyorum... Okumak konusunda kızlar okuyamaz kafasına sahipler. Kızların kapasiteleri yetmez derler... Geçmişte nasıl bir şey empoze edildiyse kapasitelerin eşit olmadığını düşünen insanlarla dolu çevrem.' (Katılımcı 108)

Participant 108's experience shows that she also had difficulties in her education journey since she is surrounded by people who think that women should study or women can study; however, these all motivated her to study more, and not to give up. Similarly, participant 125 also mentioned how much she discussed with her parents to go to high school and university since her parents also did not allow her education at first. She explained her situation with these words:

I love to read... it has been like this since primary school... I had a difficult situation about continuing schooling in the past.... It was like not being sent to high school. then it was destroyed, my father changed this, and told that she would go to school...So, I was depressed when I started high school... I thought I could not go to school anymore. Then, same thing happened with university education.... Even if I heard that they would not send me to the university, I said, I didn't care, if this was the case, it would have been in high school. As it did not happen, I'm moving forward. No one can tell me anything... that was the case. My father said... He said she should stand on her

Okumayı çok seviyorum... ilkokuldan beri böyleydi... benim okumama durumum oldu bir ara.... liseye gönderilmeme gibi bir şey oldu. sonra o yıkıldı, babam yıktı, onu okuyacak diye. Liseye geçişimde de biraz şey yapmıştım. Hani moralim bozulmuştu dedim galiba okuyamayacağım... Sonra üniversite olayı oldu...üniversiteye geçişimde okumayacaksın gibi Bir şeyler kulağıma çalınsa bile hiç umursamadım, dedim bu iş böyle olsaydı lisede olurdu. Olmadığına göre ben artık ilerliyorum. Bana kimse bir şey diyemez... o şekilde.

own feet, and when he saw people who weren't educated... people usually stop improving themselves when they don't continue education. So, when my dad noticed it too, he said that she should study, so she should have something... get a diploma. I had already planned to go to Religious High School. If religious views were the case, it would not be possible for me...since I would go to a religious high school anyway. (Participant 125)

Babam şöyle dedi... Kendi ayaklarının üzerinde durabilsin dedi hem de okumayan insanları görünce... insanlar genellikle okumadıklarında kendilerini geliştirmeyi de bırakıyorlar. O yüzden babam da bunu fark ettiğinde. Dedi ki okusun yani elinde bir şey olsun, diploması olsun dedi. Zaten imam hatibe gidecektim. Hani eğer dini görüşlerinden ötürü okumam istenmiyorsa zaten imam hatibe gideceğim bir şey olmayacak o yüzden. (Katılımcı 125)

Unfortunately, her mother was the one not supporting her education, not her father, which she also felt quite unhappy since she expects her mother, having only primary education, to support her education not to be like her. Similar to participant 108, participant 125 also chose studying to be financially independent, and she also stated that she did not want to be a burden to her parents, which is presented with her own words:

'... As far as I remember, I have been receiving a scholarship since the sixth grade ... I am getting a scholarship from this university as well. I do not want to be a burden to my family, we are not people who are in good financial condition anyway. I mean, I haven't even asked my father for money since I started university. I bought my computer myself with the money I saved during my internship, and I bought my phone myself with my scholarship... I try to buy everything myself so as not to be a burden to my family.' (Participant 125)

'... Ben kendimi bildim bileli altıncı sınıftan beri burs alıyorum... buradan da burs alıyorum zaten. Aileme çok yük olmak istemiyorum, zaten maddi durumu iyi olan insanlar değiliz. Yani şuan gerçekten üniversiteye başladığımdan beri babamdan para bile istememişimdir. Bilgisayarımı da kendim aldım stajda biriktirdiğim paramla, telefonumu da kendim aldım bursumla... her şeyimi kendim almaya çalışıyorum aileme yük olmamak için...' (Katılımcı 125)

So, these students wanted to earn their financial freedom as they did not want to 'be a burden to their families', which is strong expression. In other words, those students were aware of the fact that they could not depend on their parents on financial matters,

which they need to work on by themselves. For example, participant 177 also mentioned that he felt the need to study since he did not know what else he could do. In other words, he was aware of the fact that studying was his only option, and explained his situation with these words:

'I never thought about whether to study at university. I never knew what I would do if I didn't go to university. I had to read it because ... Turkey's situation is obvious. The state of the economy is also obvious...you know, the economic conditions... the only solution is to study... or should I say fleeing abroad...I could only go abroad as a refugee without studying...I would not have any other chance...So, I had to study...I had to study to save my future...'
(Participant 177)

'Neden üniversite de okumalıyım diye hiç düşünmedim. Üniversite de okumasam ne yapacağımı hiç bilmiyordum. Okumak zorundaydım, çünkü ... Türkiye'nin durumu da belli. Ekonominin durumu da belli...hani ekonomik şartlar.. tek çözüm okumak.. ya da işte yurtdışına kaçmak mı diyeyim... okumadan yurtdışına sadece mülteci olarak gidebilirdim...başka bir şansım olmazdı... o yüzden okumak zorundaydım.. zorundaydım kendimi kurtarabilmek için...'
(Katılımcı 177)

Another student, participant 303, also mentioned how much she desires to have financial freedom to stand on her own feet, and she also thinks that her only chance to do that is education unlike some of her friends. Therefore, she has also been studying since her childhood, and trying to do her best. She explained her motivation to study with these statements:

For example, I have a friend. Since her father was a pilot, she worked in Brazil, the girl lived there, learned 2-3 languages at a fully competent level... I did not have such a chance. My chances of learning a language were limited to what has been shown at school. Apart from that, there are people whose jobs will be ready when they graduate from this faculty, for example, they will have offices or something like that. They will get it

Mesela bir arkadaşım var. Babası pilot olduğu için Brezilya'da görev yapmış gelmiş, kız orada yaşamış, 2-3 tane dili tam olarak yetkin düzeyde öğrenmiş... benim öyle bir şansım olmadı. Benim dil öğrenme şansım okulda gösterilen kadar... onun dışında direkt bu fakülteyi bitirdiğinde işi hazır olacak kişiler var, mesela büroları falan var. Babalarından

from one of their parents, everything is ready for them...I have no such support. There is no financial support that I can get all the time... some people take the lead in order to get into a place.. I don't have such an option either. But I know that what my parents provide will not be enough...I will be discriminated with that...For example, one of my teachers made a category of people living in Keçiören ... so I knew that only I can get rid of this, alone... that's why I chose education.. (Participant 303)

annelerinden birinden kalma, her şey hazır...benim destek olanım yok. Sürekli olarak alabileceğim ekonomik olarak bir destek yok.. bir yere girebilmek için birilerine ön ayak oluyor bazı kişilerbenim öyle bir durumum da yok... ailemin bana verdiği ile olmaz onu hissediyorum... onunla ayrıştırılırım.. bizim hocalardan biri mesela bir kere şey yapmıştı... keçiörende yaşayanlar kategorisi... bundan ama sadece ben ancak tek başıma kurtulabilirim... o yüzden eğitimi seçtim.. (Katılımcı 303)

Being aware of the fact that her options provided by her family will be always limited, and seeing what is waiting for other people; she has decided to study, and to pave her way through education. Moreover, she also thinks that she will be against discrimination if she cannot improve her credentials. While she was talking about her instructor's categorizing people based upon the neighborhood they live in, she started to cry. She is living in Keçiören, the neighborhood the instructor gave as an example to humiliate, which actually made her quite sorry. However, that also motivated her since she is not willing to be humiliated in accordance with her neighborhood. Therefore, she chose education to have a different life, and she knew that she had to do it alone. In other words, these students actually did not want to have the same life as their parents have. For example, participant 347 stated that he did not want to work like his father after seeing his work environment, and that motivated him to study more. He used the following statements to explain his motivation:

My father has taken me to places where he has always worked since I was 5 years old. He took me to such filthy places... took me to

Babam beni 5 yaşından beri beni hep çalıştığı yerlere götürdü. Böyle pis yerlere götürdü... işe götürdü, çalıştırdı da.... Ben bir şey

work, made me work.... When I wanted something, he said, 'Come on vacation for 15 days, work, and get the money.' That's why I said I'll study because I saw that work environment... I don't want to work in such a place. I had such a motivation... I mean, there are such filthy places. You can't even imagine...so that's an incredible motivation. (Participant 347)

istediğim zaman 15 tatile gel çalış al diyordu...O yüzden ben ortamı gördüğüm için dedim ben okuyacağım... Ben böyle bir yerde çalışmak istemiyorum. Öyle bir motivasyonum oldu... yani öyle pis yerler var ki. İnsanın akli hayali almıyor. Böyle bir pislik olabiliyor mi diyorsunuz yani o inanılmaz bir motivasyon. (Katılımcı 347)

Like changing neighborhood, getting away from the city where they were raised was another reason that motivated these students. For example, participant 177 stated that he always wanted to leave Konya, a small city in Turkey, to see İstanbul or another city, even one abroad, which motivated him to study more. Below are some of his statements about his motivation:

'... I didn't want to stay in Konya... I wanted to go abroad... I wanted to see Istanbul or another city. I decided on this in middle school... I always wanted to go to Istanbul... I always wanted to see Istanbul. It sounded like a beautiful city. As such, I always wanted to go to Istanbul, live in Istanbul, leave Konya and see other places. So, I can say that I worked for that goal... My goal is to go abroad now and I will work for it...' (Participant 177)

'... konya'da kalmak istemiyordum ben... yurtdışına çıkayım... istanbul'u veya başka bir şehri görüyüm istiyordum. Orta okulda karar verdim buna...İstanbul'a gitmek.. istanbul'u görmek istiyordum hep. Çok güzel bir şehir gibi geliyordu. Böyle olunca, hep İstanbul'a gideyim...İstanbul'da yaşayım, Konya'dan çıkayım ve başka yerleri göreyim istiyordum. Öyle olunca, o hedef için çalıştım diyebilirim...Hedefim şuan yurtdışına gitmek ve artık onun için çalışacağım...' (Katılımcı 177)

So, those students, especially the ones born in small cities, mentioned that travelling or basically being in bigger cities motivated them to study. When students' backgrounds were explored, it was seen that they did not go on holidays with their parents, or visit other cities together, which may have made them think of studying and going to another city for education.

On the other hand, a couple of students stated that they were successful only thanks to themselves alone. In other words, those students explained how they were alone during their educational journeys, and there was no one either to motivate or support them, which they think is mostly due to their parents' educational backgrounds. For example, when we listen to participant 125's story, we can see that she felt lonely during her schooling experience:

'...There is no one to help me with my lessons at school, never has. Because, as I said, my mother is a primary school graduate... My mother is a primary school graduate, and my father is a high school graduate... my brother is already... His school situations have always been a bit of a hassle. It was difficult for him in the beginning. Then, he wanted to leave the school. There was a fight. Therefore, there is hardly anyone I can count on or take as a role model. It's me, the role model, in the family. I can say that I am more doing everything by myself. My reason for studying was myself.' (Participant 125)

'...Okuldaki derslerime yardımcı olan biri zaten yok, hiç olmadı. Çünkü dediğim gibi annem ilkokul mezunu...Annem ilkokul mezunu babam lise mezunu olunca... abim de zaten...Okul durumları biraz sıkıntılı oldu onun hep. Girişte sıkıntılı oldu. Sonra bırakmak istedi. Orada bir kavga kıyamet oldu.... O yüzden hani böyle bir önder sayabileceğim biri pek yok. O daha çok ben oldum ailede. Hani daha çok kendim ilerliyorum diyebilirim. Çalışmak için nedenim kendim oldu.' (Katılımcı 125)

Similarly, participant 390 also felt alone in terms of academic support in his studies, and he became successful thanks to his inner motivation. However, he appreciates his parents' moral support all the time, which he thinks is also valuable. His own statements are presented below:

'...I don't know, my family... I can't tell them I what I have learned in the courses or they don't understand the lessons I'm taking. They don't know because they didn't go to university... So, they don't know the problems I'm going through, they don't have any advantages in that respect... but I

'...Bilmiyorum, ailem biraz şey... Akademik olarak ben onlara şunları öğrendim diyemiyorum ya da söylediğim dersleri anlamıyorlar üniversite okumadıkları için bilmiyorlar daha doğrusu... Yaşadığım problemleri de bilmiyorlar, o yönden artıları yok... ama hani

always feel them behind me as moral support. ...I think that what makes me successful is basically me because when I don't do anything or pursue something, I do it willingly. After all, not by force... I think this is the thing that impressed me the most. I work... I don't study because my family pushes me, or I don't study only when my school forces me. Frankly, I think I'm the one that makes me successful.' (Participant 390)

destek olarak manevi destek olarak ben her zaman kendilerini arkamda hissediyorum...Beni başarılı kılan şeyin merkezde temelde ben olduğumu düşünüyorum çünkü ben bir şey yapmasam ya da bir şey peşinde koşmasam bunu isteyerek yapıyorum. Sonuçta zorlayarak değil... Beni en çok beni etkileyen şeyin bu olduğumu düşünüyorum. Merkezde ben çalışıyorum. Ailemin ittirmesiyle gitmiyorum ya da okulum beni çektirmesiyle de gitmiyorum Merkezde benim olduğumu düşünüyorum açıkçası.' (Katılımcı 390)

Like participant 390, participant 362 also emphasized the importance of family support, yet he also added that individuals themselves are the ones to key to success, and no matter what support they get from outside, in the end they are the ones to achieve. To explain what he meant, he provided examples from his friends with the words below:

'... No matter how good schools you go, everything depends on you. I strongly believe in that. Because I had many friends around me. They went to private teaching institutions for years, spent money on private schools and took private lessons, but could not progress even a little bit... maybe because they didn't want to, maybe because they were bored... maybe because of family pressure. I have done most of the things I have done so far because I want to do...' (Participant 362)

'... Ne kadar iyi okula giderseniz gidin her şey sizde bitiyor. Ben buna çok inanıyorum açıkçası. Çünkü çevremde çok arkadaşım vardı. Yıllarca dershaneye gitmiş özel okullara para harcamış ve özel dersler almış ama bir adım bile ilerleyememiş belki ... belki istemediğinden belki sıkıldığından... Belki aile baskısı. Ben şimdiye kadar yaptığım birçok şeyi kendim isteyerek yaptım...' (Katılımcı 362)

Participant 362's example also shows that these students believe that they are successful thanks to themselves, i.e. their motivations, their hard work and efforts since they think what matters most is the people's own desires, and is not the support they get from outside. Another reason of studying mentioned by a couple of participants is

to change their lives, i.e. to change their surroundings. What they meant by surrounding is the people around them, and the activities they do with those people.

Below is participant 108's answer regarding her reasons to study given:

'...I realized that the women I saw in my family or around me, especially the women who did not have any education, or high school graduates or secondary school graduates, were told that their opinions were unimportant...or they were humiliated and told that they cannot say a word as they are uneducated... when I saw that women were devalued in that way, I said to myself that you should study and get education. When you don't get education, so will your children. So will your environment be like that. Because when you don't get education, your environment is shaped accordingly and people value you accordingly. I didn't want to be of this value. I said, you should educate yourself to shape your own life, and you should guide your children accordingly, my environment should change. That's why I worked so hard. Because a good high school means a good university and a good university means a good job. A good job means a good salary, a good career and a good spouse. In other words, education means determining your environment, your life and your destiny. Because I've been thinking about it since I was little, I said, you should get education. If you don't have education, everything will be different.' (Participant 108)

'...Ailemde veya çevremde gördüğüm kadınlar, özellikle eğitim almamış lise mezunu veya ortaokul mezunu kadınların, herkes tarafından düşüncelerinin önemsiz olduğunu gördüm...veya onlara sen kimsin, sen konuşma ya okumamışsın denildiğini... kadınların o şekilde değersizleştirildiğini görünce, sen okumalısın dedim kendime. Okumadığın zaman senin çocukların da öyle olacak. Senin çevren de öyle olacak. Çünkü okumadığın zaman yine çevren ona göre oluyor ve ona göre insanlar sana değer biçiyor. Bu değerde olmak istemedim. Dedim ki, okumalısın ki kendi hayatını kurmalısın çocuklarını sen ona göre yönlendirmelisin, çevrem değişmeli. O yüzden çok çalıştım. Çünkü iyi bir lise, iyi bir üniversite demek ve iyi bir üniversite, iyi bir meslek demek. İyi bir meslek iyi bir maaş, iyi bir kariyer ve eş demek. Yani okumak demek, çevreni, hayatını, kaderini belirlemen demek. Küçüklüğümden beri bunu düşündüğüm için, dedim okumalısın. okumazsan her şey çok farklı olacak.' (Katılımcı 108)

In addition to having a reason of changing surrounding or life through education, a couple of female participants like 108 above stated that they need education because

they need to become powerful women in the future. As it was also stated above by participant 108, those participants also stated that a woman without educational credentials are looked down, and ignored in the society. They believe so since what they experienced in their families made them think like that, which is why they are actually encouraged by their uneducated mothers to change this situation. For example, participant 268 mentioned that her mother has always encouraged her to be successful, and have her own career to stand on her own feet in the future during her interview, and some of her words are displayed below:

'...My mother told me when I was in secondary school that I should get education. If she hadn't told me this or raised me like this, then... I would probably have been a person who wouldn't know his/her own worth. I wouldn't be someone who is smart... you know, my current goal as a woman is to be able to stand on my own feet in the future.... And I have embraced this thought... For example, if it wasn't like this in middle school, I would probably be a very different person and I would regret it. It feels very bad for a person just because she is a woman... depending on her husband financially or having to look after the children, having to wash the dishes... I don't know. It sounds ridiculous and this is accepted as appropriate way to treat the woman by the society...' (Participant 268)

'...Annem bana ortaokul zamanında söyledi okumam gerektiğini. O zaman bu düşünceyi bana söylemeseydi veya beni böyle yetiştirmeselerdi... ben muhtemelen çok da kendi değerimi bilemeyecek bir insan olacaktım. Böyle aklımı kullanan biri olmayacaktım... hani benim şu an hedefim bir kadın olarak ileride kendi ayaklarımın üzerinde durabilmek....Ve bunu çok benimsemiş bir şekildeyim şuan... ortaokulda mesela bu şekilde olmasaydı muhtemelen çok farklı bir insan olurdu ve bunun pişmanlığını yaşadım. çok kötü geliyor bir insanı sırf kadın diye... böyle eşinin eline bakıyor olması veya çocuklara bakmak zorunda olması, bulaşık yıkamak zorunda olması... bilmiyorum. Çok saçma geliyor ve toplum tarafından bu şekilde yapılıyor...' (Katılımcı 268)

Thanks to their mothers, they continued education since they did not want to depend on someone throughout their lives or they did not want to live in accordance with the accepted roles given by the society. All in all, it can be inferred that those mothers

support their daughters, encouraged them to study to continue their educations as they believe that having financial freedom is important for a woman both to stand on their own feet and to guarantee their financial freedom in order to avoid possible limitations they may encounter in the future, especially when they get married.

Moreover, these students also mention that they still have to work and study at the same time to support themselves, which actually has an effect on their university life as it takes much of their time, and prevent them from participating in the social activities offered in the university. Below are some of the statements of participant 390 on his experiences of working during his studies:

'...when I came to university, I found something to earn money from somewhere ... I give private lessons for every course I take... Now, I said enough about the third grade... OK, making money is no longer my top priority because I have money to save. I get a scholarship from the school as well as from the state. When it started to suffice like that, I said enough is enough... so I said let's do the things I want or the things I like a little more. Of course, I mean the decision to go to university... I have nothing else to say that I had to. Now, if my family had a commercial business, if such a tradesman were, I would take over his business... but there is no such thing... so I never thought about why I am going to university. (Participant 390)

'...üniversiteye geldiğimde bir yerden para kazanacak bir şey buldum ... her aldığım dersin ben özel dersini veriyorum...Şimdi üçüncü sınıfa geçtikten dedim yeter artık... tamam para kazanmak artık birinci önceliğimden çıkmaya başladı çünkü biriktirdiğim param var. Hem okuldan burs alıyorum yanında devletten de burs alıyorum. O şekilde yetmeye başlayınca artık yeter dedim... ben de biraz daha istediğim işleri ya da hoşuma giden şeyleri yapayım dedim. Tabii ki üniversite okumak kararı yani... mecburdum dediğim başka bir şeyim yok. Şimdi ailemin ticari bir şeyi olsa böyle esnaf olsa, onun işinin başına geçerim... ama öyle bir şey yok... o yüzden hani niye üniversite okuyorum diye hiç düşünmedim. (Katılımcı 390)

In the end, it was found out that all these students wanted to have the same life as their parents. Due to financial difficulties, and realizing the strength of economic capital; they knew that they could not achieve success unless they choose education to have

the life they have dreamed of. Although they encountered many problems, they did not give up studying. On the contrary, dealing with those problems made them stronger, and motivated them more. In doing so, they studied more and more as a way of handling all these problems. In other words, they are aware of inequalities that exist in their lives, in the past, now, and in the future; and they chose education to fight against them, and to have better life standards.

Moreover, it was also clear that most got encouragement from their fathers while the ways of support were different. Participant 347's father made him realize the importance of education by showing him his own working conditions while participant 125's father let her study and supported her right of education unlike other family members. Similarly, participant 108 wanted to study law after his father had to deal with law cases when she was a child, and she wanted to be the one to support people's rights. The father of 303 wanted his daughter to continue education, which he could not do in the past, and worked in even double shifts to support her as much as possible. While participant 177's parents let him do what he wanted, he knew that it was because they did not know what to do. By offering him being a shepherd if he did not want to study was the moral support he got. On the other hand, both participant 347 and 390 had a relative visiting their villages, and impressed them. They wanted to be like them in the future since they were the only educated people in their whole families. Last, participant 268 had her sister to count on whenever she felt depressed or too hopeless to continue. Throughout their educational careers, these students all got scholarships, and a couple of teachers who were eager to listen to them, or help them in their career-decision making process. However, one thing they all avoid doing is giving up, so they have always kept dreaming of a better life, both for themselves and for their family.

4.2.5. Summary of the Qualitative Findings

The summary of the findings along with themes found in each research question was presented in Table 4.6 at the end of the section. In the following paragraphs, the findings in each research question were briefly summarized.

To begin with, the second research question explored the cultural capital of the students in a foundation university through their parents' reading as well as their encouragement to their children to read as well as whether they have books at home, and the activities they do together as family. It was found out that parents of students with high capital read a lot, and they have lots of books at their homes, even separate rooms designed as libraries. On the other hand, low capital students' parents never or rarely read, and the books at home are mostly limited to course books. In other words, parents' educational backgrounds are pivotal in that the more educational credentials parents have, the more they read and encourage their children to read. These findings also revealed the importance of triangulation in a research study in that qualitative findings showed the importance of parental education unlike the quantitative findings. In terms of family activities, cultural activities and holidays are common among high capital participants, who also belong to upper and upper-middle class whereas picnic and visiting relatives are common among low capital participants from middle-class. Moreover, students with high capital also spend more time with their families compared to the ones with low capital.

The third research question aimed at understanding the role of institutional agents in the success of students with high and low social and cultural capital. While the students with high capital mentioned their parents as their institutional agents via their financial and moral support; the low capital students' parents' role was limited to moral support.

Therefore, they talked about their relatives, siblings, teachers, friends and institution as their institutional agents. Teachers, especially the primary and high school ones, were the ones who realized the potential of the students, and they encouraged them to continue studying by helping them in any way they could, i.e. sharing their personal books, listening to students' problems or guiding them in their career-decision making processes. Friends, on the other hand, became role-models for the low capital students, and took active part in their career-decision making process. Additionally, the network institution provides both through internship and events organized in the campus is also found quite important to increase social capital of the students, which was one of the biggest part of institutional support.

The fourth research question explored the role of social and cultural capital on students' higher education experiences and their aspirations. The higher education experiences start from their university choice to their aspirations upon graduation. While university ranking is important for both high and low capital students; high capital students mostly talked to graduates, teachers and other students prior to their choice unlike low capital students, who chose it due to scholarship and internship opportunities. In terms of academic and social experiences, it seemed that low capital students had more difficulties in their adaptation to the university life compared to high capital students. Moreover, while high capital students took part in school clubs, low capital ones were more eager to participate in projects. Additionally, high capital students see their internship experience as a way to choose the area to further specialize in, low capital students think it is the biggest opportunity they have to find a job upon graduation. Considering their definition of success, while high capital students emphasized the importance of achieving one's goals, low capital students think good GPA, use of language and social skills are valuable. Surprisingly, high

capital students are the ones suggesting to improve one's social skills to become successful in addition to setting up one's goals and search what they want whereas low capital students advised to follow one's dreams and not to give up.

Regarding the inequalities during their educational experiences, all students stated that SES put some students into disadvantageous position. While upper class high capital students feel sorry for their friends, they still think it should not be a barrier. On the other hand, low and high capital middle class students emphasize the importance of education to deal with these disadvantages. Similarly, low capital students were more affected by the limited resources provided due to their surroundings, and they had limited network compared to high capital students from upper class. Additionally, low capital middle class students felt more under pressure due to pulling strings encountered in internship and job opportunities while high capital upper class students depend on their network to deal with those inequalities.

Considering students' aspirations, it was found out that while high capital students were eager to continue with graduate education right after their graduation, low capital students were planning to find a job right after graduation. Moreover, high capital upper class students also want to go abroad for graduate education, and to find a job afterwards; however, low capital middle class students feel the necessity to support themselves financially first to take care of their families.

In the end, the research question five aimed at exploring what the motivations were of successful first-generation students. Accordingly, it was found out that those students were mostly motivated by gaining financial freedom since all these students had problems with money in their families, and needed scholarships to continue their education. Therefore, they all want to gain their financial independence both to support

themselves and their families. Moreover, they also mentioned that they did not have any other option, and education was their only way to set up their own lives. Having no resources, and no educated parents, they were alone during their educational journeys, which made them become stronger. Besides, they had a desire to change the way they were raised starting from their surroundings, which refer to both their location as well as people around them. In other words, they will not be restricted by the limited resources they were born with. Furthermore, they also underscored how self-motivation matters, and the importance of not giving up. Therefore, the more challenges they have encountered, the stronger they became, especially after successfully dealing with those problems by themselves.

Table 4.6

The Summary of the Findings of Each Research Question

<i>RQ 2: The cultural capital of students at a foundation university</i>		
<i>Themes</i>	<i>High Capital Students</i>	<i>Low Capital Students</i>
<i>Family Activities</i>	Spending more time Cultural activities Going on holidays	Spending less time Visiting relatives Going on picnic
<i>Parents' Reading</i>	Read a lot Have big bookshelves Have lots of books Encourage them to read	Never/ Rarely read Have small bookshelf or none Have only course books Do not interfere with reading activities
<i>RQ 3: The role of institutional agents</i>		
<i>Family (parents, siblings, relatives)</i>	Financial & moral support Role model: parents	Moral support Role model: relatives, siblings
<i>Others (teachers, friends, institution)</i>	Institution: Internship as Network Friends: encouraging	Teachers: mentors, guides Institution: scholarship as financial support and internship as network Friends: encouraging
<i>RQ 4: The higher education experiences and Aspirations</i>		
<i>University Choice</i>	Talking to graduates, instructor	Scholarship Internship
<i>Academic and Social Experiences</i>	Easier adaptation process Active roles in school clubs	Difficulties in adaptation Interested in projects and seminars

Table 4.6 (continued)

<i>Themes</i>	<i>High Capital Students</i>	<i>Low Capital Students</i>
<i>Internship</i>	Focusing on gaining expertise	Build network Job opportunity
<i>Definition of Success</i>	Achieving one's goals	Good GPA Social skills and use of language
<i>Recommendations to be Successful</i>	Searching options Improving social skills	Following dreams Working hard
<i>Inequalities</i>	Financial support from parents Pulling strings: internship and job	Financial disadvantages Pulling strings: internship and job
<i>Aspirations</i>	Going abroad Set up company Graduate education	Find a job Take care of family
<i>RQ 5: The motivation of first-generation students</i>		
<i>Reasons to Study</i>	Financial freedom Taking care of their family Change their lives (status and people around them) Believe in themselves and self-motivated Following their dreams Moral support from family	

CHAPTER 5

DISCUSSION

" Everything will be okay in the end.

If it's not okay, it's not the end."

(John Lennon)

The last chapter discusses the findings considering five critical points: how social and cultural capital are related and how they affect students' achievement based on their scholarship situation and current GPAs, the cultural capital of students in a foundation university, the role of institutional agents in the success of students with different social and cultural capital, how students' social and cultural capital affect their higher education experiences ranging from their university choice to their transition including social and academic experiences along with the problems they have encountered and future aspirations, and the motivations of successful first-generation students. First, the findings were compared with the literature, and the results were discussed. Next, the implications of the findings for education, theory, and research were presented. In the end, the recommendations for further research were given regarding the limitations of the study.

5.1. Conclusion of the Results

This research study aimed at investigating social and cultural capital of the students and their relation with achievement, higher education experiences, future aspirations, the role of institutional agents, and the motivations of first generation students. First, through quantitative data, it was intended to reveal the relationship between social and

cultural capital, and how they were related to the achievement. With the help of qualitative data, the findings were utilized to understand how the higher education experiences and future aspirations were affected by the social and cultural capital of the students. Next, the institutional agents' roles were explored to see how they varied in accordance with the capital of the students. In the end, the study also portrayed the motivations of successful first-generation students to gain better understanding of the strategies they used to pave their ways by education. The study's findings were discussed for each research question along with previous studies in the following parts.

5.1.1. The relationship between Social and Cultural Capital, and Their Relation with the Success of the Students

One of the main purposes of this study was to analyze the relationship between students' social and cultural capital, and for this reason, Turkish adaptation of the Social and Cultural Scale was completed. Then, the relationship among students' family cultural capital, cultural competence and social capital was explored and the results demonstrated that the strongest association was between the variables of students' family cultural capital and their social capital. Moreover, students' family cultural capital and their cultural competence as well as cultural competence and social capital were also found to be associated. These findings were supported by the previous studies (Khodadady & Zabihi, 2011; Hansen et al., 2006; Košutić, 2017; Pisghadam & Zabihi, 2011; Pishghadam & Shakebaee, 2020).

Regarding students' achievement, it was surprising that social and cultural capital showed different predictions on students' achievement when measured by their scholarship status and current GPAs. While their success was determined in accordance with their entry characteristics in line with their scholarships, it was

positively related to their family income and their social capital. On the other hand, when their current achievement was considered based upon their GPAs, the results revealed that family cultural capital and income had predictive power on students' GPA. Although these findings were supported by many previous studies revealing a positive relation between students' social and cultural capital and their achievement (Almeida et al., 2019; Astone et al., 1999; Bormann & Thies, 2019; Crook, 1997; DiMaggio, 1982; Fuller 2014; Grossman, 2013; Jackson & Povey, 2015; Khodadady & Zabihi, 2011; Martin, 2010; Hansen & Mastekaasa 2006; Mikiewicz, 2021; Mishra, 2020; Peng, 2019; Pishghadam & Shakebaee, 2020; Pisghdaham & Zabihi, 2011; Richards & Camuso, 2015; Wells 2008; Wegmann & Bowen, 2010), it was interesting to find out scholarship and GPA had different predictions. Social capital significantly predicted students' achievement based on their scholarship status, which is parallel with other studies revealing that university students' social capital is linked to their academic performance; consequently, higher social capital is associated with improved academic achievement (Almeida et al., 2019; Dika & Singh's, 2002; Grossman, 2013; Peng, 2019; Mishra, 2020; Pishghadam & Shakebaee, 2020). On the other hand, cultural capital significantly predicted students' achievement based on their GPA, which supports the previous studies showing that cultural capital has a positive and arguably causal direct effect on educational success (Jæger & Møllegaard, 2007; Jin et al., 2022; Pishghadam & Shakebaee, 2020). Therefore, the results suggest that while social capital plays a role in students' entry to higher education via increasing the likelihood of getting a scholarship, cultural capital affects their achievement in higher education. Moreover, income was found significant in achievement in accordance with both scholarship and GPA, which also supports the findings of previous studies (Jæger & Møllegaard, 2007; Khodadady & Zabihi, 2011;

Košutić, 2017; Mikiewicz, 2021; Pishghadam & Shakeebae, 2020; Prokic-Breuer, 2011). Surprisingly, father's and mother's education were not found significant, which contradicts with previous studies (Atmaca & Aydın, 2020; Acharya & Joshi, 2009; Davis-Kean, 2005; Eng, 2009; Khodadady & Zabihi, 2011; Kraaykamp & van Eijck, 2010; Jin et al., 2022; Merenluoto, 2009; Pisghdaham & Zabihi, 2011; Sülun et al.,2023).

5.1.2. The Cultural Capital of Students in a Foundation University

Students' cultural capital was explored in line with their parents' educational backgrounds, parents' reading, parents' encouragement to their children to read as well as whether they have books at home, and the activities they do together as family. It was found out that high capital students' parents read a lot, encourage their children to read, and have lots of books at their homes, even separate rooms designed as libraries while low capital students' parents never or rarely read, and the books at home are mostly limited to course books, which supports the findings of previous studies regarding parental involvement in school-related issues and its relation to parents' educational backgrounds (Bempechat, 1998; Drummond & Stipek, 2004; Heymann & Earle, 2000; Hill & Taylor, 2004; Ho, 2009; Lareau & Horvat, 1999; Lopez, Scribner, & Mahitivanichcha, 2001). In other words, unlike the results of quantitative findings, qualitative findings revealed that parents' educational backgrounds are pivotal in that the more educational credentials parents have, the more they provide children with opportunities for extra-curricular reading, or contribute to a stronger foundation for learning, thereby promoting academic success (Atmaca & Aydın, 2020; Ho, 2009; Lareau & Horvat, 1999; O'Brien & Fathaigh, 2005).

In terms of family activities, cultural activities and holidays are common among high capital participants, who also belong to upper and upper-middle class, which is parallel with previous studies (Horvat et al., 2003; Kraaykamp & van Eijck, 2010; Van Groenou & Van Tilburg, 2003) whereas picnic and visiting relatives are common among low capital participants from lower middle-class (Horvat et al., 2003; Kraaykamp & van Eijck, 2010; Van Groenou & Van Tilburg, 2003). Moreover, students with high capital also spend more time with their families in terms of supervising, helping them in their learning process as well as extending their cultural capital by going to museums, theatres etc. compared to the ones with low capital, which supports the findings of Ho's study (2009) revealing that middle-class parents provide more support and cultural competence while low-income parents lack cultural competence to transmit their children.

5.1.3. The Role of Institutional Agents

The third research question aimed at understanding the role of institutional agents in the success of students with high and low social and cultural capital. While the students with high capital mentioned their parents as their institutional agents via their financial support, moral support and guiding; the low capital students' parents' role was limited to moral support, which supports the previous studies finding that parents with low capital often lack confidence due to their low capacity to offer academic support. (Austin, 2011; Lareau, 2011; Lee & Bowen, 2006; Reay, 1998). This finding is consistent with previous studies revealing that parents having attended universities have the knowledge and experience to guide their children in their educational paths (Brown et al., 2016; Kraaykamp & van Eijck, 2010).

Therefore, the students with low capital mentioned how their relatives, siblings, teachers, friends and the institution became their institutional agents, which supports the previous studies revealing that teachers, peers, and school can provide guidance and help in shaping students' academic identity and their educational aspirations (Bryan et al., 2011; Cohen & Greenberg, 2011; Stanton-Salazar, 2011). Teachers, especially the primary and high school ones, were the ones who realized the potential of the students, and they encouraged them to continue studying by helping them in any way they could, i.e. sharing their personal books, listening to students' problems or guiding them in their career-decision making processes. Friends, on the other hand, became role-models for the low capital students, and took active part in their career-decision making process, which is consistent with previous studies concluding that peers have a substantial impact on students' educational aspirations (Adler & Adler, 1998; Antheunis et al., 2016; Bedsworth et al., 2006; Langenkamp & Shifrer, 2018; Perna & Titus, 2005). Additionally, the network institution provides both through internship and events organized in the campus is also found quite important to increase social capital of the students, which was one of the biggest part of institutional support and how the institution became an institutional agent for low capital lower-class students. This finding is consistent with previous studies emphasizing the role of schools and how these fields can enable the learners to create their own social capital as well as increase their educational aspirations (Acar, 2011; Gudmudsson & Mikiewich, 2012). Through the internship opportunities provided and the events, students could increase their social capital by establishing their own social networks and their habitus, which supports the previous findings (Fuller, 2014; Gudmudsson & Mikiewich; Martina, 2005; McGonigal, 2010).

5.1.4. The Role of Social and Cultural Capital in Students' Higher Education Experiences and their Future Aspirations

The fourth research question explored the role of social and cultural capital on students' higher education experiences and their aspirations. First, in terms of choice of university, while university ranking was important for both high and low capital students; high capital students mostly talked to graduates, teachers and other students prior to their choice in addition to their parents' guiding and assisting unlike low capital students, who chose it mostly due to scholarship and internship opportunities. These findings are consistent with previous studies revealing that students' choice of higher education is affected by their cultural capital, parents' education as well as the university's tuition status (Hassani & Ghasemi, 2016; Lata, 2013; Spiliopoulou et al., 2018). Moreover, the importance of scholarship and internship for the low capital students' decision also supports the notion that financial assistance and the establishment of new support networks are valuable in higher education (Czerniewicz & Brown, 2014). In terms of academic and social experiences, it seemed that low capital students had more difficulties in their adaptation (McKay & Devlin, 2016; Museus, 2014; Tierney, 1992; Toutkoushian et al., 2021) to the university life compared to high capital students; however, they got used to the differences they have encountered easily, which supports the findings of the study by Bridges (2017) in that the students in that study also identified the cultural differences; however, they did not feel discomfort, too. Moreover, while high capital students took part in school clubs, low capital ones were more eager to participate in projects. These findings were also parallel with previous studies revealing that student clubs increase social capital (Glass & Gesing, 2018), and low capital students focus on assignments rather than participating in extra-curricular activities, which they did not think that employers

would value (Greenbank & Hepworth, 2008). Additionally, high capital students see their internship experience as a way to choose the area to further specialize in while low capital students think it is the biggest opportunity they have to find a job upon graduation, which supports the previous studies concluding that accessing valuable knowledge, resources and information could be done through social networks (Behrens, 2021; Mikiewicz, 2021; Norris, 2011). Considering their definition of success, while high capital students emphasized the importance of achieving one's goals, low capital students think good GPA, use of language and social skills are valuable. Low capital students' focusing on having high GPA supports the notion that it is crucial for achieving success in the job market (Greenbank & Hepworth, 2008). Surprisingly, high capital students are the ones suggesting to improve one's social skills to become successful in addition to setting up one's goals and search what they want whereas low capital students advised to follow one's dreams and not to give up, which supports the findings of the study by McKay and Devlin (2016) in that they also emphasized how low capital working class students achieved success thanks to perseverance and resilience in their pursuit of higher education.

Regarding the inequalities during their educational experiences, all students stated that low SES put some students into disadvantageous position, which is supported by the literature (Baum et al., 2000; Fuller, 2014; Horvat et al., 2003; Menardo et al., 2022; Van Groenou & Van Tilburg, 2003). These findings support the notion that students with similar academic results have different employment opportunities due to the disparities in employment advantages from networks provided by their parents, family heritage, and private education (Mikiewicz, 2021; Walker & Zhu, 2013). While upper class high capital students feel sorry for their friends, they still think it should not be a barrier. On the other hand, low and high capital middle class students emphasize the

importance of education to deal with these disadvantages, which is consistent with Fuller's study (2014) concluding that students try to excel in education to yield valuable results in their academic achievements. Similarly, low capital students were more affected by the limited resources provided (Engle, 2007; Fuller, 2014; Langenkamp & Shifrer, 2018; Martina, 2005; Wimberly & Noeth, 2004) due to their surroundings (Fuller, 2014; Martina, 2005; Wimberly & Noeth, 2004), and they had limited network compared to high capital students from upper class, which is line with previous studies revealing that low SES students have smaller networks (Baum et al., 2000; Menardo et al., 2022) while students with higher SES are more likely to widen their network (Horvat et al., 2003; Van Groenou & Van Tilburg, 2003). Additionally, low capital middle class students felt more under pressure due to pulling strings encountered in internship and job opportunities, which made them question university policies and decrease their motivation (Rind & Kadiwal, 2016) while high capital upper class students depend on their network to deal with those inequalities. These findings are consistent with previous studies revealing that work opportunities lower-income students have fewer due to their limited network and resources (Horvat et al., 2003; Mikiewicz, 2021; Norris, 2011; Van Groenou & Van Tilburg, 2003; Walker & Zhu, 2013), which is congruent with Bourdieu's theory (1986) in that networks with advantages tend to offer greater benefits than disadvantaged networks due to hierarchy of power.

Considering students' aspirations, it was found out that while high capital students were eager to continue with graduate education, low capital students were planning to find a job right after their graduation, which supports the previous studies revealing that students with more advantaged social backgrounds hold aspirations for graduate education (Košutić, 2017), and get their parents' support on their future aspirations

while the ones with low capital are more inclined to choose working and have a guaranteed path with little or no support from their parents (Aşer, 2021; Engle, 2007; Langenkamp & Shifrer, 2018; Kim & Schneider, 2005; Martina, 2005; Norris, 2011; Schneider & Stevenson, 1999; Wimberly & Noeth, 2004). Moreover, high capital upper class students want to go abroad for graduate education (Tinto, 1993; Toutkoushian et al., 2021) and to find a job afterwards; however, low capital middle class students feel the necessity to support themselves financially, first to take care of their families, which is also consistent with the results of the study revealing that those students want to have financial freedom with little parental support (Aşer, 2021).

5.1.5. The Motivations of First-Generation Students

In the end, it was aimed at exploring what the motivations were of successful first-generation students. Accordingly, it was found out that those students were mostly motivated by gaining financial freedom since all these students had problems with money in their families, and needed scholarships to continue their education. Therefore, they all want to gain their financial independence both to support themselves and their families, which supports the previous studies concluding that low SES students have a strong sense of individual empowerment to complete their studies for a more secure, prosperous, and engaging future in terms of financial freedom and secure career options (Amundsen, 2019; McKay & Devlin, 2016; Karimshah, 2013). Besides, having their internships in good firms and taking part in research projects were valuable for them to increase their social capital. These findings are consistent with previous studies emphasizing the value of social capital for first-generation students by providing them valuable knowledge, resources and information through networks (Behrens, 2021), and establishing quality relations with the instructors (Toprak, 2011). Besides, they also prove that low capital does not necessarily lead to

underachievement, and they became agentic in their educational paths rather than being defined by it, which is consistent with previous studies (Amundsen, 2019; Hassani & Ghasemi, 2016; Wong, 2018). Moreover, they also mentioned that they did not have any other option, and education was their only way to set up their own lives, which supports the previous studies concluding that students believed that they can be successful by investing themselves through education, especially to prove themselves (Baker & Brown, 2007; Lehmann, 2009; Fuller, 2014; Wong, 2018). Having limited resources, and low educated parents, they were mostly alone during their educational journeys, except for the support by their institutional agents (Wong, 2018), which made them become stronger, which is congruent with previous studies emphasizing how the students' commitment made them stronger despite numerous obstacles and limitations (Amundsen, 2019; Fuller, 2014; McKay & Devlin, 2016). Besides, they had a desire to change the way they were raised starting from their surroundings, which refer to both their location as well as people around them. In other words, they will not be restricted by the limited resources they were born with. These findings support the studies revealing that people have no choice in the first field they enter, family; however, they can change their future fields and positions by improving their social statues through education to elevate their own habitus (Baker & Brown, 2007; Di Maggio, 1979; Lehmann, 2009; Maton, 2008; Reay, 2004). Furthermore, they also underscored how agency matters, and the importance of not giving up. Therefore, the more challenges they have encountered, the stronger they became, especially after successfully dealing with those problems by themselves, i.e., their individual hard work, perseverance and resilience in their educational journeys (Espino, 2014; McKay & Devlin, 2016; Karimshah, 2013).

5.2. Implications for Education, Theory, and Research

This study unveiled the relationship between social and cultural capital of students, and their relation with the achievement of students. Along with the relationships, the cultural capital of students at a foundation university, the institutional agents having roles in the success of the students, students' higher education experiences and aspirations in accordance with their social and cultural capital, and the motivations of successful first-generation students were uncovered.

First of all, the quantitative and qualitative results displayed that the role of cultural and social capital is pivotal in students' achievement, and it affects their higher education experiences and future aspirations. Considering these effects, there is a need for social and capital research to clarify their role in education, and to have better understanding how it affects the achievement. In other words, this research found that while the social capital affects having a scholarship, cultural capital affects students' GPA, i.e., their university experience, which needs further studies to explore the reason of behind this difference. Moreover, the adapted and revised Turkish social and cultural capital research instrument can help researchers and practitioners interested in Bourdieu's ideas to employ the scale in further studies, and it is needed to test how the three-factor revised scale would work with future studies.

As discussed in the introduction, there are no adequate studies in Turkey to supply a perspective to understand what constitutes the cultural and social capital and how they affect students' achievement and their educational experiences. Since most studies focused on either teachers' or administrators' social or cultural capital, and their relation with teachers' job satisfaction, there is a need to conduct more studies on students' capital to supply information related to students' background considering the

importance and impact of social and cultural capital on students' own experiences. Therefore, it is crucial to understand the relations of capital of students with various variables like parents' educational backgrounds, income, hometown, parents' jobs, their aspirations and so on. Hopefully, the scale adapted in this study would be helpful in future studies to uncover these relations.

As higher education institutions are the places where cultural and social hierarchies cannot be observed directly, conducting studies related to these aspects has utmost importance to reveal the differences in low and high capital students' experiences. Therefore, more studies at higher education institutions are needed to be conducted since there are not adequate research studies focusing on these institutions in Turkey. As universities are to raise qualified and valuable individuals for the society and the world, they have the power and potential to decrease the inequalities students have experienced so far in their lives, and they give them a chance to transform their habitus and social status. Besides, universities are the places where students' aspirations, their trust in the belief for equal opportunities occur since they are the fields students choose themselves. Thus, it is a matter of discussion how the universities should enhance students' social and cultural capital, and how they can benefit from the higher education experiences equally.

The challenges outlined in this study indicate that the university must enhance its efforts to meet the needs of its students. This involves improving their social lives, aiding them in finding a balance between academic and social experiences, and assisting them in making career-related decisions. Despite their age, university students' requirement for support resembles that of high school students, particularly those who arrive at the university without sufficient cultural and social familiarity;

thus, lacking the necessary preparation for university life. While students often establish lasting connections with their primary and secondary school teachers, replicating such relationships is challenging in a university setting that prioritizes curriculum content over social interactions. Therefore, first, teachers' awareness of students' social and cultural capital could be enhanced through in-service professional development activities to enable them to gain a better understanding of different needs and concerns students may have and to remind them of their roles as mentors or guides, i.e. institutional agents, for students in need. Gaining a deeper insight into students' backgrounds would empower faculty and advisors to customize their approach to teaching and guidance. This calls for a comprehensive approach to educating university students. It is also essential to help students make their expressed aspirations real to become role models for their families. Establishing strong mentorship connections with faculty can be particularly helpful for students with limited social and cultural capital. Advisors play a crucial role in helping students navigate various challenges, such as academic commitments, family responsibilities, financial concerns, and employment opportunities. Through workshops, seminars and conferences, teachers will have a chance to enhance their knowledge about the social and cultural capital, and be aware of how important their role in providing equal chances to their students as well as equal treatment. Besides, these activities could allow in-service teachers to develop their professional capabilities in using effective and differentiated instructional strategies in their classes, and effective communication skills while talking to students. Therefore, each faculty in the universities need to cooperate to organize these activities led by experts in the fields of education and sociology.

This study highlights the importance of universities encouraging teachers and administrators to develop personal connections with their students. By fostering more interaction with students, the university can proactively identify those at risk and intervene when needed. Through these connections, educators will have a chance to get to know their students better; thus, fostering an environment of trust, collaboration, and mentorship. In addition, support and assistance can be also provided via orientation programs, career services, social gatherings with alumni with students to connect and expand their network. Moreover, advisory offices need to build rapport with the students, and support them in their career-decision making processes, problems they have encountered in their university experiences, both social and academic, and organize activities to help students improve their social and cultural capital to eliminate the disparities due to lack of knowledge, information or resources. Furthermore, universities also need to improve the existing extra-curricular activities offered in terms of their publicizing and their contents, which could help students improve their cultural capital. As found in the study, mostly high capital students were active in the university clubs while low capital students focused on studying or conducting projects with the professors; consequently, the options to improve social capital of students with low capital are limited. Therefore, universities could offer various extra-curricular activities, and encourage students take active part in those activities. Students could get credits to participate in those activities, which both could motivate them and to make them build relations with people to strengthen their social ties. Although through scholarships, universities help students in their financial situation, this research revealed that there are bigger problems to be solved out. One of the biggest problem was pulling strings reported in internship and job placements, which universities need to take further steps to prevent such misconducts. Therefore,

especially in internship placements, universities should be more transparent in their policies, and inform students about the process clearly. Furthermore, social platforms could be developed to make a room for students be open about their experiences, share their problems or seek help. Through those platforms, both the teachers and the administrators would have an opportunity to receive feedback on their practices, and they could offer support, which would also help students develop trust-based relationships.

Regarding the roles of institutional agents, providing financial support and giving advice in career-making decisions gain the utmost importance over students' success, experiences and aspirations. Therefore, it is needed to increase these agents' awareness in terms of the role they play in students' lives, especially the roles of teachers. In other words, they should know that who they teach is as important as what they teach. Moreover, they have the responsibility to support students with low social and cultural capital as well as the ones from low SES. Although administrators, schools and teachers are aware of the negative impacts of SES, especially the financial problems arouse due to low SES, not many are conscious about the social and cultural capital of their students. Therefore, schools, especially teachers, should support those students to compensate for the lack of resources they have due to their cultural and social capital.

As discussed earlier, the knowledge and awareness of social and cultural capital are essential for teachers to provide equal classroom practices and become mentors when needed. However, teacher candidates do not take any courses on these subjects as a part of curriculum. Therefore, teacher education programs might place more emphasis on social and cultural capital in the educational psychology, classroom management,

material development, instructional principles and methods, and practicum courses to allow teachers candidates gain a new perspective and better understanding on their students' profiles to prevent them from making their students feel excluded. To do that, there is a need to build cooperation between faculties of education and other faculties to ensure the transfer of theory into practice since the study underscores the effects of social and cultural capital even during higher education experiences and future aspirations.

An important policy implication of this study is the discovery that providing foundational support to low SES successful students through scholarships contributes to their academic success. Educators must foster a school environment where students believe that the school genuinely has their best interests at heart. This atmosphere, as conveyed by numerous student participants, emerges when teachers and administrators establish personal connections with students and their families, giving the school a family-like ambiance.

5.3. Recommendations for Future Research

Future research will lead to further evaluation and improvement of the adapted and revised scale to validate the three-factor revised scale since only after the true factor structure of the social and cultural capital instrument has been examined, can researchers confidently assert conclusions about the role of these variables in students' achievement or other related factors. Therefore, it is suggested that these factors should be examined objectively in other studies to understand the relationship between social and cultural capital and other related variables such as: motivation, aspiration, agency and so on to have a better understanding of the role of these socio-cultural factors in education.

A longitudinal study including participants studying at high school, and continue till their graduation could yield a more elaborated view on their experiences. Moreover, how they continue upon graduation and their job placements are also worth studying. Following this group of students longitudinally would also help understand whether and how social networking practices change over time to understand whether and how they make their aspirations come true and how the use of different networks they have established help them out during job hunt. Besides, in order to achieve an in-depth understanding of the effects of social and cultural capital in various academic periods, i.e., in elementary school, high school, transition from high school to higher education, and graduate education, a longitudinal study can be conducted. In addition, related to their family cultural capital, students' parents could be also added to study, and their cultural and social capital levels could be assessed along with conducting semi-structured interviews with them to understand their experiences. Finally, Bourdieu's cultural capital theory deserves extra attention, so the measurements of attitudes, preferences, tastes, health-related cultural capital and the association among these cultural capital indicators could be also added, which is also an important limitation. Moreover, adding different university settings, especially the state ones in further studies could help understanding whether there are differences in the social and capital level of students in foundation and state universities, and how they are affected by these differences. By comparing the higher education experiences and future aspirations of students in a state and a foundation university, it would be better to evaluate the role of field and practices responding to different student bodies. Besides, teachers can be also added to the study to explore their knowledge about students' capital, and whether they consider their students' capital or how much support they give to students who have low social or cultural capital in their course designs or

implementations. Similarly, university administrators could be also included to learn more about school's policies related to the students in disadvantaged status, or what kind of inclusion policies they have for those students. All in all, collecting data also from the instructors, family members, administrators, and the addition of multiple sites are recommended for future studies.

Furthermore, more research is recommended to examine students, including first-generation ones, from single-parent households, which could form an additional barrier to successful educational outcomes. Therefore, it is important to conduct further studies to determine why parental education matters to better understand the experiences of college students with varying levels of parental education to better inform practice. In addition, why parents' educational background does not affect students' success in Turkish setting also needs further attention in future studies. Moreover, future research should also examine the relationship between parental education on outcomes beyond graduation, especially in job placements to understand how parental education shapes the career choices.

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APPENDICES

A. PARTICIPANT DESCRIPTIONS

Participant 4's Story

Academic History	
Department	Psychology
GPA	2.50
Grade	4
University Ranking	30000-50000
Scholarship	50%
High School	College

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	University
Attendance at school	Moderate
Influences on educational decisions	Brother
Career Aspiration	Graduate school Set up clinic

Socio-Economic Status	
Income Level	Middle-Upper Class
Mother's Occupation	Housewife
Father's Occupation	Civil Servant
Hometown	Ankara
Family Size	5
Accommodation	Living with parents
Siblings	2 brothers 1- died 2- civil servant

Family Practices	
Actions of parents	High support
Activities together	Summer holidays (summer house) Shopping Movies
Parents read to them	Often
Parents' reading	A lot
Books within the home	Big bookshelf (novels)

Participant 4's story

A) Background

Participant 4 is from Çamlıdere, a district of Ankara. He is a senior student studying Psychology with a 2.50 GPA. He has 50% scholarship, and he chose the institution as he thought the institution was the best option due to his university score. Yet, he chose psychology on purpose since he was highly interested in the field.

B) Family background

Participant 4's mother is a high school graduate while his father graduated from university and is working as a civil servant. His mother is a housewife and he has two other siblings, and unfortunately his oldest brother passed away. His other brother is married and working in the Ministry of Labor. At home, they have a big bookshelf and most books belong to his parents and his brothers. He said that compared to his parents and brothers, he did not read that much; however, he mentioned that he read Dostoyevsky when he was quite young and he thought it was due to his mental state upon his brother's death. As a family, they go on shopping and go to movies together in addition to their mountain house. He thinks his family, especially his brother, plays an important role in his educational success. He mentioned his brother's effort during the university entrance exam period, and how he helped him to study through customized study programs. He believes that his family has a much bigger part in his education as they supported him financially by sending him to a foundation university.

C) Schooling experiences

Participant 4 went to a college located in Ankara, and he emphasized that it was a great one both thanks to the teachers and the quality of the education. He also used the word like a family when referring to his high school. He defined himself as a lazy student during high school, and he thinks it was partly because of the way he was raised as he was called super smart by his family during his childhood and he did not feel compelled to study.

When he started the university, he did not face any difficulties and felt like still in high school. However, he realized the importance of GPA in his future career and felt more conscious about his education. Therefore, he focused more on his courses in his last

two years while he was more social and outgoing student in his first times in the university. He is not a member of any school club, he previously tried, though. He thinks the school clubs were not as he expected, and even his social life in high school was better. Regarding his choice to continue a graduate education, he thinks it was not something unexpected from a person with having a family like his. He finds the courses theoretical and questions whether they are really necessary, and he does not think that he is successful mostly because of the opportunities provided by his family. In other words, considering his family support, he believes everyone can continue with a graduate education. However, he still emphasized the importance of GPA, especially for master degree programs as well as finding a good job.

Although he thinks GPA is important, he also states that he knows people not finding a job despite having a good GPA and competent, mostly due to pulling strings. However, he thinks the institution is better in terms of equality of educational opportunities compared to other foundation universities, especially in social life in the campus. Moreover, he also states that the institution is also better than other thanks to the internship opportunities in good companies since he did not think he could arrange such internship places without the institution, which makes it definitely better than other state and foundation universities. Lastly, he recommends high school students to choose their department based on their interest as he strongly believes that it is the key to success.

D) Future aspirations

Participant 4 wants to continue with a master degree since he considers it as a necessity to be competent in the field. After gaining experience in the field, he considers opening his own psychology clinic.

E) Concluding remarks

Participant 4 has not always been a quite hardworking student, yet he has a huge support both financially and emotionally from his parents, who are always encouraging him to be better in his studies. He has become a more conscious student in his last year in the university, which makes him make a decision to continue with a master degree to be more competent in the field.

Participant 7's Story

Academic History	
Department	Political Sciences and International Relations
GPA	3.53
Grade	4
University Ranking	10000-30000
Scholarship	100%
High School	Social Sciences High School (state)

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	University
Attendance at school	High
Influences on educational decisions	Parents
Career Aspiration	Graduate school Going abroad

Socio-Economic Status	
Income Level	Upper Class
Mother's Occupation	Tourism company (own)
Father's Occupation	Interior Architecture (tourism company with wife)
Hometown	İzmir
Family Size	3
Accommodation	Flat (bought for her)
Siblings	None

Family Practices	
Actions of parents	High support
Activities together	Summer holidays Rare cultural activities (theatre, art, concerts)
Parents read to them	A lot
Parents' reading	A lot
Books within the home	Big bookshelf (history, novels, literature)

Participant 7's story

A) Background

Participant 7 is a senior student at the department of Political Sciences and International Relations with 3.53 GPA. She is from İzmir, a big city in the west part of Turkey. She has a full scholarship, and although she stayed in the university dorm for 3 years, she moved to her own place, bought by her parents, a couple of months ago. She chose the institution on her own due to internship, job opportunities provided and lastly quality of its education. She visited the university during selection period

and got information related to her department, which she believed was convincing and had an effect on her decision.

B) Family background

Her mother is a high school graduate and her father is a university graduate as an Interior Architect; however, both parents are working in their own tourism company together. She stated that reading was really important in her family, and both of her parents read a lot and encouraged her to read since she was a child. Therefore, they have a big bookshelf at home. Since her parents have a tourism company, she mentioned the difficulty of arranging holidays during summer due to parents' working schedule. However, they still have regular summer holidays in addition to cultural activities in accordance with their schedule. As she has a green passport thanks to her mother's Bulgarian roots, she also mentioned their visits to other countries as a family. She thinks her family has a huge part in her educational success since she has always felt their continuous support, encouragement and trust on her decisions. Their letting her of making her own decisions helped her follow her interests, so she also benefitted from this support during the university choice period and chose the institution carefully after searching all her options and her father's reassurance of his utmost financial support in her decisions.

C) Schooling experiences

Since high school, participant 7 has been a member of Model United Nations (MUN), which has a significant part in her schooling experience. She still continues MUN, and she has also one of the founders of (Young) The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats (TEMA) in the institution. She states that there are many student clubs in the institution and the university is quite supportive in clubs' activities and events.

Participant 7 defines herself as a hardworking student and likes to share her knowledge with her friends. She states that her high school was really good in terms of education opportunities, especially in foreign language education and cultural education. Along with English, she also learned Ottoman Turkish and French. Her English was so good that she was chosen as a MUN participant for an event in France and went there.

Moreover, she also passed the preparatory exam, and did not have a compulsory preparatory year in university.

Unfortunately, her passing the preparatory exam had affected her academic and social adaptation process in the university. She had difficulty in making friends as most were studying in the preparatory school, and she had problems in her courses, which she thinks it was expected as a new beginner. Now, she is quite happy with her success in the courses as well as her social life as an active school club member and founder. Additionally, she also added how close relations she has with the head of department and other instructors, and she thinks instructors' approachability, even via WhatsApp is one of the greatest factors of the university.

When it comes to her definition of success, she emphasizes the importance of following one's own interests and achieving your goals regardless of the money you earn. She wants to have high GPA not because of the job opportunities, but mostly internship selection process. Therefore, she recommends studying hard by focusing on your own goals. In terms of equality, she states that financial situation is the most important source of inequality, and she is fully aware of how lucky she is by having her parents, always supporting her financially. As she is aware of the fact that she would have such a freedom in her decision making processes without this support, by which she acknowledges her advantageous position.

D) Future aspirations

Participant 7 wants to work in United Nations after completing her master degree. She links the importance of SES to her aspiration and states that without her parents' income, she will have completely different aspirations such as finding a job which she even does not enjoy and works only to earn money. However, she states that thanks to her parents' constant financial support, she will have a chance to follow her dreams.

E) Concluding remarks

Participant 7 is both a hardworking and conscious student as well as a lucky one since her parents are highly supportive both financially and emotionally. She is aware of the chance she has by having such parents, which makes her more hardworking and ambitious to follow her dreams and to believe in herself. In other words, she knows that she can follow her dreams without any concerns related to financial matters.

Participant 21's Story

Academic History	
Department	Mechanical Engineering
GPA	2.80
Grade	4
University Ranking	50000 above
Scholarship	None
High School	College (with scholarship)

Educational Influences/ Dispositions	
Mother's Education	University
Father's Education	University
Attendance at school	Moderate
Influences on educational decisions	Mother
Career Aspiration	Set up company

Socio-Economic Status	
Income Level	Middle-Upper Class
Mother's Occupation	Computer Engineer
Father's Occupation	Mechanical Engineer
Hometown	Ankara
Family Size	3
Accommodation	Living with parents
Siblings	None

Family Practices	
Actions of parents	High support
Activities together	Summer house Cultural activities (theatre, movies)
Parents read to them	A lot
Parents' reading	A lot
Books within the home	Big bookshelf (All room-all kinds of books)

Participant 21's story

A) Background

Participant 21 is a senior student in Mechanical Engineering with 2.80 GPA. He is from Ankara and living with his parents in their own house. He does not have a

scholarship, and chose the institution as it was the best one with his university exam result. Although another foundation university was his first choice, his department was his own decision, mostly because of his father, a retired mechanical engineer. He visited the institution during university selection period, which also helped him in his decision in addition to his mother's experience with the university students from the institution during their internships in her work environment.

B) Family background

With two engineer parents, he wanted to become one like his father. Although his mother, a computer engineer, and his father both insisted on choosing medicine, he did not want to continue in that department. Moreover, his parents also told him to study in another city away from them to have a university life without parents, yet he decided to stay in Ankara and live with them.

When he was asked about his home, he stated that they have a big bookshelf full of various kinds of books and he mentioned that both of his parents like reading a lot, and used to read them a lot when he was a kid. Besides, as family, they go to summer holidays to their summer house every year, and go to theatres and movies together. He also mentioned how often he goes on holidays with his friends, especially during his university education. He thinks that his mother has the biggest influence on his success till he started university. Then he believes schooling has affected his life more.

C) Schooling experiences

When referring to his high school, participant 21 used the adjective, awesome, which is both the campus it has and the great teachers work there, as he said. He loved both his friends and his teachers so much that he actually made a presentation to his parents about it when they wanted to change the college in his last year to make him study for the exam.

Having a great high school life, he also did not experience any difficulties in his first year in the university, which he thinks thanks to preparatory program he wanted to study on purpose despite his good English.

In terms of the activities in the school, he participated in a sport school club and acted as a chairman for two years; however, he had to leave the club due to his strict academic program. The best part of the academic life for him was his internship as he realized how important it is to gain experience and how much he liked the field compared to the theoretical courses.

Regarding his decision to have a graduate education, he stated that he questioned his decision a couple of times due to the courses he had; however, he thinks a certificate is definitely needed to reach a welfare, especially during this financially hard times. He does not define himself as a successful student since his GPA is not good enough for him in comparison with his peers, he stated. However, he also added that he has a strong network, which he believes will help him build a better career compared to his friend with 3.80 GPA, yet no network. His network is strong in terms of size thanks to his school club, and he already has job offers from various companies linked to his network.

While talking about network, he also added pulling strings occurring mostly in the companies, and he thinks success will help people to reach only at some level. Therefore, he suggests being social and having network rather than only focusing on their academic life.

D) Future aspirations

Participant 21 stated that his job is ready thanks to his father's network, so he will work for a while till that company to gain experience. Then he wants to set up his own company upon building his own economic capital. He is quite comfortable with his decisions, and he does not have any anxiety about his academic life since his family has the power to support him financially even if it would be the case.

E) Concluding remarks

Participant 21 is a college graduate with parents both university graduates with good jobs and supportive attitudes, which empowers him to become more socially active and to establish a powerful network for himself. He is fully aware of the importance of network over GPA, and he feels luck about this situation.

Participant 22's Story

Academic History	
Department	Industrial Design
GPA	3.00
Grade	4
University Ranking	50000 above
Scholarship	50%
High School	Anatolian High School (State) & College (last 2 years)

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	High-School
Attendance at school	Moderate
Influences on educational decisions	Successful friends
Career Aspiration	Finding a job Set up company Going abroad

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Self-Employed
Hometown	Van
Family Size	5
Accommodation	Flat (rented)
Siblings	Brother (university graduate) Sister- primary school

Family Practices	
Actions of parents	Little support
Activities together	Rare holidays Not many activities
Parents read to them	Never
Parents' reading	Never
Books within the home	Only school books

Participant 22's story

A) Background

Participant 22 is a senior student at the Industrial Design with a 3.00 GPA. He is from Van, and he is living alone in Ankara on his own rented house. He had to rent a house

in his first year as he was not given a room in the dormitory. He has 50% scholarship, and chose the institution and the department since his father wanted him to do so.

B) Family background

His parents were both high school graduates, though his father normally won the medicine, yet could not go due to the 1980s coup in Turkey. Therefore, he established his own business in Van and his mother is a housewife. He has two siblings, one is working in İstanbul and the other one is studying in primary school.

He stated that there was not any bookshelf at their home and neither parents were reading. They used to go on holidays, though rarely, and apart from that he added no specific family activities they do together. Therefore, he mentions little support from his family during his journey, which he attributes to the failure of his brother due to too much pressure during his exam period. He thinks his brother was not as successful as him mostly due to family pressure. He stated that his father asked him directly about his decision which is whether to work with him or to study at a university, and he chose to continue his education and was not bothered about his studying afterwards.

C) Schooling experiences

He defines himself as successful student in high school and he attributes his success to staying away from trouble and lack of social activities in his hometown. He mentions most of his peers were drug addicts and politically guilty ones, which made him stay and study more. In terms of social opportunities, he compared his hometown with İstanbul, so he assumes that he would be more social person and had various hobbies such as playing tennis if he had a chance to be born in İstanbul rather than Van. Although he studied in a state high school, he was sent to college in his last year due to the aforementioned problems in his social circle.

The first time he started the university, he felt like he finally survived and took himself out of a deep hole. He was amazed by the polite attitudes of people around him and respected the professional attitudes of his teachers. He thinks preparatory class provided a good transition period, yet he had to freeze one term to avoid being an irregular student after passing the English exam.

He has not participated in any extra-curricular activities in the university due to both lack of time and his limited interests, for which he blames his hometown and underscored how he wished for having various hobbies in his childhood.

To him, success means hard work to have good GPA, which he realized during his internship upon meeting different students from various universities. He says that that was the first time he realized how powerful his rivals are, and he should study more. Therefore, he recommends setting up goals and following their interests against family pressure to become successful.

In terms of equality, in addition to the negative effects of geographical features, his hometown, he also added the importance of network and how it is used as pulling strings. He thinks that university guides students and teaches them valuable things related to their field, yet they are the ones to make their CVs better via good internships. Although pulling strings through network is one of the factors leading inequality, he still believes that with hard work, one can beat this system.

D) Future aspirations

Participant 22 wants to find a job, especially in one of the ones he worked as an intern, upon graduation. Then he has a desire to go abroad, which he made once to visit his uncle in America, and worked there during his visit, and see as many places as possible. His dream is buy a caravan and work remotely while seeing around the country.

E) Concluding remarks

Participant 22 is a conscious student paving his own way alone with little support from his family, and he is the most successful one in his family. He underscores the importance of circle of friends since his bad high school friends are the ones that made him study, which also depicts his mature decision. Lastly, he wants to set up his company after gaining experience in a firm along with having a good network, which will make him feel he succeeds.

Participant 84's Story

Academic History	
Department	Law
GPA	3.31
Grade	2
University Ranking	1-500
Scholarship	100%
High School	Science High School (Private-100% scholarship)

Educational Influences/ Dispositions	
Mother's Education	University
Father's Education	University
Attendance at school	High
Influences on educational decisions	Mother
Career Aspiration	Going abroad for graduate education Finding job abroad

Socio-Economic Status	
Income Level	Upper Class
Mother's Occupation	Lawyer
Father's Occupation	Lawyer
Hometown	Ankara
Family Size	3
Accommodation	Living with parents
Siblings	None

Family Practices	
Actions of parents	High support
Activities together	Cultural activities (Museums)
Parents read to them	A lot
Parents' reading	A lot
Books within the home	Big bookshelf (All room-all kinds of books)

Participant 84's story

A) Background

Participant 84 is a sophomore student at the Faculty of Law with 3.31 GPA. She was born and raised in Ankara, and she is living with her parents. She has a 100% scholarship, and she chose

the institution thanks to her university exam score and her mother's recommendation since both of her parents' law firm is very close to the campus. Moreover, she came to the campus during university selection period and talked to a student, who also affected her decision.

B) Family background

Both of her parents are lawyers, and she mentioned their high support on her education all the time. At home, they have a room full of books like a library, and both parents read a lot and encouraged her to read a lot when she was a kid.

As family, they spend time mostly on visiting museums. She mentioned that she loves museums quite a lot, so their favorite activity as family is visiting museums whenever possible.

She dedicates his success to her mother's support as well as her being role model for her all the time. Since her mother graduated from Faculty of Law with an honor degree, she wants to be like her mother and to be admired by rest of the family members like her. Therefore, she thinks her parents' support is the main reason why she is a successful student.

C) Schooling experiences

She went to a college with 100% scholarship, and she was a hardworking student also in high school. The first time she came to the university, she said she felt weird because her high school was conservative, which made her surprised upon her meeting different kinds of student profiles. However, only after two weeks, she felt adapted and happy in the new environment. She has participated in school clubs, Japanese culture and Law; however, she could not attend as many as she desired due to her course schedule.

She has never questioned in her decision to continue graduate education since she loves reading and learning. Her definition of success includes being good at what you are doing and what you are interested in without comparing yourself with others. Therefore, a person reaching his goals in life can be called successful. Moreover, she wants to continue with high GPA since she wants to have a master degree with Fulbright scholarship, which is the reason she needs to have higher GPA. Lastly, she thinks believing in oneself are trusting your abilities are pivotal to become a successful student.

Regarding the equality of opportunities, she thinks that inequalities exist especially before the university since there is only one exam and students have different chances to get ready for the exam. While some of them have a chance to get private tutoring or to prepare better in colleges compared to state schools, they are expected to show the same performance. However, during university, she thinks students have equal chances, she adds the pulling strings, though. She accepts the fact that network and pulling strings will affect students' chances in life; however, she still believes that with high GPA and a certificate from a good university, they can beat those possible unfair situations.

D) Future aspirations

Participant 84 wants to go abroad for a master degree and find a job there. Her desire is to go to England thanks to her parents' support. She underscores that she does not find a job immediately as her parents will support her financially, which makes her focus on a career abroad.

E) Concluding remarks

Participant 84 is a conscious and hardworking student who wants to continue her career in England. She has highly supportive parents, both financially and emotionally. She has trust-based relations with both of them. Lastly, she is aware of the advantages of having such parents, and she wants to be successful as her mother, whom she always takes as a role model in her life.

Participant 94's story

A) Background

Participant 94 is from Gümüşhane, a small city in Turkey, and is living with her parents and her two siblings in Ankara. She is a sophomore student at Artificial Intelligence Engineering with 1.50 GPA. She chose the institution and her department based upon her father's decision. He told her to choose this department as he believes it will be helpful for her future career in terms of job opportunities, and it is a suitable job for a married woman, which will enable her to do the house chores, take care of her children and work remotely at the same time. She does not have scholarship, and it was her second entrance to the university entrance exam.

Participant 94's Story

Academic History	
Department	Artificial Intelligence Engineering
GPA	1.50
Grade	2
University Ranking	50000 above
Scholarship	None
High School	College

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	University
Attendance at school	Low
Influences on educational decisions	Father
Career Aspiration	Set up company

Socio-Economic Status	
Income Level	Middle-Upper Class
Mother's Occupation	Housewife
Father's Occupation	Self-Employed (own company)
Hometown	Gümüşhane
Family Size	5
Accommodation	Living with parents
Siblings	Brother- university student Brother- 5 years old

Family Practices	
Actions of parents	High support
Activities together	Summer holidays Farm House Family Dinner Visiting relatives
Parents read to them	Often
Parents' reading	Often
Books within the home	Big bookshelf (various kinds)

B) Family background

Her mother is high school graduate and a housewife while his father has his own company and he is in trading, he graduated as a statistician, though. They have big bookshelves for each child at home, and parents used to encourage her to read often when she was a kid.

As a family, they go to their farm house regularly and go on holidays once or twice a year. Moreover, visiting relatives and having family dinners on Sundays are also parts of their family activities.

She is highly affected by her father, and she thinks he has a big influence on her schooling experiences. Additionally, her mother also supports her decision to continue graduate education since she wants her to have own financial freedom. She reminded her the possibility of having an unsuccessful marriage or having a bad husband, which should be her motivation for financial freedom.

C) School experiences

Participant 94 states that she is not a hardworking or too motivated student. She changed a lot of colleges because of various reasons such as the place of the school or teacher profiles. Therefore, her father bought a college for her, and she completed that ones. She realized the importance of university entrance exam in her last year, which she believed was too late and the reason why she retook the exam.

In terms of her university experiences, she stated that she just attends her courses and goes back home since she finds the campus quite small. She has attended a couple of seminars related to her department, though.

Regarding her decision to continue graduate education, she said that she knew she had to study. Otherwise, she would just work in her father's company and be told what to do, which she did not want. Therefore, she wants to have degree and earn her own money.

She defines success as being competent either through having high GPA or being socially active. As she states, she is good in neither of them, which makes her call herself as unsuccessful. Although aware of this situation, she does not feel motivated to study more, so she suggests studying hard and regularly to be a successful student.

Lastly, in terms of equality, she feels sorry for the disadvantaged people due to financial problems. Pulling strings or financial problems hardworking people experienced are stated by participant 94. She has not experienced any trouble or feel disadvantaged so far, yet she thinks she may experience in the future due to wearing headscarf. She assumes she will not find a job abroad by wearing headscarf upon graduation.

D) Future aspirations

Participant 94 wants to find a good job, or may go abroad; however, her desire is to set up her own company like her father. Though she wants to go abroad, her father insists on staying in Turkey and he promises to give her all the money to set up her company.

E) Concluding remarks

Participant 94 is a student mostly influenced by her father's decision on her life, i.e. in university selection process, her department, even her future career aspirations. Her mother supports her career development because of the belief that she will need to stand on her own feet when married in case her husband is not a good one. Similarly, her father made her choose her department as he believes it is suitable for a married woman by giving space for house chores and taking care of the children. He also set up a company for her in the future since he does not want her to go abroad.

Participant 95's story

A) Background

Participant 95 is a sophomore student at the Faculty of Law with 3.75 GPA. She is staying in university dorm as her parents are living in Eskişehir, a big city close to Ankara. She does not have a scholarship. She actually did not plan to continue graduate education in Turkey, and prepared for universities abroad; however, due to Corona epidemic and increase in currency rates, she changed her mind and chose to study in Turkey. Yet, Law is the department she has always wanted.

B) Family background

Both her parents have master degrees, and her mother is nurse. Her father is a soldier who has duties abroad for a long time. Therefore, she also lived abroad and studied there in most of her education, which is another reason why she wanted to continue university abroad.

Both her parents read a lot, and encouraged her to read all the time. Her father, especially, took her to bookstores at the weekends. With her family, they had regular summer holidays, and they go to cultural activities such as theatres, concerts and art galleries. Her family wanted to introduce several art forms to her when she was a child.

She has always felt her family's support on her education, and they made her choose her own career path by showing her various pathways. She states that they have guided her all the time, and pushed her to do her best. Without any pressure, they made her feel that they trust her capacity and believe in her.

Participant 95's Story

Academic History	
Department	Law
GPA	3.75
Grade	2
University Ranking	10000-30000
Scholarship	No
High School	College (IB)

Educational Influences/ Dispositions	
Mother's Education	Master degree
Father's Education	Master degree
Attendance at school	High
Influences on educational decisions	Family friend (a successful woman)
Career Aspiration	Graduate school Going abroad

Socio-Economic Status	
Income Level	Upper-Middle Class
Mother's Occupation	Nurse
Father's Occupation	Soldier
Hometown	Eskisehir
Family Size	3
Accommodation	Flat (bought for her)
Siblings	None

Family Practices	
Actions of parents	High support
Activities together	Summer holidays Cultural activities (theatre, art, concerts)
Parents read to them	A lot
Parents' reading	Often
Books within the home	Big bookshelf

C) Schooling experiences

Participant 95 is a hardworking student, also in high school. Though she studied IB in college, and wanted to build up her career in another country; she also got ready for the university exam at the same time. She defines herself as a person who always tries to do her best, which is also her motivation and reason behind her success.

She mentioned no adaptation problems in her first year in the university as she has changed a lot of schools due to his father job, which makes her more easy going person. She has participated in MUN school club as she also participated in that club during high school.

She has never questioned her decision to continue education since she has always wanted to do that and had a high self-motivation. She defines herself as a curious student, and wants to enhance her knowledge in a variety of topics to become a more intellectual person. In other words, she will feel successful when she feels competent about the things she is interested in. Her definition of success is achieving goals that one puts himself/ herself. She does not think that GPA is important as long as the person achieves her/his aims.

In terms of equality, she underscores the power of network and how network is used as a way of pulling strings, not only in Turkey but all around the world. She even believes that writing or asking for references in a CV is a form of pulling strings. In addition, she also added that due to SES, people have disadvantages since some companies hire people based on their hometowns, which they assume to have certain characteristic features. Additionally, she also added the financial disadvantages, which deliberately affects their educational rights, choices or even the quality. She believes that for rich people, there are always better colleges, and better job opportunities as they have better chances to enhance themselves.

D) Future aspirations

She wants to become a diplomat in the future since she is highly influenced by a woman she met during his father's duty in America. She mentions that she admired the woman too much, and wants to be like her in the future. Therefore, after completing her master degree and start working abroad, her desire is to get ready to become a diplomat.

E) Concluding remarks

Participant 95 is both a hardworking and responsible student. Thanks to her father's job requiring their living abroad for longer periods of time, she had a chance to experience different cultural and academic experiences. She wants to become a diplomat in the future upon building up her career abroad. She is a conscious student who benefits from her parents' high support during her schooling experiences, and she is aware of the fact that thanks to this support she can follow her dreams without any financial concerns.

Participant 108's Story

Academic History	
Department	Law
GPA	3.56
Grade	2
University Ranking	1-500
Scholarship	100%
High School	High School (state)

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	High School
Attendance at school	High
Influences on educational decisions	Sister
Career Aspiration	Finding job abroad

Socio-Economic Status	
Income Level	Middle Class
Mother's Occupation	Housewife
Father's Occupation	Driver
Hometown	Ankara
Family Size	6
Accommodation	Living with parents
Siblings	3 sisters 1- university student 2-3 rd grade 3-8 th grade

Family Practices	
Actions of parents	High support
Activities together	Rare holidays Going on picnic Visiting relatives
Parents read to them	Rarely
Parents' reading	Sometimes
Books within the home	Moderate bookshelf

Participant 108's story

A) Background

Participant 108 is a sophomore student at Faculty of Law with 3.56 GPA. She is from Ankara and living with her parents and her sisters, one of whom is also studying at the same institution in the engineering department. She got a high rank in the university entrance exam, which is one of the reasons she chose the institution as she has 100% scholarship. In addition to the scholarship, she thinks the university is better than a state one with the opportunities provided, i.e. better language foreign language education.

B) Family background

Both of her parents are high school graduates, and her mother is a housewife. Her father is a driver. She has a bookshelf in her room, and she also mentions how her mother likes reading books unlike his father. She started reading with a reading competition during primary school, which took place in another city. She wanted to see that city, which motivated her back in those times.

When she was asked about the activities they do as family, she said that they rarely go to holidays, and mostly go on picnics or visit their relatives rather than theatres, concerts, movies etc. Her older sister inspired her to be a successful person like herself, and she took her as a role model and motivate herself to become like her.

She also mentions how she always felt her family's moral support. She stated that her family is always behind her, and her father does not limit like her friends' fathers and do not put restrictions just because of her gender. She also added how she supported herself financially during her education via getting scholarships. Moreover, she also attributes her success to her teachers since they were the ones who guided her and encouraged her to do her best upon seeing her potential.

C) School experiences

Participant 108 stated that she went to one of the best high schools in Ankara. During her high school education, she was a quite successful student since she knew that GPA would be important for her. However, she feels resentful since she could have been more social or could see other places. Instead, she was aware that she had to study almost all the time, and that was

what she did. Yet, she also added that studying hard was a must since that was the only way to reach her goals and to have financial freedom in the future, which she lacked in high school.

When she started university, she realized that she has to study even harder. In terms of her social life, she mentioned how her scholarship gave her financial freedom and a chance to see around. She felt much more self-confident about herself. So, she thinks both her academic and social life was better in university, her intense schedule makes her social life harder, though. She also attends symposiums and events related to law, and looks for opportunities to be part of Erasmus projects.

When asked about her decision to continue graduate education, she stated that she did not have any other option than studying since her father cannot provide a job or financial support to her forever. Another reason, especially for her choice of law, is related to the news she encountered when she was a child. After seeing people helpless, she decided to do something to help the ones in need. Lastly, she mentioned how rude women are treated around her family, relatives, neighbors and so on, especially the ones without a university education; which made her study both to raise her future children more consciously and to change the people around her. Since she thought that, without education, she would be like those women and be treated like that. Therefore, starting from primary school, she knew that every grade is connected each other, which will eventually lead to a better job, better career, better husband and better environment.

Although she emphasized the importance of higher GPA for her future, she defines success to set goals and to try to do one's best to reach them. She emphasizes that neither the goal nor the achievement matter as long as one does one's best to reach it. Therefore, she recommends studying hard after setting your goals, doing one's best and never giving up to be successful.

In terms of equality, she believes the biggest problem is related to the examinations system which groups students based upon their scores rather than their interests. Besides, choosing a department in accordance to the easiness of finding a job also affects students' choices. Moreover, she also added how girls are treated unfairly in some families by giving example from her grandfather and her relatives who state that there is no point in studying or girls cannot be successful. However, these treatments made her even more focused on studying since she was determined to change such an attitude towards her and aware of the results of not studying.

D) Future aspirations

Participant 108 wants to study International Law and find a job abroad. Her desire to help people in need is her biggest motivation to continue. She especially wants to help those who are in disadvantaged positions.

E) Concluding remarks

Participant 108 is an unexceptionally talented student paving her way to success via hard work. She has seen the education as the online way to change her life since she knew that her father could not support her financially. Therefore, starting from primary school, she studied so hard and got scholarships to support her education on her own and not to be a burden to her family. On the other hand, she states that she sometimes feels like she misses the best days of her life, her younger ages, by focusing on studying rather than socializing. However, her ambition to help people in need or the ones in disadvantaged status motivates her to do her best. Lastly, though her parents did not support her financially, they believed in her and let her continue her education unlike many parents among their relatives and in their neighborhoods.

Participant 125's story

A) Background

Participant 125 is a senior student at the Department of Psychology with 3.65 GPA. Though her parents are from Gümüşhane, a small city, she was born and lives in Ankara with her parents. She has full scholarship and chose the university after talking to a student during university visiting days when she was in high school. Moreover, one of her friends from high school also chose the institution, which also had an impact on her decision.

B) Family background

Her mother is primary school graduate and a housewife while his father is a high school graduate and self-employed, working a building contractor. She mentioned that her mother's family does not approve woman's schooling, which is the reason her aunts are also primary school graduates like her mother. She has a brother studying at Political Sciences at a state university, also in Ankara, and her younger brother is eight years old. Although she and her older brother used to fight a lot during their childhood, they have good relations now. However, when she compares their educational journey, she states that her family's expectations from

them differ. As her brother is not as hardworking as her, he is praised more even with small successful situations. Yet, she feels under pressure due to high expectations of her family all the time since she feels like there is no room for her even to fail once.

Although her parents never read, she and her brother have their own bookshelves and they both read a lot. Most of her books were given to her by her primary school teacher, who brought her own books. As family, they do not have any specific activities. They mostly visit their relatives. Though her cousins insist on going to shopping malls when they get together, she does not find it interesting since she thinks it is not logical when you are perfectly aware that you cannot buy anything.

Participant 125's Story

Academic History	
Department	Psychology
GPA	3.65
Grade	4
University Ranking	5000-10000
Scholarship	100%
High School	Religious Vocational High School (State)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	High-School
Attendance at school	High
Influences on educational decisions	Teachers & School
Career Aspiration	Graduate school Marriage

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Building contractor
Hometown	Gümüşhane (small city)
Family Size	5
Accommodation	Staying with family
Siblings	Brothers -older: student at political science in a state university - 8 years old

Family Practices	
Actions of parents	Little support
Activities together	No holidays Visiting relatives
Parents read to them	Never
Parents' reading	Never
Books within the home	Big bookshelf

C) Schooling experiences

Participant 125 has always been a successful student. However, as I mentioned above, her mother's relatives were quite conservative, so they tried to convince her parents not to send her to school. She states that she is already wearing headscarf and she knew that she would go to a religious high school, so she already told them she would not experience anything related to her religious beliefs. Fortunately, her father stood behind her and decided to let her continue her education. At that moment, she states that she realized she could do everything she wants and continue her education no matter what stands in her way. Therefore, eventually, she could go to a religious high school, which is one of the best ones in Ankara. She stated that she felt so lucky since she had great teachers with whom she could share her problems, who could guide her in her pathway.

Although she was exposed to the same situation in university entrance process, and there were people against her education, she made her mind and studied even harder. After seeing her uneducated cousins' lives and their motivations in their lives, she realized that she did not want to have such a life. Her father also wanted her to stand on her own feet and complete her higher education, so let her continue.

When she started the university, she did not have experienced during the transition process since she has a friend from high school. She is still one of the top students in her department, and currently working on a project with an instructor from the department. She is so happy with the scholarship she gets since she feels financially powerful and even bought her computer and cell phone thanks to that, so she does not feel like she is a burden to her parents.

She has joined a literature club, which frequently reads the books or poems of chosen authors, and she also writes about them, one of which was published in the university literature magazine. She defines success as making the right decision and setting up right goals rather than having high GPAs. Therefore, she recommends being determined to continue no matter what problems one can possibly encounter.

Lastly, in terms of equality, as also experienced in her life, she states that there are still families who are restricting their daughters from continuing their education. Therefore, she claims that families can be a restricting factor, which affects students' whole lives. She also added that

her mother started to support her after realizing that education does not turn her into a non-religious person or makes her act in disrespectful ways.

D) Future aspirations

She wants to continue with master degree followed by PhD. She is currently having her internship in a research center in another university where she has a desire to continue her graduate education. Afterwards, she wants to have a good marriage and raise her child since she believes both marriage and raising children are really problematic these days, so she will feel content if she does an appropriate one.

E) Concluding remarks

Participant 125 is an unexceptionally talented student, not only due to her parents' educational level and her success; but also the way she paved the way to her education on her own. Though her family did not want her continuing education upon primary school due to religious reasons and her gender, she convinced her father and now she is quite successful. She is happy that as a woman she has financial freedom and can support herself in addition to her desire to continue with master and doctorate degree in one of the most prestigious institutions in Turkey. She believes that schools, especially her teachers, are important figures and they are the ones who make her such a successful person.

Participant 177's story

A) Background

Participant 177 is from Konya, which is a small city in Turkey. He is a sophomore at the department of Electrics and Electronic Engineering with a 2.99 GPA. He has full scholarship and stays in the university dorm. He chose the institution since it provides good scholarship and it was the best option considering his university ranking.

B) Family background

Both of his parents are primary school graduates, and his mother is a housewife while his father is working as a driver. He has two older brothers and one of them is working as a driver like his father and the other one is studying law in Konya and lives with his parents, which makes participant 177 is the only person who has a chance to leave Konya.

When he was asked about family activities and his house, he told that they had a small bookshelf and neither his parents nor his brothers were into reading. He said that reading is not one of the activities to be seen in their house as their parents were only primary school graduates. In terms of family activities together, he mentioned that there were no special activities to be listed since both his parents had to work, one at home and the other one outside driving.

He thinks that his family has the biggest influence on his success since they supported him in his decisions. His family gave him freedom to choose a life in the village as a shepherd or continue education, which was up to him and they supported either decision at that point without any pressure.

C) Schooling experiences

In terms of his high school experiences, participant 177 stated that his high school and his teachers there were not good as it could be expected from a city like Konya. He was a good student in high school, so he got a scholarship in his last year and continued his education in a college.

The first time he started university, he felt alone since he did not know anyone and not have a chance to get to know anyone, which was partly due to the preparatory exam as he mentioned. Since he passed the exam and the results were announced after the courses started, he thought that was the reason of not making friends in those two weeks. Now, he feels better as he had a chance to get to know students from his department and he is content with the courses although he thinks they are challenging. He has joined the folk dance club in the school, and watches movies or TV series in this free time.

Regarding his decision to continue graduate education, he stated that he never questioned his decision since he had no idea about what he can do without a university education and emphasized the Turkish economy and economic constraints in his family. He believes that education is the only way to save himself and he feels obliged to study to have a different life. He also added his family's income is not good enough to ask them to take care of him, so he wants to take care of them in the future, which is also another reason why he chose to continue university education and he made his decision in 11th grade upon realizing the importance of income.

He thinks he is a hardworking student doing what he wants to accomplish, and he also mentions that his high school teachers would also call him like that. However, during his university education, he does not believe that his teachers would recognize him as he is mostly silent during the classes.

His definition of schooling success includes both good grades as well as the success in participation in the social activities and events. He thinks a successful person is someone both successful in school and in social activities. At that point, he mentions that his speaking is not good as he feels like he is speaking not in a proper way, which he also believes that successful people should have as a trait, i.e. good speaking skills.

Regarding the equality, he believes that there are unequal opportunities due to income and connections people have. In other words, he states that he is aware of the facts related to easiness of someone's working in his/her father's company or having a relative with an upper status; however, he still believes that being smart and productive are important traits for engineers and he still has a chance even if he does not have the aforementioned power. Besides, he also mentions that though he feels disadvantaged with a Turkish passport abroad, he thinks he can beat this situation if he becomes really successful.

Lastly, to become a successful person like him, he suggests hardworking as he believes that for some people there is not another option and they should be aware of this fact and see studying as the only way that can lead them to success.

D) Future aspirations

Participant 177 wants to find a good job, take care of his family and see the world. During his high school education, he wanted to see İstanbul and go to another city rather than stay in Konya, and now he wants to see the world, especially Japan or China. He is also interested in pursuing an academic career, yet he underscores the need to find a job first. He mentions that he thinks he will be successful when he buys a house, and become more active person in his social life.

E) Concluding remarks

Participant 177 is an unexceptionally talented student, as he is the only person in his family who has left their hometown, and who has such a successful education unlike his parents and

even his relatives. He is a conscious student and is aware of possible problems he may encounter in the future. However, he believes the power of hard work for a bright future and he will feel contented when he has a chance to take care of his family as well as to please himself by seeing other places, which is one of the biggest motivational factors that pushed him to study.

Participant 177's Story

Academic History	
Department	Electrics and Electronics Engineering
GPA	3.00
Grade	2
University Ranking	2500-5000
Scholarship	100%
High School	Anatolian High School (State) & College (last year-scholarship)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	Primary School
Attendance at school	High
Influences on educational decisions	Parents
Career Aspiration	Finding a job Taking care of the family Going abroad

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Driver (doğrus)
Hometown	Konya
Family Size	5
Accommodation	Dorm
Siblings	Brothers (university student- law- konya) (driver)

Family Practices	
Actions of parents	Moderate support
Activities together	No holidays No activities together
Parents read to them	Never
Parents' reading	Never
Books within the home	Small bookshelf

Participant 198's Story

Academic History	
Department	Materials Science and Nano Engineering
GPA	3.10
Grade	4
University Ranking	50000 above
Scholarship	50%
High School	Anatolian High School – College (last 2 years)

Educational Influences/ Dispositions	
Mother's Education	Master degree
Father's Education	University
Attendance at school	High
Influences on educational decisions	Parents, especially her mother
Career Aspiration	Master degree Going abroad Set up company Marriage

Socio-Economic Status	
Income Level	Upper-Middle Class
Mother's Occupation	Engineer- have a company
Father's Occupation	Engineer
Hometown	Konya
Family Size	4
Accommodation	Dorm (1 year) Sharing a flat
Siblings	1 sister High school

Family Practices	
Actions of parents	High support
Activities together	Summer holidays
Parents read to them	Rarely
Parents' reading	Rarely
Books within the home	Big bookshelf

Participant 198's story

A) Background

Participant 198 is a sophomore student at Material Science and Nano Engineering with 3.10 GPA. She is from Konya, a small city in Turkey. After staying in university dorm for a year,

she started sharing a flat with another student from the university. She has 50% scholarship, and chose the university as it was her best option according to her university entrance exam score.

B) Family background

Her mother holds a master degree and she has her own firm like her father, also an engineer having his own firm. Her sister is going to high school and getting ready for the university entrance exam. She mentions that they have a big bookshelf although neither her parent nor she is into reading. However, her sister as she mentioned loves reading and most of the books belong to her. As a family, they have regular summer holidays every year together. Additionally, she and her mother get together more frequently during her work visits, and she comes to Ankara whenever she wants even just to have a couple of drinks. She thinks her family has high influence on her success with their endless support both financially and emotionally. Since her mother has a master degree, she always encourages her to continue with master degree, too. Therefore, her parents are planning to send her to England for a language course, which will also give her some time to search for a university.

C) Schooling experiences

Participant 198 first went to a state high school. She said that although she was in one of the most successful high schools in Konya, the quality of the courses was not good and her teachers were mostly ignorant. Therefore, her parents registered her to a college, which affected her university score positively as she started studying quite a lot afterwards.

When she started university, she described herself as a very social student. Since she just needed to focus on learning English, she spent most of her time enjoying her university life. However, in her first year in the department, which was Industrial Design, she decided to change it as she noticed she was not good at drawing. After discussing it her parents and getting their approval and support, she changed and registered her current department. Upon this change and seeing how her parents support her in her every decision, she mentioned how she felt the need to be successful, especially for them.

Regarding her decision to continue higher education, she stated that she has been always impressed by her parents' stories about their university life, which she thinks the main reason of her decision. She defines success to understand the logic behind somethings rather than

memorization or having high GPA. Moreover, she also adds the importance of social skills and the ability of people skills in success. She gives an example from her department and states that although her friend is quite successful in terms of his GPA, he is not a good speaker, which causes his constant rejection in most of the job interviews he has done so far. Because of this, she suggests students improving their social skills to be successful in their future career. Lastly, in terms of equality, she thinks pulling strings is one of the biggest problems she has encountered so far. Although she has higher GPA, another person with really low GPA was accepted to the internship position as he knows someone in the company. Besides, she also added that she had a conversation with the company and they inform her about the process and the high number of people who have friends in higher status. In other words, she says they have to deal with choosing the one who knows someone with the highest status. Moreover, she further added her friends with fathers owning factories or their own companies, which makes her think that they will be a lot much richer and in a good position no matter how hard she works. However, she accepts the fact that there cannot be done anything for this situation since they were born with a silver spoon.

D) Future aspirations

Participant 198 wants to go to England for a language course upon graduation as stated above, and then she will continue with a master degree. In the future, she wants to be a manager or CEO in a company or set up her own company. Yet, she underscores how important her social life for her, so she also wants to settle down with her current boyfriend and have a good marriage.

E) Concluding remarks

Participant 198 is a hardworking and conscious student, and also lucky to have really supportive parents, especially mother. She has had constant support from her family during her educational life, which is the reason why she dedicates her success to them and appreciates their efforts all time by trying to do her best. In the future, she wants to continue with a master degree in England, which is also her mother's suggestion, and work in a good position in a prestigious company. She emphasizes how her parents' having university experiences has affected her positively, and motivated her to be successful.

Participant 213's Story

Academic History	
Department	Industrial Engineering
GPA	3.65
Grade	4
University Ranking	10000-30000
Scholarship	100%
High School	Science High School (State & Boarding)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	University
Attendance at school	High
Influences on educational decisions	Father
Career Aspiration	Master degree Going abroad

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Teacher
Hometown	Ankara (capital)
Family Size	7
Accommodation	Living with family
Siblings	4 sisters 2 sisters: Math teachers 1 sister: Cook 1 sister: high school student

Family Practices	
Actions of parents	Moderate support
Activities together	No holidays Family dinners
Parents read to them	Often
Parents' reading	Sometimes
Books within the home	Small bookshelf

Participant 213's story

A) Background

Participant 213 is from Ankara, and she is a senior student at the department of Industrial Engineering with 3.65 GPA. She has a full scholarship, and chose the institution since she thinks that she can find a job more easily with the good internship opportunities offered.

B) Family background

Her mother is a primary school graduate and housewife. Her father is a teacher. She has 4 siblings, two of whom are math teachers and one is a chef. Her younger sister is studying in high school. She said that she has a small bookshelf in her room, and she is sharing her room with her sister. She mentions that it is quite difficult to focus on studying since there are so many distractions at home. Since they are a big family, she says there is no room for her to stay alone or study in an uninterrupted way. As family, they do not go on holidays or specific activities. However, she says they have dinners together as a whole family. She believes her father has an effect on her being hardworking as he is a teacher. Since her childhood, she has felt the urge to study and to be successful; however, she also added that her family's support was moderate. In other words, she attributes her success mostly to her own decisions rather than her parents' encouragement or support.

C) Schooling experiences

Participant 213 studied in a boarding high school in Kırıkkale. She chose that school as his father told her to do so. Although her high school was not really good as she expected, she was glad to have studied there as she had a chance to study more. Since they are a big family and she does not have her own room, she had a chance to concentrate more on her courses thanks to the compulsory study hours in the dormitory.

When she started university, she felt lonely because of not making friends. She has participated in a couple of school clubs, yet they were not as she expected and she did not feel like to fit in. In addition, she also mentioned that pandemic affected her education in a negative way since most of the courses were online and she did not have a chance to meet them face to face. However, now she feels happier both in terms of academic and social life. She is part of school club, TEMA along with Young Kızılay in the university.

When she was asked about whether she had ever questioned her decision to continue higher education, she mentioned how tired she feels most of the time, yet still continued studying even if she cried. She always feels the urge to study as she thinks this is the only thing she can do and she does not have any other chance. In other words, she says she does not know anyone with a higher status and she has never ever thought of finding a job through pulling strings, which she already did not have. Therefore, studying hard, having good GPA and being good

academically are the only ways she can do. However, she defines success as understanding the logic behind the topic, so she thinks that high GPA does not necessarily mean success.

She believed that there are definitely inequalities due to social status and connections, which are mainly in job applications and employment status. Besides, she thinks being a woman engineer is still not a popular issue with the employees, and they tend to hire male engineers.

D) Future aspirations

She wants to continue her graduate education abroad; that's why, she takes part in school projects with her instructors in the hope for having their support. Then, she emphasized how much she wants to have her own financial freedom by doing what she has always wanted to do.

E) Concluding remarks

Participant 213 is a hardworking student, and she feels like she is alone in her educational journey since she has to deal with the problems on her own almost all the time. She believes that she will be happy when she completed her degree, and continue her life doing what she wants to do. Having financial freedom is one of the most important things motivated her to study.

Participant 214's story

A) Background

Participant 214 is from Kayseri, and he is a senior student at the department of Industrial Engineering with 2.05 GPA. He previously had 50 % scholarship, yet he lost it upon changing his department, which was computer engineering in the first place. He chose the institution and his department based upon his father's decision.

B) Family background

Both of his parents were high school graduates, and while his mother is a housewife, his father is self-employed. He has one sister, and he believes that she has great influence on his education. Although they do not have special family activities, he spends his time mostly with his sister. Moreover, except his sister, he mentions that neither of his parents reads. However, he stated that his mother took care of him when he was in primary school, and helped him do his homework.

Participant 214's Story

Academic History	
Department	Industrial Engineering (previous computer engineering)
GPA	2.05
Grade	3
University Ranking	10000-30000
Scholarship	50% Department change: none
High School	Anatolian High School (State & Boarding)

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Self-Employed
Hometown	Kayseri
Family Size	4
Accommodation	Dorm
Siblings	1 sister 2-year-university -housewife

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	High School
Attendance at school	Low
Influences on educational decisions	Sister
Career Aspiration	Finding a job abroad

Family Practices	
Actions of parents	Little support
Activities together	No holidays Concerts with sister
Parents read to them	Never
Parents' reading	Never
Books within the home	Sister's bookshelf

C) Schooling experiences

In terms of his schooling experiences, he stated that he was a successful student in primary and high school; however, he could not become as successful as he desired when he started university. Although he had high aspirations when he was in high school, he lost his interest and started to feel unsuccessful upon having experienced difficulties in the university. He mentioned that he had difficulties when he came to Ankara from a small city, and felt like he could not adapt to his university life. Besides, after his failures in computer engineering, he decided to change his department. However, he emphasized that he actually lost his belief in being successful due to this failure. He thinks there are a lot inequalities starting from your parents' educational backgrounds till your teachers. He focuses on parents' role, and how they can have an impact on students' success. He feels sorry to have let his father affect his decisions, which made him question his choice of studying.

D) Future aspirations

He just wants to graduate, and find a job afterwards. He mentioned that he is feeling quite tired due to his university experiences. Therefore, all he wants is to complete his education.

E) Concluding remarks

Participant 214 was a hardworking and successful student in high school; however, he could not be successful in university and he thinks it is mostly due to his wrong choice of department and having lack of support. Therefore, he only wants to graduate, and find a job, which reflects how desperate he feels right now. He emphasized the role of parents and the institution, and how they may negatively affect students' lives.

Participant 242's story

A) Background

Participant 242 is from Van, and he is a senior student at the department of Law with 2.20 GPA. He had no scholarship, and he chose the institution as it was the best option he could get due to his university ranking.

B) Family background

Both of his parents held master degrees, and while his mother is working as a health director, his father is also a lawyer. His sister is doctor. As family, they go on holidays every summer,

go abroad, and go to cultural activities. He came to Ankara to live with his sister after the Van earthquake, and his parents decided to send him to a college there. They have a big library at home, and have many books. He mentioned how much his parents read, and how they encouraged him to do when he was a child.

Participant 242's Story

Academic History	
Department	Law
GPA	2.20
Grade	4
University Ranking	10000-30000
Scholarship	None
High School	College

Educational Influences/ Dispositions	
Mother's Education	Master degree
Father's Education	Master degree
Attendance at school	Low
Influences on educational decisions	Friend
Career Aspiration	Finding job Master degree Marriage

Socio-Economic Status	
Income Level	Upper Class
Mother's Occupation	Health Director
Father's Occupation	Lawyer- Politician
Hometown	Van
Family Size	4
Accommodation	Flat (Bought for him)
Siblings	1 sister Doctor

Family Practices	
Actions of parents	High support
Activities together	Holidays Going abroad Cultural activities
Parents read to them	A lot
Parents' reading	A lot
Books within the home	Big bookshelf

C) Schooling experiences

He does not define himself as a hardworking or ambitious student, and he believes that there is no need to have high GPA to be defined as successful. He stated that he preferred being social, and active in student clubs rather than focusing on studying. He had difficulties in the adaptation to university at first, yet he states that he feels better later after joining to student clubs.

In terms of inequalities, he mentioned how SES affects students' educational experiences, and he stated that pulling strings due to SES is something common in the university, especially during internship placements.

D) Future aspirations

Participant 342 wants to continue with a master degree upon graduation, and find a job afterwards. As his father is also lawyer, he knows that he will support him in his first years at job.

E) Concluding remarks

Participant 242 is not a hardworking student as he does not believe that hardworking is necessary to be successful in life. He got his parents' support throughout his education, and he thinks that they will also support him afterwards, which he feels thankful.

Participant 251's story

A) Background

Participant 251 is from Osmaniye, and he is a sophomore student at the department of Economics with 1.89 GPA. He had %50 scholarship, and he chose the institution as he believes that Ankara is the right place to study economics and he wants to use the university network.

B) Family background

While his father is a teacher, his father is a retired high school graduate. As family, they go to their summer house located on a sea side every year. He mentioned that his mother read quite a lot and encouraged him to read, too. His father also encouraged him to read by giving him money while he does not read at all.

C) Schooling experiences

He thinks that his parents had a big influence on his studying and education, and how much they support him during this process. He believes that studying a lot does not matter as long as one has limited network. Therefore, instead of studying and focusing on his courses, he chose to expand his network and try to take part in events organized by the institution.

He believes that having goals is important to be successful in the future; however, he does not think that it should be related to educational credentials. In terms of inequalities, he mentioned the importance of network size, and how it negatively affects people due to common pulling strings.

Participant 251's Story

Academic History	
Department	Economics
GPA	1.89
Grade	2
University Ranking	10000-30000
Scholarship	50%
High School	Anatolian High School

Educational Influences/ Dispositions	
Mother's Education	University
Father's Education	High School
Attendance at school	Low
Influences on educational decisions	Parents
Career Aspiration	Set up company

Socio-Economic Status	
Income Level	Upper-Middle Class
Mother's Occupation	Teacher
Father's Occupation	Retired (civil servant)
Hometown	Osmaniya
Family Size	5
Accommodation	Flat – alone
Siblings	3 sisters 1 lawyer 2 teachers

Family Practices	
Actions of parents	High support
Activities together	Holidays (summer house)
Parents read to them	Sometimes
Parents' reading	Often
Books within the home	Big bookshelf

D) Future aspirations

Participant 251 has a business plan, and he wants to set up his own company upon graduation. He thinks that he does not even need to get a degree as his business is already ready, yet he wants to do it properly.

E) Concluding remarks

Participant 251 is one of the students who used the network almost all the time to answer the questions. He thinks network is the reason to be successful, and his decision to choose the institution as it provides network. Upon graduation, he will set up his own company thanks to the network provided in the institution, and with the financial support his father will provide.

Participant 255's story

A) Background

Participant 255 is from Ankara, and she is a junior student at the department of Industrial Engineering with 2.07 GPA. She had 50% scholarship. She chose the institution due to her university rank and the internship opportunity provided by the institution.

B) Family background

Both of her parents are university graduates, and while her mother is a housewife, her father has a company. Both of her parents read a lot, and also encouraged her to read when she was a child. They have a lot of books at home, and they even have a library like room. As family, they have family dinners or breakfasts, and they go on holidays every year. They also have a summer house located in a seaside, which they also go twice a year.

C) Schooling experiences

She defines herself as a successful student, and she takes active part in school clubs. She went to college, and she took private courses during university entrance exam. She appreciates her parents' efforts both financially and morally. She does not think that having high GPA is important, and achieving one's dreams is more valuable to be successful.

D) Future aspirations

Upon graduation, she is planning to work in father's company, and she will direct the firm in the future. However, before that, she wants to continue her graduate education abroad.

E) Concluding remarks

Participant 255 has her parents' support on her educational career. She is planning to work in his father's firm, and her father already planned her future career. Upon having her graduate education abroad, she will lead the firm.

Participant 255's Story

Academic History	
Department	Industrial Engineering
GPA	2.07
Grade	3
University Ranking	30000-50000
Scholarship	50%
High School	College

Educational Influences/ Dispositions	
Mother's Education	University
Father's Education	University
Attendance at school	High
Influences on educational decisions	Parents
Career Aspiration	Graduate Education Going abroad

Socio-Economic Status	
Income Level	Upper Class
Mother's Occupation	Housewife
Father's Occupation	Has a company
Hometown	Ankara
Family Size	5
Accommodation	Living with parents
Siblings	2 brothers (college students)

Family Practices	
Actions of parents	High support
Activities together	Summer holidays (summer house) Family dinners/ breakfasts
Parents read to them	Often
Parents' reading	Often
Books within the home	Big bookshelf

Participant 268's Story

Academic History	
Department	Industrial Engineering
GPA	3.25
Grade	2
University Ranking	5000-10000
Scholarship	100%
High School	High School (state)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	Primary School
Attendance at school	High
Influences on educational decisions	Sister
Career Aspiration	Finding job abroad

Socio-Economic Status	
Income Level	Middle Class
Mother's Occupation	Housewife
Father's Occupation	Retired
Hometown	Ankara
Family Size	7
Accommodation	Living with parents (will stay in dorm)
Siblings	4 sisters 2- doctors 1 teacher 1- university student

Family Practices	
Actions of parents	High support
Activities together	Going on picnic
Parents read to them	Rarely
Parents' reading	Sometimes
Books within the home	Small bookshelf

Participant 268's story

A) Background

Participant 268 is from Ankara, and she is a sophomore student at the department of Industrial Engineering with 3.25 GPA. She has 100 % scholarship, and she chose the institution due to the scholarship and internship options.

B) Family background

Both of his parents were primary school graduates, and while his mother is a housewife, his father is self-employed and now retired. She has four sisters, and they all went to the university. She is glad to have them, and she believes that they have big influence on her success. As a family, they do not have any specific activities; however, they sometimes go on picnic together.

C) Schooling experiences

She has always been a hardworking student, and she owes her success to her sisters who have always guided her in her career-decision making, and help her in her studies. She realized that she has to study quite hard when she was in high school. However, after studying hard, she could not have any time to socialize or take part in social activities.

When she started university, she had problems in getting used to university life, and had trouble in finding friends and take part in school clubs. However, she is part of photography club, and enjoys spending time there.

Although she felt stressed in high school due to course schedule, she had her sisters and her high school teacher to support her. She mentioned how her teacher convinced her to continue her education, and to become an engineer. Therefore, she thinks that the first step to become successful is to set up one's goals, and study accordingly. However, she believes that studying is not adequate to achieve success, and one also needs to have good network. Pulling strings is one of the inequalities she thinks exists in Turkey, yet she still believes that one should not lose his/her motivation due to these events.

D) Future aspirations

She wants to have a minor degree in Law, and she has a desire to have her own financial freedom upon graduation. She thinks that education is pivotal, especially for a woman, to stand on her own feet.

E) Concluding remarks

Participant 268 is a hardworking and ambitious student, and she has always studied hard and chose education to pave her own way. She has her parents' moral support, and her sisters always acted like mentors to her. Therefore, she suggested following one's dreams and achieving one's goals to become successful in life.

Participant 270's Story

Academic History	
Department	Industrial Engineering
GPA	3.20
Grade	2
University Ranking	10000-30000
Scholarship	50%
High School	Anatolian High School (State)

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	University
Attendance at school	High
Influences on educational decisions	Brother
Career Aspiration	Finding a job

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Engineer
Hometown	Bingöl (small city)
Family Size	5
Accommodation	Living with family
Siblings	2 brothers Doctor & Architecture

Family Practices	
Actions of parents	Moderate support
Activities together	Summer holidays Family dinners
Parents read to them	Often
Parents' reading	Often
Books within the home	Many (poems, novels, bibliographies, history, periods)

Participant 270's story

A) Background

Participant 270 is from Ankara, and she is a sophomore student at the department of Industrial Engineering with 3.20 GPA. She had 50% scholarship. She chose the institution due to her university rank and the internship opportunity provided by the institution.

B) Family background

While her mother is a high school graduate and a housewife, her father is an engineer. Both of her parents read a lot, and also encouraged her to read when she was a child. They have a lot of books at home ranging from novels, bibliographies to history books, and they even have a library like room. She mentioned that her parents encouraged her quite a lot while she was a child, and how they spent time together reading.

She has two brothers, and one is a doctor and the other one is an architect. As family, they have family dinners and they go on holidays every year. Although she is from a small city, she has spent most of her time in Ankara and she grew up in a big city, which she thinks is an advantage for both her and her brothers.

C) Schooling experiences

She has always had his brothers' support and mentoring during her education. They have always helped her. Besides, she also felt her parents' support both financially and morally. However, she still feels that her family is not powerful enough to provide her with more opportunities like her friends' parents. In other words, she emphasized the pulling strings waiting for her in the future.

D) Future aspirations

Upon graduation, she is planning to find a job, and she believes that if she studies hard, she will work in a place she deserves regardless of pulling strings.

E) Concluding remarks

Participant 270 has his family's support all the time during her education. She believes that the key to success is to work hard and not to give up. Although she is aware of the pulling strings going on job placements, she believes in hard work to defeat these inequalities.

Participant 303's Story

Academic History	
Department	Law
GPA	3.53
Grade	2
University Ranking	1-500
Scholarship	100%
High School	Anatolian High School (state) College (last year, 100% Scholarship)

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	High-School
Attendance at school	High
Influences on educational decisions	Father
Career Aspiration	Finding a job Taking care of family

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Waiter
Hometown	Ankara
Family Size	5
Accommodation	Living with parents
Siblings	Sisters (high-school student) 7 years old

Family Practices	
Actions of parents	Little support
Activities together	No holidays Picnic No special activities together
Parents read to them	Never
Parents' reading	Never
Books within the home	Small bookshelf

Participant 303's story

A) Background

Participant 303 is from Çankırı, and she is a sophomore student at the department of Law with 3.53 GPA. She had %100 scholarship, and she chose the institution due to the scholarship and internship options as she believed that she would have more opportunities in the future.

B) Family background

Both of her parents were high school graduates, and while her mother is a housewife, her father is a waiter. She has a sister studying at high school, and she believes that she has a role in her education by being a good role model to her. As family, they do not have any special activities, and they have never been to holiday before. What they do together is going on picnics once in a while, and that is all they do together. Neither of his parents read, and they did not interrupt her studies since they did not feel themselves adequate to talk about education. However, they also gave her moral support and believed in her success.

C) Schooling experiences

She has always been a successful student, and got scholarships both in high school and in university. In the beginning, she had difficulties in the adaptation to university and had few friends; however, she is better now both socially and academically. She thinks success means having financial freedom and doing things on your own without any outside support.

She is aware of inequalities existing due to SES and parental educational background. She is aware of the fact that some of her peers will have more opportunities upon graduation, yet she still believes in the power of education.

D) Future aspirations

Participant 303 wants to find a job upon graduation, and she wants to work in a good firm. She has a desire to support her family, and wants to help her sister as well.

E) Concluding remarks

Participant 303 is a successful and hardworking student, and she has always studied to achieve her goals in life. She states that education is the only way to make her dreams come true, and she recommends not giving up to achieve success.

Participant 308's Story

Academic History	
Department	Mechanical Engineering
GPA	3.40
Grade	2
University Ranking	5000-10000
Scholarship	100%
High School	Anatolian High School (State)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	University
Attendance at school	High
Influences on educational decisions	Parents
Career Aspiration	Finding a job Master degree Marriage

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Civil servant
Hometown	Isarta Isparta
Family Size	5
Accommodation	Dorm
Siblings	Sister (7 th grade) Brother (English teacher)

Family Practices	
Actions of parents	High support
Activities together	Going on picnic Visiting village Going on shopping (supermarkets to compare prices)
Parents read to them	Often
Parents' reading	Rare
Books within the home	Big bookshelf

Participant 308's story

A) Background

Participant 308 is from Burdur, and she is a sophomore student at the department of Mechanical Engineering with 3.40 GPA. She had %100 scholarship, and she chose the institution due to the scholarship and internship opportunities, which she thinks are a lot more compared to the ones provided by state universities.

B) Family background

Her mother is primary school graduates while her father is a civil servant with university education. She stated that her father's encouragement of her to read when she was child, and how he supported her. As family, they did not have many activities, and they sometimes go on picnic together. She mentioned her parents' supportive attitude, and they let her choose mechanical engineering although it was not common in her conservative environment.

C) Schooling experiences

She has always been a successful student, so her high school was also quite busy with studying. She had good relations with her teachers in high school, and although she had difficulties in her first weeks in the university, she got used to her academic and social life later on. She takes part in projects with the instructors, and she thinks it is necessary to have a good career in the future. In terms of inequalities, she emphasized the pulling strings and how they affect the opportunities people have in their lives and how it controls the resources they have. She also added that people from upper class have much more opportunities and easier lives compared to the ones with limited financial resources.

D) Future aspirations

Upon graduation, she wants to find a job first, then start her master degree. Moreover, she also wants to set up her own family.

E) Concluding remarks

Participant 308 is a successful and hardworking student, and she has always studied to achieve her goals in life. She believes that studying hard is important to make your dreams come true.

Participant 323's story

A) Background

Participant 323 is from Eskişehir, and he is a sophomore student at the department of Mechanical Engineering with 2.60 GPA. His university ranking is among 30000-50000, and he did not have any scholarship. He chose the institution since his house is close to the campus and he mentioned that he has seen the school a lot on his way to home, which affected him.

Participant 323's Story

Academic History	
Department	Mechanical Engineering
GPA	2.60
Grade	2
University Ranking	30000-50000
Scholarship	None
High School	College

Educational Influences/ Dispositions	
Mother's Education	Master degree
Father's Education	Master degree
Attendance at school	Moderate
Influences on educational decisions	Sister
Career Aspiration	Master degree Going abroad Working abroad

Socio-Economic Status	
Income Level	Upper Class
Mother's Occupation	Doctor
Father's Occupation	Doctor
Hometown	Ankara
Family Size	4
Accommodation	Living with family
Siblings	1 sister (computer engineer)

Family Practices	
Actions of parents	High support
Activities together	Summer holidays (summer house) Movies
Parents read to them	Rarely
Parents' reading	Often
Books within the home	Big bookshelf

B) Family background

Both of his parents held master degrees, and both work as doctors. Although his parents read quite a lot, he does not like reading. As family, they go on holidays every year to their summer house, and they also go abroad for holidays. He has a sister living in Canada, and he thinks she has a big influence on his education. In addition, he also emphasized how his parents supported him both financially and morally.

C) Schooling experiences

He stated that he went to college, and his courses were good till he had some health problems. Apart from that, he was not into school clubs, and he did not think that he is a successful student. He also took private tutoring during high school, and he mentioned how much his parents supported him in these issues. He thinks that there are inequalities due to networks people have; as a result, he thinks having good GPA does not matter in the end.

D) Future aspirations

Upon graduation, he wants to move to England where his current girlfriend is studying, and he wants to have a master degree there. He believes that his parents will support him anyway.

E) Concluding remarks

Participant 323 has his parents' support almost all the time during his educational journey, and he trusts his parents quite a lot. He thinks he is not a successful student, and he does not want to become one since he believes that having good GPA does not matter in today's world, and having network is more important.

Participant 340's story

A) Background

Participant 340 is from Konya, and he is a sophomore student at the department of Artificial Intelligence Engineering with 2.39 GPA. He had 100 % scholarship. He chose the institution and his department based upon his university ranking, and thought that his department's future career options will be wider.

B) Family background

Both of his parents were university graduates, and work as teachers. They have a huge library like room at their home to keep their books since all family members read quite a lot. He stated how much his mother supported his education, and how he appreciated her being retired to support him. They go on holidays every summer, and they participate in cultural activities.

Participant 340's Story

Academic History	
Department	Artificial Intelligence Engineering
GPA	2,39
Grade	2
University Ranking	2500-5000
Scholarship	100%
High School	Anatolian High School – College (last 2 years)

Educational Influences/ Dispositions	
Mother's Education	Master degree
Father's Education	University
Attendance at school	Moderate
Influences on educational decisions	Mother
Career Aspiration	Master degree

Socio-Economic Status	
Income Level	Middle Class
Mother's Occupation	Teacher
Father's Occupation	Teacher
Hometown	Konya
Family Size	4
Accommodation	Dorm
Siblings	1 brother Dentist

Family Practices	
Actions of parents	High support
Activities together	Summer holidays
Parents read to them	A lot
Parents' reading	A lot
Books within the home	Big bookshelf

C) Schooling experiences

In terms of his schooling experiences, he stated that he was always a successful student, and he studied quite a lot during high school. However, when he started university, he could not become successful as he desired, and he felt like he fell behind due to heavy course load. Yet, he thinks he is doing better now, and he got used to his course schedule and tight schedule offered in the university. He is part of psychology and gastronomy student clubs.

He appreciates his family's efforts, during his educational path, and how much they support him both financially and mentally. He believes that searching and doing what you want are needed to be successful.

Although there are inequalities in terms of financial issues, he thinks university is doing its best by providing scholarships to students in need. Still, he thinks family comes first, and he owes his success to his parents, especially his mother.

D) Future aspirations

He would like to continue with a master degree, which he has decided to do after his first year. He believes that graduate education is necessary to have expertise in his field.

E) Concluding remarks

Participant 340 is a hardworking and conscious student, and he is highly supported by his parents during his educational journey. He thinks that success comes from hard work as well as searching about one's options. Besides, he emphasized that it is important for people to make their own decision without any outside pressure.

Participant 347's story

A) Background

Participant 347 is from Ankara, and he is a sophomore student at the department of Mechanical Engineering with 3.00 GPA. He had 100% scholarship. He chose the institution due to the scholarship given, and the network it would provide to reach companies.

B) Family background

Both of his parents were primary school graduates, and while his father is a worker, his mother is a housewife. Although his parents do not read, they encouraged him to read upon his primary school teacher's advice. As family, they do not have holidays; however, they go to picnics together. He mentioned how his father took him to the places he worked for to make him see his working conditions, and how he made him work to earn money when he needed something.

Participant 347's Story

Academic History	
Department	Mechanical Engineering
GPA	3.00
Grade	2
University Ranking	5000-10000
Scholarship	100%
High School	Anatolian High School (State) & College (last year-scholarship)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	Primary School
Attendance at school	High
Influences on educational decisions	Father
Career Aspiration	Finding a job Taking care of the family

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Craftsman- air conditioning
Hometown	Ankara (Mamak)
Family Size	4
Accommodation	Dorm
Siblings	Sister (university student-communication technologies)

Family Practices	
Actions of parents	High support
Activities together	Rare holidays Picnic
Parents read to them	Rare
Parents' reading	Rare
Books within the home	Small bookshelf

C) Schooling experiences

He has been a successful student both in high school and university, and he mentioned that he did not have adaptation problems when he started university. He is happy to have a scholarship since he has more financial freedom now and have a chance to do the activities he has always wanted. Although his neighborhood was not a good place, he stated that his father did his best to make him grow up away from there. In other

words, he sent him to the courses in other neighborhood to give him a chance to have better peers. He is aware of pulling strings in terms of job opportunities and how they limit people's options, he still believes that studying hard and being good at what you do are important, and they will help people do what they want.

D) Future aspirations

He wants to find a job upon graduation and take care of his family. He is glad to have chosen the institution since he thinks it provides great network, which he plans to use after graduation.

E) Concluding remarks

Participant 347 is a hardworking student, and he owes his success to his father who have always supported him and gave him a chance to get together with good peers. He is happy about the institution thanks to the scholarship and the network it provides.

He believes that achieving one's goals and studying hard are significant to become successful in life.

Participant 362's story

A) Background

Participant 362 is from Gümüşhane, and he is a sophomore student at the department of Computer Engineering with 3.73 GPA. He had 100 % scholarship, and he chose the institution due to scholarship option, which he needed the most to continue his studies.

B) Family background

Both of his parents were high school graduates, and while his mother is working in a call center, his father is self-employed. Although his parents rarely read, his sister reads a lot, and she has a bookshelf for her books.

As a family, they do not have specific activities, and he mentioned their visiting relatives in their village during summer holidays. He said that his family had little support on his studies due to their low educational backgrounds; however, his father always reminded him to study to save his life.

C) Schooling experiences

He was always a hardworking student, and he mentioned how lucky he was thanks to his high school friends and teachers, who were eager to help him in his career-decision making processes. When he started university, he felt like he lost this support, and did not know how he should study or what he should do to be successful. However, he mentioned that he got used to university life after a couple of months and now he feels happy.

Participant 362's Story

Academic History	
Department	Computer Engineering
GPA	3.73
Grade	2
University Ranking	1000-2500
Scholarship	100%
High School	Anatolian High School (State)

Educational Influences/ Dispositions	
Mother's Education	High School
Father's Education	High-School
Attendance at school	High
Influences on educational decisions	Relative
Career Aspiration	Lorry Driver

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Call-center worker
Father's Occupation	Self-Employed
Hometown	Gümüşhane
Family Size	4
Accommodation	Living with parents
Siblings	Sister (university student-psychology)

Family Practices	
Actions of parents	Moderate support
Activities together	Holidays (going to village) No specific activities
Parents read to them	Rarely
Parents' reading	Rarely
Books within the home	Big bookshelf (sister's)

He mentioned that he did not attend school clubs since he could not manage his course load. However, he focused on how his friends were supportive in his studies and glad to be surrounded by hardworking peers. Still, he thinks that his uncle had the highest influence on his education since he became his role-model when he was a child. His uncle was the only person with university education, and he wanted to be like him in the future.

He believes that enhancing one's knowledge matters the most, and he defines success as achieving one's dreams. He thinks that there are a lot of inequalities, especially due to parents' support and family income; however, he believes that people's motivation is significant in their success.

D) Future aspirations

Participant 362 wants to be a lorry driver, and work as an international one. He wants to see abroad by working as a lorry driver, and he wants this job due to working hours. He believes that he could also work as a computer engineer at the same time. Hence, he would travel around the world, and do his job.

E) Concluding remarks

Participant 362 is quite a hardworking student, and always had scholarships during his education. He believes that self-motivation and desire to expand one's knowledge are the keys to succeed. He also emphasized how it is important to choose the department that you are interested in to become successful in what you do. Lastly, his desire to become a lorry driver is quite interesting since the reason why he chooses it solely depends on his desire to travel and work at the same time, which he needs to do to have a financial freedom.

Participant 390's story

A) Background

Participant 390 is from Ankara, and he is a senior student at the department of Computer Engineering with 3.70 GPA. He had 100% scholarship. He chose the institution due to the scholarship given, the dorm option and the opportunities the institution provides.

Participant 390's Story

Academic History	
Department	Computer Engineering
GPA	3.70
Grade	4
University Ranking	2500-5000
Scholarship	100%
High School	Science High School (State)

Educational Influences/ Dispositions	
Mother's Education	Primary School
Father's Education	High-School
Attendance at school	High
Influences on educational decisions	Relative
Career Aspiration	Finding a job

Socio-Economic Status	
Income Level	Middle-Class
Mother's Occupation	Housewife
Father's Occupation	Self-Employed
Hometown	Yozgat (small city)
Family Size	4
Accommodation	Dorm
Siblings	Sister (Theology Graduate)

Family Practices	
Actions of parents	Little support
Activities together	No holidays Picnic Visiting relatives
Parents read to them	Never
Parents' reading	Never
Books within the home	Only school books

B) Family background

His father is a high school graduate and working in factories while his mother is a primary school graduate and a housewife. Neither of his parents read, or encouraged him to read books when he was a child, and they did not have books except course books. Or he did not have a desk to study on. As a family, they do not have any special activities, and they sometimes have picnics in their gardens.

C) Schooling experiences

Although he was more inclined to social activities in the first two years of high school, he focused on studying in the last two years, especially upon the death of his brother. He stated that he just wanted to study afterwards to take care of his family. Moreover, his father always reminded him of not providing him any support if he does not study. When he started university, he started giving private courses to other students both to support himself and his family. Besides, he started to take part in projects, and work with the instructors to gain experience in the field. He defines success as working hard to reach one's goals, and he believes that self-motivation is the most important aspect.

D) Future aspirations

Upon graduation, he wants to find a job to support his family. Though he wants to go abroad and have a master's degree, he feels the obligation to take care of his parents, so he mentions that he cannot go to anywhere.

E) Concluding remarks

Participant 390 is a hardworking student, and he owes his success to his self-motivation. Upon his brother's death, he solely focused on studying, and he took the responsibility of taking care of his parents. Therefore, although he has a desire to continue with graduate education and go abroad, he states that he cannot do so due to his responsibilities towards his parents.

B. TURKISH ADAPTED AND REVISED SCALE

The Social and Cultural Capital Scale (Turkish)

No:	İfadeler	1	2	3	4	5
1	Klasik müzik dinlemekten hoşlanırım.					
2	Edebi eserler okumaktan hoşlanırım.					
3	Kültürlü bir insanım.					
4	Edebiyat konusunda çok bilgiliyim.					
5	Müze, tiyatro ya da konserlere sıklıkla giderim.					
6	Sıklıkla kitap satın/ödünç alırım.					
7	Senfoni konserlerine katılmaktan hoşlanırım.					
8	Okumaktan hoşlanırım (genel olarak).					
9	Çocukken, ebeveynlerim okumam için beni düzenli olarak cesaretlendirdiler.					
10	Evde çok fazla kitabımız vardır.					
11	Okul dışında sanat ya da müzik dersleri alırdım.					
12	İlkokul yıllarımda eğitimimle annem ilgilenirdi.					
13	Ebeveynlerimle düzenli olarak konuşurum.					
14	Gençler için tasarlanan etkinliklere katılmak hoşuma gider.					
15	Ebeveynlerim günlük aktivitelerimle genellikle ilgilenirler.					
16	Ebeveynlerim ödevlerime düzenli olarak yardım ederlerdi.					
17	Ebeveynlerimle sıklıkla etkinlikler yaparız.					
18	Annem okul aktivitelerim konusunda beni düzenli olarak cesaretlendirirdi.					
19	Annem okul toplantılarına düzenli olarak katılırdı.					
20	Yaptığım etkinlikler konusunda güçlü bir destek ağıma olduğunu hissediyorum.					
21	Arkadaşlarımla her hafta görüşürüm.					
22	Evde, ebeveynlerim gelişimimi takip ederler.					
23	Ebeveynlerim nerede olduğumu ve ne yaptığımı bilirler.					
24	Ebeveynlerim okul projelerine gönüllü olurlardı.					
25	Ebeveynlerim okulumla düzenli bir bağlantı kurardı.					
26	Ebeveynlerim arkadaşlarımla anne ve babasını tanırlar.					
27	Okul etkinliklerine düzenli olarak katılırdım.					
28	Okul/Ders dışı etkinliklere katılırdım.					
29	Ebeveynlerim ödevlerimi düzenli olarak takip ederdi.					
30	İş/Eğitim ile ilgili konuları ailemle genellikle konuşurum.					
31	Ebeveynlerimin okul politikası üzerinde söz hakkı bulunurdu.					
32	Toplumla güçlü bağlarım olduğunu hissediyorum.					
33	Akranlarımla güçlü bağlarım olduğunu hissediyorum.					
34	Ebeveynlerimin birbirleri ile güçlü bağları vardır.					
35	Samimi bir ev ortamımız vardır.					

The Social and Cultural Capital Scale (English)

No:	Statement	SD	D	U	A	SA
1.	I enjoy listening to classical music.					
2.	I enjoy reading literature.					
3.	I am a cultured person.					
4.	I know a lot about literature.					
5.	I frequently visit museums, theaters, or attend at concerts.					
6.	I frequently buy/borrow books.					
7.	I like to attend symphony concerts.					
8.	I enjoy reading (in general).					
9.	When a child, my parents regularly encouraged me to read.					
10.	We have lots of books at home.					
11.	I used to take art or music classes outside of school.					
12.	My mother used to get involved in my primary schooling.					
13.	I regularly talk with my parents.					
14.	I like to get involved in activities designed for young people.					
15.	My parents usually get involved in my daily activities.					
16.	My parents used to help me with my homework regularly.					
17.	I frequently perform activities together with my parents.					
18.	My mom used to encourage me in my school activities regularly.					
19.	My mom used to attend school meetings regularly.					
20.	I feel I have a strong help network for my activities.					
21.	I see my friends weekly.					
22.	At home, my parents keep track of my progress.					
23.	My parents know where I am, what I do.					
24.	My parents used to volunteer for school projects.					
25.	My parents used to have a regular connection with my school.					
26.	My parents know parents of my friends.					
27.	I used to participate in school activities regularly.					
28.	I used to participate in extracurricular activities.					
29.	My parents used to monitor my homework regularly.					
30.	I usually talk about job/education with family.					
31.	My parents used to have a say in school policy.					
32.	I feel I have strong ties with the community.					
33.	I feel I have strong ties with my peers.					
34.	My parents have strong ties with each other.					
35.	We have an intimate home environment.					

C. BACKGROUND QUESTIONNAIRE

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Bilimleri Bölümü Doktora öğrencisi Nurhan Tütüncü tarafından Doç. Dr. Yeşim Çapa-Aydın danışmanlığındaki doktora tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, üniversitede alan, habitus ve uygulamaların öğrencilerin başarısını etkilerini; ailenin aksine kurumsal araçların öğrencilerin akademik başarısını nasıl etkilediği; sosyal sermaye ve kültürel sermayenin nasıl ilişkili olduğu ve öğrenci başarısını nasıl etkilediklerini açıklamayı amaçlamaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, ankette yer alan bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanızdır. Bu çalışmaya katılım ortalama olarak 10-15 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik bilgisi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Anket genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz anketi yanıtlamayı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için doktora öğrencisi Nurhan Tütüncü (E-posta:) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

---/---/---

Değerli öğrenciler,

Bu çalışma, Orta Doğu Teknik Üniversitesi'nde (ODTÜ) Eğitim Bilimleri ve Öğretim alanında Doktora eğitimine devam etmekte olan Nurhan Tütüncü tarafından yürütülmektedir. Şu anda çalışmanın yürütülmekte olduğu kurumda kayıtlı olduğunuz için bu çalışmaya davet edilmektesiniz. Katılımınız gönüllülük esasına dayalıdır. Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır. İstedığınız anda formu cevaplamayı bırakabilirsiniz. Katılımınız ve işbirliğiniz için teşekkür ederim.

Nurhan TÜTÜNCÜ (_____)

1) Bölümünüz ve sınıfınız: _____

2) Şu anki not ortalamanız:

: _____

3) Üniversite sınavı başarı sıralamanız için doğru aralığı seçiniz:

1-500	
501-1000	
1001-2500	
2501-5000	
5001-10000	
10001-30000	
30001-50000	
50001 ve üstü	

4) Burs durumunuzu seçiniz:

Burs almıyorum	
%100 burslu öğrenciyim	
%50 burslu öğrenciyim	
Kısmi burs alıyorum (Bilim Olimpiyatları	

5) Lütfen aileniz ile ilgili aşağıdaki soruları cevaplayınız.

Annelerinizin en son bitirdiği okul:	Babanızın en son bitirdiği okul:
___ Okuryazar değil	___ Okuryazar değil
___ İlköğretim	___ İlköğretim
___ Lise	___ Lise
___ Üniversite (2 yıllık)	___ Üniversite (2 yıllık)
___ Üniversite (4 yıllık)	___ Üniversite (4 yıllık)
___ Yüksek Lisans/ Doktora	___ Yüksek Lisans/Doktora

6) Ailenizi hangi gelir düzeyinde görüyorsunuz?

- Alt gelir
 Orta gelir
 Orta-üst gelir
 Üst gelir

D. PERMISSION FROM THE AUTHORS

From: Reza Pishghadam [redacted]
Sent: Monday, November 1, 2021 6:09 PM
To: NURHAN TUTUNCU [redacted]
Subject: RE: Adaptation of Questionnaire of Social and Cultural Capital

Hi. You are allowed to use the scale.

Best regards,

Reza Pishghadam
Professor of language education

[redacted]

----- Original message -----

From: NURHAN TUTUNCU [redacted]
Date: 11/1/21 10:03 AM (GMT+03:30)
To: [redacted]
Subject: Adaptation of Questionnaire of Social and Cultural Capital

Dear Authors,

I am sending this e-mail to ask for your permission of the use of your questionnaire in my dissertation.

I am a PhD candidate at Middle East Technical University, Ankara, Turkey. My dissertation is related to the role of cultural capital, social capital and habitus in higher education, and I am working with Assoc. Prof. Dr. Yesim Capa Aydın.

Upon searching for social and cultural capital questionnaire, your questionnaire is the best and the most suitable one for my dissertation in terms of the context and its strong construct reliability and validity scores. Therefore, I am planning to use your questionnaire's Turkish adapted version in my research.

I am looking forward to hearing from you soon, and would love to share more details related to my research if needed.

Thank you so much in advance,

Kind Regards

|

E. THE FACTORS OF SOCIAL AND CULTURAL CAPITAL SCALE

Factor 1: Family: Cultural Competence

- I31 - Ebeveynlerim okulumla düzenli bir bağlantı kurardı.
- I35 - Ebeveynlerim ödevlerimi düzenli olarak takip ederdi.
- I19 - Ebeveynlerim ödevlerime düzenli olarak yardım ederlerdi.
- I22 - Annem okul toplantılarına düzenli olarak katılırdı.
- I30 - Ebeveynlerim okul projelerine gönüllü olurlardı.
- I16 - Ebeveynlerim günlük aktivitelerimle genellikle ilgilenirler.
- I28 - Evde, ebeveynlerim gelişimimi takip ederler.
- I32 - Ebeveynlerim arkadaşlarımda anne ve babasını tanırlar.
- I29 - Ebeveynlerim nerede olduğumu ve ne yaptığımı bilirler.
- I20 - Ebeveynlerimle sıklıkla etkinlikler yaparız.
- I38 - Ebeveynlerimin okul politikası üzerinde söz hakkı bulunurdu.
- I21 - Annem okul aktivitelerim konusunda beni düzenli olarak cesaretlendirirdi.
- I13 - İlkokul yıllarımda eğitimimle annem ilgilenirdi.
- I41 - Ebeveynlerimin birbirleri ile güçlü bağları vardır.
- I42 - Samimi bir ev ortamımız vardır.
- I14 - Ebeveynlerimle düzenli olarak konuşurum.
- I36 - İş/Eğitim ile ilgili konuları ailemle genellikle konuşurum.
- I10 - Çocukken, ebeveynlerim okumam için beni düzenli olarak cesaretlendirdiler.

Factor 2: Cultural Competence

- I9 - Okumaktan hoşlanırım (genel olarak).
- I5 - Edebiyat konusunda çok bilgiliyim.
- I7 - Sıklıkla kitap satın/ödünç alırım.
- I2 - Edebi eserler okumaktan hoşlanırım.
- I3 - Kültürlü bir insanım.
- I6 - Müze, tiyatro ya da konserlere sıklıkla giderim.
- I8 - Senfoni konserlerine katılmaktan hoşlanırım.
- I1 - Klasik müzik dinlemekten hoşlanırım.
- I12 - Okul dışında sanat ya da müzik dersleri alırdım.
- I11 - Evde çok fazla kitabımız vardır.

Factor 3: Social Capital

- I39 - Toplumla güçlü bağlarım olduğunu hissediyorum.
- I34 - Okul/Ders dışı etkinliklere katılırdım.
- I33 - Okul etkinliklerine düzenli olarak katılırdım.
- I40 - Akranlarımla güçlü bağlarım olduğunu hissediyorum.
- I23 - Yaptığım etkinlikler konusunda güçlü bir destek ağı olduğunu hissediyorum.
- I15 - Gençler için tasarlanan etkinliklere katılmak hoşuma gider.
- I24 - Arkadaşlarımla her hafta görüşürüm.

F. INTERVIEW QUESTIONS

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Bilimleri Bölümü Doktora öğrencisi Tütüncü tarafından Doç. Dr. Yeşim Çapa-Aydın danışmanlığındaki doktora tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, üniversitede alan, habitus ve uygulamaların öğrencilerin başarısını etkilerini; ailenin aksine kurumsal araçların öğrencilerin akademik başarısını nasıl etkilediği; sosyal sermaye ve kültürel sermayenin nasıl ilişkili olduğu ve öğrenci başarısını nasıl etkilediklerini açıklamayı amaçlamaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz sizlere görüşme esnasında bir dizi açık uçlu soru yöneltilecektir. Bu çalışmaya katılım ortalama olarak 40-60 dakika sürmektedir. Daha sonra içerik analizi ile değerlendirilmek üzere cevaplarınızın ses kaydı alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik bilgisi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımla ilgili bilmeniz gerekenler:

Yarı yapılandırılmış görüşme genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için doktora öğrencisi Nurhan Tütüncü (E-posta:) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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Yarı yapılandırılmış Görüşme Soruları

Öğrenciyi tanıma:

- 1) Bana biraz kendinizden bahseder misin? (Bölüm, sınıf, memleket, konaklama, ebeveyn mesleği ve eğitimi, ailede üniversite eğitimine devam etme durumu)
- 2) Neden bu üniversitede okumayı seçtiniz?
- 3) Dersiniz olmadığı zamanlarda genelde ne yaparsınız?

Aile hayatı:

- 1) Evinizde ders kitapları dışında yaklaşık olarak kaç kitabınız vardır? Genelde ne tür kitaplar var?
- 2) Çocukken anne babanız size düzenli olarak kitap okudu mu?
- 3) Anneniz / babanız kitap okurlar mı?
- 4) Ailenizle birlikte neler yaparsınız? Kültür sanat etkinliklerine katılır mısınız? (Ne tür etkinlikler? Ne sıklıkta?)
- 5) Ailece düzenli olarak tatile gidiyor musunuz? Evet ise, nerede ve yılda kaç kez tatile çıkıyorsunuz? Tatilde ne tür aktiviteler yapardınız?
- 6) Okulda başarılı olmanızı etkilediğine inandığınız belirli bir aile üyesi var mı? Neden böyle düşünüyorsunuz?

Eğitim:

- 1) Lise
 - a. Öğrenim gördüğünüz lise genel olarak nasıl bir okuldu?
 - b. Nasıl bir öğrenciydiniz?
- 2) Üniversite
 - a. Üniversitenin ilk yılı sizin için nasıldı? Liseden ne farkı vardı?
 - b. Üniversitedeki ilk yılınızı nasıl özetlersiniz?
 - c. Üniversitenin ikinci yılı sizin için nasıldı?
 - d. İlk yılın ile karşılaştığında temel fark neydi (Akademik ve sosyal açıdan)?
 - e. 2. yılınızı nasıl özetlersiniz?
- 3) Peki, üniversitede son iki yılınız akademik ve sosyal olarak nasıl geçmekte? Şimdi nasıl gidiyor? İlk iki yıla kıyasla temel fark nedir?
- 4) Üniversitede okuma kararınızı hiç sorguladınız mı? Ya da bölümünüzü?
- 5) Okula başladığınızdan beri okulda veya evde başınıza gelen ve eğitimde başarılı olmanıza yardımcı olan özel şeyler olduğunu söyleyebilir misiniz?

Öz kimlik:

- 1) Derslere veya seminerlere katılımınız açısından kendinizi nasıl tanımlarsınız?
- 2) Bir hocaya sizi sorsam, ne der? Peki, başka bir öğrenciye sizi sorsam ne der?
- 3) Akademik çalışmalarınız açısından ailenizden destek alıyor musunuz? Peki ya geçmişte? (herhangi bir özel öğretmen, Web Siteleri, Forumlar, Çevrimiçi kaynaklar, Kütüphane, Kurs öğretmenleri, Üniversitedeki personel/destek)
- 4) Arkadaşlarınızın akademik başarınız üzerinde ne gibi bir etkisi oldu? (sizi daha iyi olmaya teşvik eden veya dikkatinizi dağıtan vs.).

Mevcut ve gelecekteki beklentiler:

- 1) Sizce başarılı olmak ne demek? Kime başarılı dersiniz? Sizce hayatta başarıya ulaştığınızı hangi şeyler gösterir?
- 2) Mezun olduğunuzda hangi Genel Not Ortalamasını (CGPA) elde etmek istersiniz? Neden?
- 3) CGPA'nızın yüksek veya düşük olmasının önemli olduğunu düşünüyor musunuz? Hangi açılardan önemli? CGPA'yı ne zaman düşünmeye başladınız? Neden?
- 4) Sizce, başarınızda rol oynayan faktörler nelerdir?
- 5) Sizce bazı öğrencilerin potansiyellerini gerçekleştirmelerini engelleyen sistematik veya kurumsal eşitsizlikler var mı? Cinsiyetin burada bir rol oynadığını düşünüyor musunuz? Sosyal sınıfın burada bir rol oynadığını düşünüyor musunuz?
- 6) Mezun olduktan sonra ne yapmak istiyorsun? Peki, üniversiteye ilk başladığınızda da aynı hedefe sahip miydiniz?
- 7) Okulun size veya başkalarına eğitimde başarılı olmanıza yardımcı olmak için neler yapabileceğini düşünüyorsunuz?
- 8) Eğitiminizde en önemli etkenin okulunuz mu yoksa aileniz mi olduğunu söylersiniz?
- 9) Üniversiteye yeni başlayan öğrencilerle deneyimlerinizi paylaşmanızı istesem, eğitimlerinde başarılı olmak istiyorlarsa onlara ne tavsiye edersiniz?

Ekleme istediğiniz başka bir nokta var mı?

**G. APPROVAL FORM FROM 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 /

14 NİSAN 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Yeşim Çapa AYDIN

Danışmanlığınızı yürüttüğünüz Nurhan Tütüncü'nün "YÜKSEKÖĞRETİMDE KÜLTÜR SERMAYESİ, SOSYAL SERMAYE VE HABİTUSUN ROLÜ" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **226-ODTÜİAEK-2022** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.



Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

H. PARTICIPANT COMPARISON CHARTS FOR EACH QUESTION

Question 2: The Cultural Capital of Students in a Foundation University

Number	Family background/ Family Activities									
	Perceived Income	Mother's Education	Father's Education	Mother's Occupation	Father's Occupation	Hometown	Siblings	Parents' reading	Bookshelf	Family activities
4	Upper-middle	High School	University	housewife	Civil servant	Ankara	2	often	big	Holidays Shopping movies
7	Upper	High School	University	Tourism company (own)	Tourism company (own)	İzmir	No	A lot	big	Holidays Rare cultural activities
21	Upper-middle	University	University	Computer engineer	Mechanical engineer	Ankara	no	A lot	Big	Summer house Cultural activities
22	Middle	High School	High School	Housewife	Self-employed	Van	2	Never	Only school books	No activities
84	Upper	University	University	Lawyer	Lawyer	Ankara	No	A lot	Big	Cultural activities
94	Upper-middle	High School	University	Housewife	Self-employed (own company)	Gümüşhane	2	Often	Big	Holidays Farm house Visiting relatives Family dinners
95	Upper-middle	MA	MA	Nurse	Soldier	Eskişehir	No	A lot	Big	Holidays Cultural activities

108	Middle	High School	High School	Housewife	Driver	Ankara	3	Rarely	Small	Going on picnic Visiting relatives
125	Middle	Primary School	High School	Housewife	Building contractor	Gümüşhane	1	Never	Big	Visiting relatives
177	Middle	Primary School	Primary School	Housewife	Driver	Konya	2	Never	Small	No activities
198	Upper-middle	MA	University	Engineer	Engineer	Konya	1	Rarely	Big	Holidays
213	Middle	Primary School	University	Housewife	Teacher	Ankara	4	Often	Small	Family dinners
214	Middle	High School	High School	Housewife	Self-employed	Kayseri	1	Never	Small	No activities
242	Upper	MA	MA	Health director	Lawyer & politician	Van	1	A lot	Big	Holidays Going abroad Cultural activities
251	Upper-middle	University	High School	Teacher	Retired (civil servant)	Osmaniye	3	Often	Big	Holidays
255	Upper	University	University	Housewife	Has a company	Ankara	2	Often	Big	Holidays Family dinners
268	Middle	Primary School	Primary School	Housewife	Retired	Ankara	4	Rarely	Small	Going on picnic
270	Middle	High School	University	Housewife	Engineer	Bingöl	2	Often	Big	Holidays Family dinners
303	Middle	High School	High School	Housewife	Waiter	Ankara	2	Never	Small	Going on picnic
308	Middle	Primary School	University	Housewife	Civil servant	Isparta	2	Rarely	Big	Going on picnic Visiting village
323	Upper	MA	MA	Doctor	Doctor	Ankara	1	Often	Big	Holidays Movies

340	Middle	MA	University	Teacher	Teacher	Konya	1	A lot	Big	Holidays
347	Middle	Primary School	Primary School	Housewife	Craftsman	Ankara	1	Rarely	Small	Going on picnic
362	Middle	High School	High School	Call-center worker	Self-employed	Gümüşhane	1	Rarely	Big	Visiting village
390	Middle	Primary School	High School	Housewife	Self-employed	Yozgat	1	Never	Only school books	Going on picnic Visiting relatives

Question 3: The Role of Institutional Agents

Number	Family background					Institutional Agent	
	Perceived Income	Mother's Education	Father's Education	Mother's Occupation	Father's Occupation	Institutional Agent	Agents' Role
4	Upper-middle	High School	University	housewife	Civil servant	Sibling & Parents	Financial
7	Upper	High School	University	Tourism company (own)	Tourism company (own)	Parents	Financial Supportive
21	Upper-middle	University	University	Computer engineer	Mechanical engineer	Friends	Supportive
22	Middle	High School	High School	Housewife	Self-employed	Friends	Supportive
84	Upper	University	University	Lawyer	Lawyer	Parents	Financial Supportive Conscious
94	Upper-middle	High School	University	Housewife	Self-employed (own company)	Parents	Financial Supportive
95	Upper-middle	MA	MA	Nurse	Soldier	Parents	Financial

							Supportive Conscious
108	Middle	High School	High School	Housewife	Driver	Teacher	Guide & Mentor
125	Middle	Primary School	High School	Housewife	Building contractor	Teacher	Guide & Mentor
177	Middle	Primary School	Primary School	Housewife	Driver	Parents	Supportive
198	Upper-middle	MA	University	Engineer	Engineer	Parents	Financial Supportive Conscious
213	Middle	Primary School	University	Housewife	Teacher	Parents	Supportive
214	Middle	High School	High School	Housewife	Self-employed	Parents	Supportive
242	Upper	MA	MA	Health director	Lawyer & politician	Parents	Financial Supportive Conscious
251	Upper-middle	University	High School	Teacher	Retired (civil servant)	Parents	Financial Supportive
255	Upper	University	University	Housewife	Has a company	Parents	Financial Supportive Conscious
268	Middle	Primary School	Primary School	Housewife	Retired	Teacher	Mentor & Guide
270	Middle	High School	University	Housewife	Engineer	Siblings	Supportive
303	Middle	High School	High School	Housewife	Waiter	Parents	Supportive

308	Middle	Primary School	University	Housewife	Civil servant	Parents	Supportive
323	Upper	MA	MA	Doctor	Doctor	Siblings	Supportive
340	Middle	MA	University	Teacher	Teacher	Parents	Financial Supportive Conscious
347	Middle	Primary School	Primary School	Housewife	Craftsman	Parents	Supportive
362	Middle	High School	High School	Call-center worker	Self-employed	Relative	Role-Model
390	Middle	Primary School	High School	Housewife	Self-employed	Relative	Role-Model

Question 4: The Higher Education Experiences and Aspirations

	Schooling			Success			Inequalities
<i>Number</i>	<i>High school</i>	<i>Reasons to choose the institution</i>	<i>Extra-Curricular Activities</i>	<i>Definition of success</i>	<i>Recommendation to succeed</i>	<i>Future Aspirations</i>	<i>Inequalities</i>
4	College	University Score	None	Good GPA for MA & find a job	Set up goals Follow interests	MA	Pulling strings & SES
7	State	Internship & talking to graduates/ teachers & more opportunities	Events & School Clubs	Good GPA for internship	Set up goals Follow interests	MA & Going abroad	Pulling strings
21	College (Scholarship)	University Score & talking to graduates/ teachers	Events	Having/ Achieving goals	Working hard Social skills	Set up company	Pulling strings

22	State-College (last 2 years)	University Score	None	Good GPA to find a job	Set up goals Follow interests	Set up company & find a job & go abroad	Examination & Geography & SES
84	College (scholarship)	talking to graduates/ teachers	School clubs	Good GPA for MA	Not give up	Going abroad & find a job	Examination Quality of education
94	College	Parent decision	School clubs	Good GPA Social skills	Working hard	Set up company	Religion
95	College	University score	School clubs	Having/ Achieving goals	Searching	MA & go abroad	Geography
108	State	University Score & Scholarship & more opportunities	Projects & Events	Having/ Achieving goals	Set up goals Follow interests Not give up Social skills	Find a job abroad	Examination & Gender
125	State	talking to graduates/ teachers	Projects	Having/ Achieving goals	Not give up	MA & marriage	Gender & SES
177	State & college (last 2-scholarship)	University Score & Scholarship	School clubs	Good social skills & use of language	Not give up Working hard	Find a job & go abroad & take care of family	Geography & SES
198	State & college (last 2)	University Score	School clubs	Good GPA for MA & find a job & internship	Social skills	MA education & go abroad & set up company & marriage	Pulling strings

				Good use of language			
213	State-Boarding	Internship	School clubs	Having/Achieving goals	Follow interests Not give up	MA & go abroad	Gender & SES
214	State-Boarding	Parent decision	School clubs	Having/Achieving goals	Set up goals Follow interests	Find a job	Examination& SES
242	College	University Score / talking to graduates/ teachers	Events	Social life	Social skills	Find a job& MA& marriage	Pulling strings
251	State	more opportunities	Events	Having goals	Set up goals Follow interests	Set up company	Pulling strings
255	College	University Score & Internship	School clubs	Having/Achieving goals Good social skills	Set up goals Follow interests Searching	MA& go broad	Pulling strings
268	State	University Score & Internship& talking to graduates/ teachers	School clubs	Having/Achieving goals Good GPA for MA	Set up goals	Find a job	Geography & Gender& SES
270	State	Internship& talking to graduates/ teachers	None	Good GPA to find a job	Not give up Working hard	Find a job	Examination Private tutoring

303	State & college (last 2-scholarship)	University Score & Internship& Scholarship& more opportunities	School clubs	Good GPA for internship	Working hard Social skills	Find a job& take care of family	Pulling strings & SES
308	State	Internship	Projects	Having/ Achieving goals Good GPA to find a job	Set up goals Working hard	Find a job& MA& marriage	Quality of education & Geography & Religion
323	College	University Score	Projects	Good GPA	Follow interests	MA& go abroad	Examination& SES
340	State & college (last 2)	University Score	Events	Good GPA to find a job	Set up goals Follow interests	MA	Geography& SES
347	State & college (last 2-scholarship)	University Score & Internship& Scholarship& more opportunities	Projects	Having/ Achieving goals	Searching	Find a job& take care of family	Geography& SES
362	State	Scholarship& talking to graduates/ teachers	Projects	Having/ Achieving goals	Follow interests Searching	Lorry driver	Gender& SES
390	State	University Score & Scholarship& talking to graduates/ teachers& more opportunities	Projects	Having/ Achieving goals Good GPA for internship	Follow interests	Find a job	Pulling strings& SES

Question 5: The Motivations of First-Generation Students

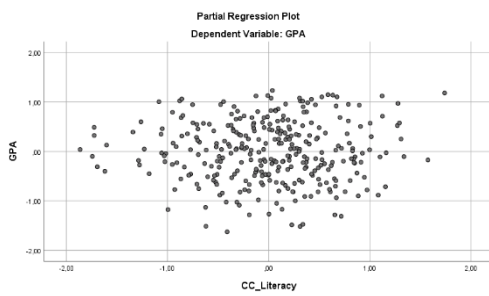
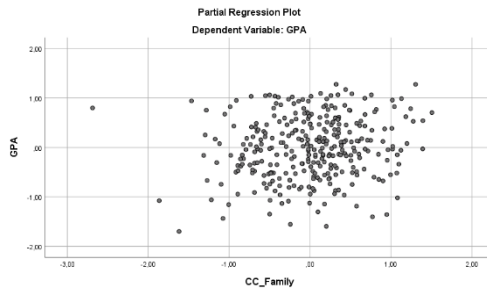
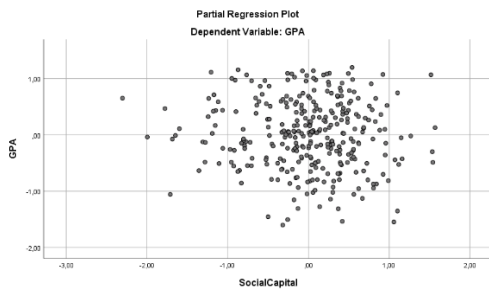
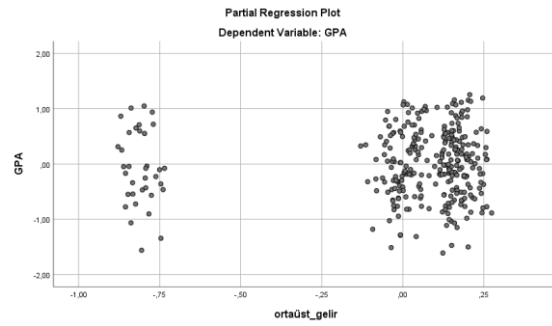
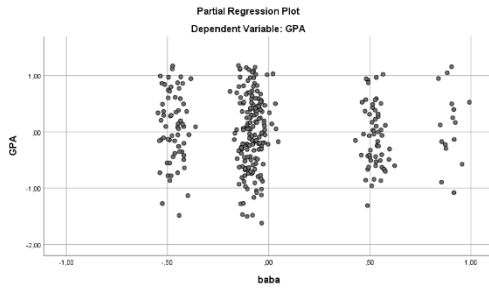
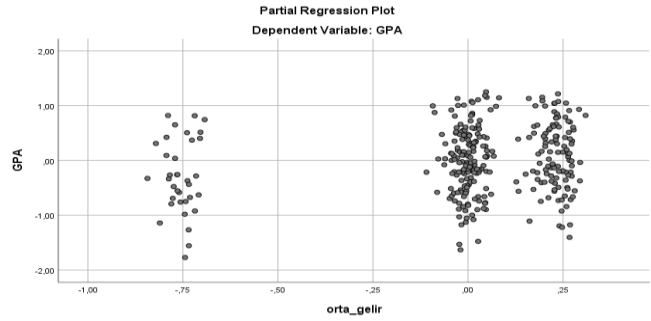
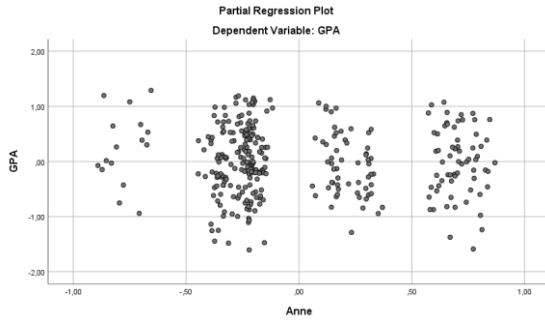
<i>N</i>	<i>Participant background</i>			<i>Family background</i>		<i>Reasons to study and Aspirations</i>		
	<i>Department</i>	<i>GPA</i>	<i>Scholarship</i>	<i>Mother's & Father's Education</i>	<i>Mother's & Father's Occupation</i>	<i>Reasons to study</i>	<i>Definition of success</i>	<i>Future Aspirations</i>
108	Law	3.56	100	High School	Housewife & Driver	Financial freedom & change life	Having/Achieving goals	Find a job abroad
125	Psychology	3.65	100	Primary School & High School	Housewife & Building Contractor	Financial freedom & self-motivation	Having/Achieving goals	Find a job & MA
177	Electrics & Elect. Eng.	3.00	100	Primary School	Housewife & Driver	Financial freedom & seeing places	Good social skills & use of language	Find a job& go abroad & take care of family
268	Industrial Engineering	3.25	100	Primary School	Housewife & Retired	Financial freedom Women's role	Having/Achieving goals Good GPA for MA	Find a job
303	Law	3.53	100	High School	Housewife & Waiter	Financial freedom	Good GPA for internship	Find a job& take care of family
347	Mechanical Engineering	3.00	100	Primary School	Housewife & Craftsmen	change life	Having/Achieving goals	Find a job& take care of family
362	Computer Engineering	3.73	100	High School	Call-center worker & Self-employed	Gain knowledge	Having/Achieving goals	Find a job & go abroad
390	Computer Engineering	3.70	100	Primary School & High School	Housewife & Self-employed	Financial freedom & self-motivation	Having/Achieving goals	Find a job

I. CATEGORIES FOR CODING QUALITATIVE DATA

Habitus &Field & Practices	1) Process Codes (sequence of events, changes over time, ordering life histories)		2) Definition of Situational Codes: Schooling (how subjects define the setting or particular topics)	
	1.6. Schooling background before university (high school- private/ state) 1.7. Choice of university (university ranking, internship, scholarship, talking to graduates & teachers, more opportunities) 1.8. Academic support (private tutoring) 1.9. Academic experiences in higher institution (challenges, intense program, adaptation process, preparatory class) 1.10. Social life experiences in higher institution (making friends, experienced problems such as lack of time or activities)		2.4. Subjects' reasons to study (financial freedom, seeing places, self-motivation, change life, women's role) 2.5. How subject defines success (achieving goals in life, use of language, social skills, good GPA for graduate education, finding a job and internship) 2.6. Subjects' recommendation to become successful (setting up goals, following interests, not giving up, working hard, improving social skills, searching)	
	3) Perspectives Held by Subjects (indication of orientation towards setting & the why, when, how and whom these students select and attain as their institutional agents)		4) Event Codes (infrequent, yet important events in subjects' lives that affect their educational decisions)	
	3.4. Rules of games 3.5. Learned attitudes 3.6. Changes in perception and attitudes regarding school and academic life		4.2. Important events & Personal milestones (memories about people & events affecting their education)	
Cultural Capital	5) Contextual Codes (general information about the participants, descriptive statistics)	6) Activity Codes (regularly occurring activities, non-academic involvement/	7) Definition of Situational Codes: Family (how subjects define the setting or particular topics)	

		extra-curricular activities)	
	5.10. Income 5.11. Mother's occupation 5.12. Father's occupation 5.13. Mother's highest level of education 5.14. Father's highest level of education 5.15. Grade level 5.16. Department 5.17. GPA 5.18. Hometown	6.5. School clubs 6.6. Events, 6.7. Projects & seminars 6.8. Problems in participation, i.e. lack of activities & time	7.5. Parents' attitude (encouraging, financially supporting, conscious, uncaring) 7.6. Parents' reading (reading habits, reading together) 7.7. Family activities (holidays, cultural activities, i.e. theatre, concert, picnic, visiting relatives, shopping, not many) 7.8. Possessions at home (books, bookshelves)
Social Capital	8) Relationship Codes (defined social roles and relationships & institutional agents that lead to success)	9) Strategy Codes (tactics, methods, ploys etc. to accomplish various things)	
	8.3. Friends (supporting & helping, bad) 8.4. Others (relative, teacher)	9.3. Internship (reasons to choose the institution, pulling strings) 9.4. Network (institutional support)	
All	10) Subjects' Ways of Thinking about Aspiration (subjects' understanding of each other, of outsiders and of the objects that make up their world)	11) Subjects' Ways of Thinking about Equality (subjects' understanding of each other, of outsiders and of the objects that make up their world)	
	10.3. Aspirations upon graduation (graduate education, finding a job, going abroad, set up company, taking care of family marriage) 10.4. Factors affecting subjects' aspirations (financial issues, pulling strings, SES)	11.3. Disadvantages due to SES (financial reasons, pulling strings, geography, religion) 11.4. Disadvantages due to gender 11.5. Factors related to educational system (examination, private tutoring, quality of education in high school)	

J. RESIDUAL PLOTS



K. CURRICULUM VITAE

Name and Surname: Nurhan Tütüncü Saka

Nationality: Turkish

Date and Place of Birth:

Email:

Foreign Languages:

Advanced English, Fluent German, Intermediate Italian

Education:

Bachelor	Foreign Language Ed	METU	2010
Minor	German Language	METU	2010
Master	English Language Teaching	METU	2014
Erasmus/ MA	Educational Sciences	Utrecht University	2011-2012
Ph.D.	Curriculum and Instruction	METU	2016-ongoing
Erasmus/ Ph.D.	Educational Sciences	University of Ghent	2020

Certificates:

- Certified Pearson VUE Test Administrator
- Certified ETS Test Center Administrator (TCA) of TOEFL IBT, TOEFL ITP and TOEIC
- TOEFL ITP Level 1 Preparation Course for Teachers STEP 1: Listening by ETS Global
- TOEFL ITP Level 1 Preparation Course for Teachers STEP 2: Structure and Written Expression by ETS Global

- TOEFL ITP Level 1 Preparation Course for Teachers STEP 3: Reading by ETS Global
- TOEFL ITP Level 1 Preparation Course for Teachers STEP 4: Writing and Speaking by ETS Global
- Ubiquitous Learning and Instructional Technologies, an online non-credit course authorized by University of Illinois at Urbana-Champaign and offered through Coursera, 26 Eylül 2020
- Gordion Academy Teacher Training Course- Differentiated Instruction, Bodrum, Türkiye, 14 Temmuz 2018
- TOBB ETU-Workshop: Strategies to Keep Learners Learning, TOBB ETU, Ankara, Türkiye, 3 Mayıs 2018
- MOCA: Engaging the Language Learner within and beyond the Classroom, TED University, Ankara, Türkiye, 28 Nisan 2018
- FOCI-XVII- Action Research and Curriculum Development: Implications and Possibilities, Medipol University, İstanbul, Türkiye, 10-11 Mayıs 2018
- TOBB ETU-Workshop: One-Way for Conflict and Stress Avoidance: Keeping the Learners Motivated and Behaved, TOBB ETU, Ankara, Türkiye, 16 Nisan 2018
- FOCI-XVI- Putting Grammar in its place: Alternative Curricular Approaches, TOBB ETU, Ankara, Türkiye, 21-22 Aralık 2017, Facilitator in Conference Organization Team
- TOBB ETU-Swapshop: Teaching Writing, TOBB ETU, Ankara, Türkiye, 28 Nisan 2017
- Erasmus Project-Teacher Training, International House London, “Life in Britain: Bringing Culture into the Classroom, London, the UK, 05-16 Eylül 2016
- Gordion Academy Teacher Training Course- Training the Whole Child, Bodrum, Türkiye, 15-21 Temmuz 2016
- TOBB ETU-Workshop: Yaratıcı Drama Çalışması, TOBB ETU, Ankara, Türkiye, 24 Mayıs 2016
- TOBB ETU-Workshop: The Total PACKage, TOBB ETU, Ankara, Türkiye, 2 Mayıs 2016

- TOBB ETU-Workshop: No Phones in the Classroom, TOBB ETU, Ankara, Türkiye, 12 Nisan 2016
- Gordion Academy Teacher Training Course- Testing and Assessment, Bodrum, Türkiye, 27 Temmuz- 1 Ağustos 2015

Work Experience:

Position	Place	Year
Part-time Instructor	Kara Harp Okulu	2010-2011
Instructor	TOBB Ekonomi ve Teknoloji Üniversitesi	2012-2023
Internship Coordinator	TOBB Ekonomi ve Teknoloji Üniversitesi	2019
Curriculum Unit Level Coordinator	TOBB Ekonomi ve Teknoloji Üniversitesi	2016-2023
Curriculum Unit Coordinator	TOBB Ekonomi ve Teknoloji Üniversitesi	2021-2022
Turkish Police Academy Language Course Coordinator	TOBB Ekonomi ve Teknoloji Üniversitesi	2021-2022
DEDAK- Accreditation	TOBB Ekonomi ve Teknoloji Üniversitesi	2022
Panelist- Kitap İnceleme	MEB Talim ve Terbiye Kurulu Başkanlığı	2022- Ongoing
Instructor	Turkish National Police Academy	2023- Ongoing

Projects:

- DEDAK Accreditation- Program Documentation
- Evaluation of the TOBB ETU Preparatory Class Curriculum Based on Bellon & Handler Evaluation Framework: A Case Study
- Designing an Internship Program for English Language Teaching Context by Using ADDIE Model
- Flipped Classroom Project for Upper Intermediate Students
- Mentoring Program, Mentor

Awards and Scholarships:

Turkish National Science Foundation (TUBITAK)- Domestic PhD Scholarship

High honor degree, Faculty of Education, METU

Conference Presentations

- Fourth International Conference on the Development and Assessment of Intercultural Competence, “Erasmus, Comenius and ICC in English language teacher education”, Tuscon, Arizona, America, 2014
- 6th International Language in Focus Conference, LIF2019, “The Politics of PISA: The Media and Policy Responses in Türkiye”, Dubrovnik, Croatia, 2019
- 6th International Language in Focus Conference, LIF2019, “A Systematic Review of Flipped Classroom Studies in Turkish Education”, Dubrovnik, Dubrovnik, Croatia, 2019
- FLE Joint Festival- Unity in Diversity, “A systematic Review of Flipped Classroom Studies in Turkish Education”, TOBB ETU, Ankara, Turkey, 2018
- IATEFL: Action Research, ReSIG event, “How to motivate the unmotivated”, Bahçeşehir University, İstanbul, Turkey, 2016
- 6th T-Plus Conference, TOBB ETU, Ankara, Turkey, 2015
- 3rd World Conference on Educational and Instructional Studies, “An exploratory case study of English language teachers with study of abroad experiences”, Antalya, Turkey, 2014
- ISLPR Global International Conference on TESOL Developing and Measuring Real Language, “An exploratory case study of English language teachers with study of abroad experiences”, Ankara, Turkey, 2014
- Applied Education Congress, “Problems in the application of ICTs in Turkish classrooms”, ODTÜ, Ankara, Turkey, 2012
- Applied Education Congress, “Cross-Cultural Analysis of Refusal Strategies in International Context”, ODTÜ, Ankara, Turkey, 2012

Publications:

Tütüncü, N., & Aksu, M. (2018). A systematic review of flipped classroom studies in Turkish education. *International Journal of Social Sciences and Education Research*, 4(2), 207-229.

Tütüncü, N. (2014). An explanatory case study of english language teachers with study abroad experiences: intercultural communicative competence related perceptions and implications (Master's thesis, Middle East Technical University).

L. TURKISH SUMMARY / TÜRKE ÖZET

Giriş

Eğitimde fırsat eşitsizliklerine neden olan faktörleri anlamak için öğrencileri tanımak ve sağlanan eğitim olanaklarından ne derece fayda sağladıklarını anlamak uzun yıllardır eğitim bilimleri alanında bir araştırma konusu olmuştur (Tijana, 2011). Pierre Bourdieu'ya göre ekonomik sermaye; para, eşya, araba, ev gibi ekonomik kaynaklara sahip olmakla açıklanan bir kavram iken (Bourdieu 1986), Bourdieu salt ekonomik durumun belirlediği şartların dışında sosyal ve kültürel sermaye birikimlerinin de önemini açıklamış ve bu kavramları da alanyazına katmıştır (Crossley, 2008; Johnstonbaugh, 2014). Sosyal sermaye bireylerin sahip olduğu bağlantılar ve sosyal çevrelerini içerirken, kültürel sermaye ebeveynlerin eğitim seviyeleri, kitap okuma alışkanlıkları, sanatla ilgilenme ve kültürel aktivitelere katılım gibi birçok birikimden oluşmaktadır (Bourdieu 1986).

Sosyal ve kültürel sermaye, habitus, alan, sembolik şiddet, sınıflar arasındaki tabakalaşma sürecini açıklamak ve okulların bu sürece nasıl katıldıklarını göstermek noktasında birbirine bağımlı bir şekilde işleyen kavramlardır. Bourdieu, okullaşmanın kültürel ve toplumsal yeniden üretimin sembolik sürecinin bir parçası olduğunu anlamak için kültürel sermaye ve sembolik şiddetin incelenmesi gerektiğini düşünmektedir (Sudovnik, 2001). Okullar tarafsız görünse de esasen dil, müzik bilgisi, sanat, edebiyat gibi simgesel temsilleriyle üst ve orta sınıflara avantaj sağlayan kurumlardır (Sudovnik, 2001). Ancak bu sembolik temsiller aslında sosyal ve kültürel

sermayenin, yani miras alınan karakteristik özelliklerin bir parçasıdır. Dolayısıyla öğrencilerin kültürel ve sosyal sermayeleri dikkate alınmadığı sürece, sosyoekonomik açıdan dezavantajlı öğrencilere sağlanan eğitim fırsatlarının, miras alınan sosyal ve kültürel sermayenin farklılığı nedeniyle sınırlı olacağı ifade edilebilir.

Ebeveynler sosyal ve kültürel sermayenin çocuklarına aktarılmasında önemli bir rol oynamaktadır. Ekonomik sermaye, ebeveynlerin finansal kaynaklarını vurgulayan bir sermaye iken, kültürel sermaye, ebeveynlerin farklı bilgi birikimlerini, kendi tercihlerini ve eğilimlerini nasıl aktardıkları ile ilgilidir. Öte yandan, ebeveynler sahip oldukları sosyal çevreleri ile çocuklarının sosyal sermayelerine katkı sağlayarak onlara faydalı olabilecek çeşitli bağlantılara erişmelerini sağlar. Ancak ebeveynlerin aktardığı sermayenin kapsamı ve türleri, ebeveynlerin eğitim geçmişlerine, mesleki saygınlıklarına ve gelir düzeylerine göre önemli ölçüde farklılık göstermektedir. Birçok çalışma sosyal ve kültürel sermayenin etkisini vurgulamakta ve öğrencinin düşük başarısını aile geçmişiyle ilişkilendirmektedir (Brown ve diğerleri, 2016; Hossler ve diğerleri, 1999; Khodadady ve Zabihi, 2011; Lata, 2013; Mare, 1980; Manski ve diğerleri, 1983; Noble ve Davies, 2009).

Öğrencilerin sosyoekonomik farklılıkların dışında sosyal ve kültürel sermayeleri de fırsat eşitsizliklerinin içeriğini anlamakta önemli veriler sunmaktadır. Bourdieu'nun ekonomik, sosyal ve kültürel sermaye kavramları, eğitimdeki fırsat eşitsizliklerini inceleyen birçok araştırmada, bireylerin doğuştan sahip oldukları özellikleri de ele almak suretiyle çalışılmıştır (Aşer, 2017; Aşer, 2021; Aktaş, 2016; Atmaca ve Aydın, 2020; Aytar, 2023; Bailey ve Dynarski, 2011; Bridge, 2017; Brown vd., 2016; Cohen ve Greenberg, 2011; Erdem, 2015; Espino, 2014; Furlong ve Cartmel, 2009; Glass ve Gesing, 2018; Hassani ve Ghasemi, 2016; Horn ve Berger, 2004; Hutchison, 2017;

Light ve Strayer, 2002; Lata, 2013; Lueg ve Lueg, 2014; Khodadady ve Zabihi, 2010; Khodadady ve Zabihi, 2011; Martin, 2010; O' Shea, 2016; Otaç, 2019; Pisghdaham vd., 2011; Richards ve Camuso, 2015; Schofer ve Meyer, 2005; Shavit, 2007; Steiner vd., 2010; Torak, 2011; Wong, 2018). Araştırmalarda öğrencilerin ekonomik, sosyal ve kültürel sermayelerinin eğitim-öğretim hayatlarını nasıl etkilediği araştırılmış ve okulların öğrencilere sağladığı olanaklar tartışılmıştır.

Günümüze kadar yapılan araştırmalar, bireyin eğitim başarısının sahip olduğu (veya olmadığı) çeşitli sermaye biçimleriyle ilişkili olduğunu göstermektedir (Doolan, 2009; Eng, 2009; Sullivan, 2001). Bourdieu'nun ekonomik, sosyal ve kültürel sermaye, habitus, alan ve uygulama kavramları öğretmenler, araştırmacılar ve kurumlar tarafından anlaşılmalıdır, nitekim tüm öğrencilerin benzer geçmişlere sahip olmaması tutum ve davranışlarda farklılaşma sonucunu doğurmaktadır. Ekonomik sermaye alanyazında en çok incelenen kavramlardan olsa da, sosyal ve kültürel sermaye de öğrenci başarısı, yükseköğretime geçiş ve yükseköğretim deneyimleri açısından hayati öneme sahiptir. Bu anlamda, öğrenci sermayesi ile başarısı arasındaki ilişkiye odaklanırken, düşük ve yüksek sosyal/kültürel sermayeli öğrencilerin yükseköğretimdeki deneyimlerini araştırmak daha doğru olacaktır. Öğrencilerin çoğunluğu yükseköğrenime geçişte gereken sosyal/kültürel sermaye ile okula gelmediğinden, sosyal ve kültürel sermayenin eğitimdeki rolünü incelemek öğrenci başarısını anlamak için önemlidir (Barrett, 2017). Dolayısıyla bu geçiş sürecinde öğrencilerin beklentilerini, tutumlarını ve değerlerini anlamak gerekmektedir (Amundsen, 2019; Bridges, 2017; Cohen ve Greenberg, 2011).

Alanyazın, sosyal/kültürel sermayenin öğrencilerin yükseköğretimdeki başarısını olumlu yönde etkilediğini göstermiştir (Astone vd., 1999; Bormann ve Thies, 2019;

Crook, 1997; DiMaggio, 1982; Egerton, 1997; Jackson ve Povey, 2015; Khodadady ve Zabihi, 2010; O' Shea, 2016; Pisghdaham vd., 2011; Ra, 2011; Richards ve Camuso, 2015; Wells, 2008). Ancak öğrencilerin başarısı üzerindeki etkilerini incelerken sadece sosyal veya kültürel sermayelerine odaklanmak yeterli değildir. Bu çalışma, sosyal ve kültürel sermayenin öğrenci başarısındaki rolünü araştırmanın yanı sıra, yüksek ve düşük sermayeye sahip öğrencilerin yükseköğretimdeki deneyimlerini sorgulayarak üniversite yaşantılarına etkilerini anlamayı amaçlamaktadır.

Ebeveynlerin yanı sıra, okullar da öğrencilere sermaye sağlamaktadır ancak öğrencilerin okul deneyimleri ile bu bağlantılardan ve kültürel bilgilerden nasıl yararlanacakları ailenin sağladığı kültürel sermayeye bağlıdır. Başka bir deyişle, okuldaki sermayeye erişim aynı zamanda aileden gelen kültürel ve sosyal sermayeye sahip olmayı gerektirebilir. Okulda sağlanan sermaye değerli olsa da aileden gelen sermaye eksikliğini telafi etmedeki rolü belirsizliğini korumaktadır (Johnstonbaugh, 2014). Dolayısıyla, kültürel sermayesi daha yüksek ve üst sınıftan gelen öğrenciler mezun olduktan sonra daha yüksek kazançlı işlere yöneliyorken (Amundsen, 2019), alt sınıfa mensup ve düşük kültürel sermayeye sahip öğrencilerin sahip oldukları eğitim fırsatları ve eğitimleri sonrasındaki gelecek planları daha sınırlıdır (Reay, 2005; Reay vd., 2005, Reay vd., 2009). Kültürel sermayesi daha az olanların, yüksek olanlarla aynı şekilde sosyal sistemlerden yararlanamayan bir habitusa sahip olma eğiliminde oldukları, bu durumun yükseköğretim kurumlarının önemini arttırdığı söylenebilir. Bu nedenle, sosyal ve kültürel sermayenin öğrencilerin yükseköğretim deneyimleri üzerindeki etkisi düşünüldüğünde, hem eğitim-öğretim süreçlerinde hem de mezuniyet sonrasında Bourdieu'nun teorisinin yükseköğretimde uygulanması çok önemlidir. Çalışma aynı zamanda Bourdieu'nun teorisini benimseyerek öğrencilerin

yükseköğretim deneyimlerini sosyal ve kültürel sermayelerini dikkate alarak araştırmak, yükseköğretim kurumlarının farklı kültürel ve sosyal sermayeye sahip öğrenci deneyimlerini nasıl etkilediğini anlamayı amaçlamaktadır.

Alanyazın, okul ortamlarının, öğrencilerin istekleri ve başarıları üzerinde güçlü ve anlamlı bir etkisinin olduğunu göstermiştir (Khattab, 2003; Shavit ve Williams, 1985; Marjoribanks, 1998). Bu nedenle, yükseköğretim kurumlarının sağladığı fırsatlar aracılığıyla öğrencilerin kültürel ve sosyal sermayelerini nasıl etkilendiğine dair daha derin bir anlayışa sahip olmak için kurumlara odaklanmak hayati önem taşımaktadır. Bourdieu'nun sosyal ve kültürel sermaye teorilerinden yararlanarak yükseköğretim kurumlarında yapılan bir dizi çalışmada, ailede üniversiteye başlayan ilk kişi olan öğrencilerin başarılı olmak için gerekli sermayeden yoksun olabilecekleri görülmüştür (O' Shea, 2016). Araştırmalar, benzer sınıf geçmişlerine sahip öğrencilerin belirli okullar etrafında kümelenebileceğini göstermiştir (Thomas ve Quinn, 2007). Yoksulluk ile eğitimde başarısızlık arasındaki ilişkinin alanyazında açık yeri olmasına rağmen, yoksul kökenlerden gelen öğrencilerinin eğitimsel başarılarına ilişkin sınırlı bir tartışma vardır (Barrett, 2017). Başarılarının ardındaki bazı faktörlere ilişkin makul açıklamalar bulunabilirse, bu sonuçlar bu gruba ait öğrenciler için okul uygulamalarını iyileştirmek için uygulanabilir (Barrett, 2017). Bu nedenle, birinci nesil öğrencilerin (ailede ilk üniversite eğitimi alan) bakış açılarının, güdülerinin ve üniversite yaşamındaki deneyimlerinin güçlü yönlerini keşfetmek, onların yükseköğrenime kadar uzanan başarılı süreçlerinin nedenini öğrenmek önemlidir. Çalışma, birinci nesil öğrencilerin eğitim yolculuklarını, farklılıklara rağmen başarılı olma güdüleriyle birlikte sunarak alanyazına katkı sağlamayı amaçlamaktadır.

Çalışmada nicel/nitel veriler toplamak suretiyle kültürel ve sosyal sermayenin yükseköğretimde öğrenci başarısını nasıl etkilediğini ortaya çıkarmak amaçlanmış, çeşitli sosyal ve kültürel sermaye düzeylerine sahip öğrencilerin deneyimlerine odaklanılmıştır. Bu noktada sermayeleri ile başarıları arasındaki olası ilişkiler regresyon analizleri yoluyla incelenmiştir. Çalışma kapsamında, Sosyal ve Kültürel Sermaye Ölçeği (SCCS) (Pishghadam vd., 2011) tercüme edilerek Türkçeye uyarlanmıştır. Araştırmacı, önerilen teorik yaklaşımı kullanarak, sosyal ve kültürel sermayenin öğrencilerin deneyimlerini nasıl etkilediğini ve düşük sosyal ve kültürel sermayeleri nedeniyle karşılaştıkları zorluklara rağmen birinci nesil öğrencileri başarılı kılan etmenleri ortaya çıkarmak istemektedir. Böylece öğrencilerin sosyal ve kültürel düzeyleri ile sermayeleri ve eğitim deneyimleri arasındaki ilişkiye ilişkin bulgulara dayalı olarak ulusal/uluslararası alanyazına katkı sağlamak amaçlanmıştır.

Ayrıca öğrencilerin sermaye ve başarıları ile yükseköğretim deneyimleri ve istekleri arasındaki ilişkiye yönelik çalışmalar çoğunlukla diğer ülkelerde yapılmaktadır. Buna karşın ulusal alanyazında bu konuyla ilgili araştırma eksikliği bulunmaktadır (Atmaca ve Aydın, 2020; Sülün ve diğerleri.,2023). Ulusal alanyazındaki çalışmaların çoğunluğu öğretmenlerin sosyal sermayesi (Altun, 2021; Ekinci, 2008; Güngör, 2011; Kahraman, 2016; Parlar vd., 2020; Sarı, 2019; Yıldız, 2021) ve iş tatmini ile ilişkileri (Arslanoğlu, 2014; Ersözlü, 2008; İpek, 2018; Şimşek, 2013), öğretmen tükenmişliği (Püsküllüoğlu, 2015), okulun sosyal sermayesi (Çakır, 2019; Doğan, 2017; Eker, 2014; Namalır, 2015), okul iklimi (Alaca, 2022), işe bağlılık (Altun, 2021), sınıf uygulamaları (Atmaca, 2021); yöneticilerin sermayesi (Arslan, 2021; Yawson, 2018; Gökcalp, 2021; Namalır, 2015); veya ebeveynlerin sermayesi (Anbar, 2016) kavramlarına odaklanmıştır. Çalışmaların çoğunluğunda yalnızca sosyal ya da kültürel

sermayeye odaklanılmış, bunların başarı ile olan ilişkisini sadece nicel veriler kullanılarak araştırılmıştır. Öte yandan, öğrencilerin deneyimlerini sermayelerine göre araştıran nitel veya karma çalışmalar çoğunlukla küçük örneklem gruplarını kapsayarak sınırlı kalmaktadır (Atmaca ve Aydın, 2020; Sülün vd., 2023). Dolayısıyla bu çalışma, araştırma problemleri, araştırma örnekleme, araştırma tasarımı ve bu araştırma sorularına cevap vermek için kullanılan veri analiz yöntemleri açısından ulusal/uluslararası alanyazına katkı sağlayacaktır.

Araştırma soruları

1. Sosyal ve kültürel sermayenin birbiriyle ilişkisi nedir ve öğrenci başarısını nasıl etkiler?
 - A. Ailenin kültürel sermayesi, kültürel yeterliliği ve sosyal sermayesi arasında bir ilişki var mıdır?
 - B. Anne ve babanın eğitimi, gelir düzeyi, sosyal ve kültürel sermayesi üniversite öğrencilerinin genel not ortalaması ile ölçülen başarısını ne derece yordamaktadır?
 - C. Anne ve babanın eğitimi, aile geliri, sosyal ve kültürel sermayesi burs alma olasılığını ne derece yordamaktadır?
2. Vakıf üniversitesindeki öğrencilerin kültürel sermayesi nedir?
3. Farklı sosyal ve kültürel sermayeye sahip öğrencilerin başarısında rol oynayan kişiler kimlerdir?
4. Sosyal ve kültürel sermaye, öğrencilerin yükseköğretim deneyimlerini ve gelecek planlarını nasıl etkiler?
5. Birinci nesil öğrencileri başarılı kılan faktörler nelerdir?

Yöntem

Desen

Çalışmada, Leech ve Onwuegbuzie'nin (2009) üç boyutlu karma desen taksonomisine göre kısmi, sıralı ve eşit ağırlıklı karma yöntem uygulanmıştır. Çalışmanın hem nicel hem de nitel boyutu tüm araştırma kapsamında eşit olarak görülmektedir. Nicel bulgular öğrencilerin sosyal ve kültürel sermaye düzeyleri, bunların başarıları ile ilişkisini incelemek, nitel bulgular ise öğrencilerin kültürel sermayeleri, sosyal ve kültürel sermayelerinin üniversite deneyimlerine etkisi, başarılarına katkı sağlayan kişiler ve birinci nesil başarılı öğrencileri başarılı kılan etmenleri derinlemesine incelemek amacıyla kullanılmıştır.

Örnekleme

Çalışmanın evrenini, çalışmanın yapıldığı akademik yıl içerisinde toplamda 6.012 öğrencinin eğitimine devam ettiği Ankara'da özel bir üniversitede eğitim gören 2. 3. ve 4. sınıf öğrencileri oluşturmaktadır. Çalışmanın ilk aşamasında ölçek adaptasyonu için 233 hazırlık öğrencisinden veri toplanmış, nicel veriler 317 öğrenciden ve nitel veriler 25 öğrenciden toplanan verilerden oluşturulmuştur.

Elde edilen nicel verilerin ön analizi yapılarak araştırmanın nitel boyutu kapsamında görüşme yapılacak öğrenciler ölçüt örnekleme ile seçilmiştir. Bu bağlamda, çalışmanın birinci aşamasında öğrencilere uygulanan Sosyal ve Kültürel Sermaye Ölçeği'nde yer alan aile kültürel sermayesi, kültürel yeterlilik ve sosyal sermaye boyutlarının katılımcı öğrenciler için puanları hesaplanmış, kültürel sermayesi düşük ve yüksek öğrenciler belirlenmiştir. Öğrencilerin gelir düzeyi, burs durumları, dönem başarı puanları ve ebeveynlerinin eğitim düzeyi belirleyici etmen olmuştur.

Ebeveynlerin eğitim seviyesi lise ve altı olanlar düşük eğitim, üniversite ve üstü olanlar yüksek eğitime sahip olarak gruplandırılmıştır. Üçüncü kıstas olan sosyoekonomik durum içinde, üst ve orta-üst sınıflar yüksek gelir, orta ve alt sınıflar düşük gelir grubu olarak tanımlanmıştır. Son olarak, ortalaması 3.0 üzerindeki öğrenciler yüksek, 2.99 altı öğrenciler düşük başarılı olarak belirlenmiştir. Bu kıstaslara göre belirlenen ve nicel verilerin toplanması sırasında gönüllü olarak çalışmanın nitel kısmına katılacağını belirten 215 öğrenci arasından 25 öğrenci yüz-yüze görüşme yapılmak üzere seçilmiştir.

Veri Toplama Araçları

Araştırmada nicel veriler öğrenci anketleri, nitel veriler ise öğrenci görüşme formu aracılığıyla toplanmıştır. Pilot çalışma kapsamında öğrenci anketlerinde yer alan ölçeğin ilk geçerlik ve güvenirlik analizleri yürütülmüş, ölçeğin Türkçe'ye adaptasyonu yapılmıştır. Ayrıca, ana çalışmada yeniden uygulanan ölçekte, geçerlik ve güvenirlik analizleri tekrar edilmiş ve raporlanmıştır.

Sosyal ve Kültürel Sermaye Ölçeği: Sosyal ve Kültürel Sermaye Ölçeği, öğrencilerin sosyal ve kültürel seviyelerini, özellikle ailelerinin kültürel sermayesine, kültürel yeterliliğine ve sosyal sermayesine odaklanarak değerlendirmek için kullanılmıştır. Çalışmada kullanılan ölçek ilk olarak Pishghadam ve diğerleri (2011) tarafından öğrencilerin sosyal ve kültürel sermayelerini ölçmek amacıyla geliştirilmiştir. Anket 42 maddeden oluşmakta ve “kesinlikle katılmıyorum”, “katılmıyorum”, “kararsızım”, “katılıyorum” ve “kesinlikle katılıyorum” seçeneklerini içeren 5'li Likert ölçeğinde puanlanmaktadır. Ölçekte yer alan beş faktör için bildirilen güvenirlik tahminleri: sosyal yeterlilik (15 madde, $\alpha = 0,89$), sosyal

dayanışma (11 madde, $\alpha = 0,75$), okuryazarlık (6 madde, $\alpha = 0,69$), kültürel yeterlilik (7 madde, $\alpha = 0,66$) ve dışadönüklük (3 madde, $\alpha = 0,52$) şeklindedir. Her bir boyut için orijinal ölçekten alınan örnek maddeler: “Annem-babamla birlikte sık sık etkinlikler yaparım” (Sosyal yeterlilik, madde 20); “Toplumla güçlü bağlarım olduğunu hissediyorum” (Sosyal dayanışma, madde 39); “Evde çok kitabımız var” (Okuryazarlık, madde 11); “Klasik müzik dinlemekten hoşlanırım” (Kültürel yeterlilik, madde 1); “Arkadaşlarımla her hafta görüşürüm” (Dışadönüklük, madde 24) şeklinde görülebilir.

Öğrenci Bilgi Anketi: Sosyal ve Kültürel Sermaye Ölçeği ile eş zamanlı olarak uygulanmıştır. Anket araştırmacı tarafından hazırlanmış olup, sorular aile geliri, sınıf düzeyi, bölüm, genel not ortalaması, üniversite giriş sıralaması, burs bilgisi ve son olarak anne/baba eğitim durumlarını içeren kısımlardan oluşmaktadır.

Öğrenci Görüşme Soruları: Araştırmacı, ailenin kültürel sermayesi, kültürel yeterliliği ve sosyal sermayesi ile katılımcıların yükseköğrenim deneyimleri ve istekleri ile ilgili faktörleri ortaya çıkarmak ve bu faktörler arasındaki ilişkileri ve katılımcılar üzerindeki etkilerini görmek için önemli yaşam evrelerini belgelemek amacıyla alanyazını kapsamlı bir şekilde inceleyerek görüşme sorularını geliştirmiştir. Örnek mülakat soruları şu şekilde okunabilir: “Neden üniversite diploması almak istediniz?”, “Neden bu üniversitede okumayı tercih ettiniz?”, “Ailenizle ne tür aktiviteler yapıyorsunuz?”, “Tatilde ne tür aktiviteler yapardınız?”, “Üniversitedeki son yıllarınızı akademik ve sosyal yaşam açısından nasıl tanımlarsınız?”, “İlk

yılınızdan nasıl farklılar?”, “Arkadaşlarınızın akademik başarınıza ne gibi etkileri oldu?”, “Mezun olduktan sonra ne yapmak istiyorsunuz?”

Veri Toplama Süreci

Araştırma kapsamında gerekli izinler sırasıyla ODTÜ İnsan Araştırmaları Etik Kurulu Komitesi (İAEK) ve Üniversite Yönetim Kurulu'ndan alınmıştır. İzinler doğrultusunda ana çalışmada kullanılacak ölçeklerin geçerliklerini ve güvenirliklerini sağlamak amacıyla pilot çalışma verileri örneklem grubu ile benzer özelliklere sahip öğrenci gruplarından 2021-2022 Bahar döneminde toplanmıştır. Ana çalışma için, nicel veriler 2021-2022 Bahar döneminde ve nitel veriler 2022 Temmuz- Eylül ayları arasında toplanmıştır.

Nicel verilerin toplanma aşamasında, öğrencilerin çalışmaya gönüllü katılımları sağlanmıştır. Öğrenci anketleri uygulanmadan önce araştırmanın amacı anlatılarak katılımcı bilgilerinin gizli tutulacağına güvencesi verilmiştir. Öğrencilere ders saatleri içerisinde idari kurulun ve öğretmenlerinin izinleri alınarak uygulanan anketler esnasında katılımcılardan gelen sorulara anında müdahale edebilmek amacıyla araştırmacı, uygulama esnasında sınıfta hazır bulunmuştur. Nitel verilerin toplanma aşamasında, nicel bulgular ışığında seçilen öğrencilerle kampüs içinde yüz yüze görüşmeler gerçekleştirilmiştir.

Veri Analizi

Araştırma verilerinin analizinde nicel ve nitel veri analiz yöntemleri kullanılmıştır. İlk olarak örneklem grubunun demografik özellikleri hakkında bilgi sağlamak amacıyla frekans, yüzde, ortalama ve standart sapma gibi betimsel istatistik değerlerine bakılmıştır. Ardından, uygulanan ölçek analizleri için IBM SPSS 26 programı ile

sırasıyla Açımlayıcı Faktör Analizi (AFA), Pearson Korelasyon, Çoklu Doğrusal Regresyon Analizi (ÇDRA) ve İki Durumlu Lojistik Regresyon analizleri yapılmıştır. Uygulanan ölçeğin iç tutarlılık katsayıları için IBM SPSS 26 programı ile Cronbach a-Alpha değerlerine bakılmıştır.

Nitel verilerin analizinde Yorumlayıcı Fenomenolojik Analiz (IPA) yöntemi uygulanmıştır. Verilerin analizi için MAXQDA programı kullanılmıştır. IPA, kişisel deneyimin sistematik olarak araştırılmasını amaçlamaktadır (Tomkins, 2017). IPA ile katılımcıların deneyimlerini anlamak ve bireylerin kendi kişisel/sosyal dünyalarını nasıl anlamlandırdıklarını araştırmak amaçlanmaktadır (Smith & Osborn, 2003). IPA'nın birbirini tamamlayan iki taahhüdü - 'ses verme' ve 'anlamlandırma' yoluyla, fenomenoloji, yorum bilgisi ve idiografinin temellerinden yararlanarak yaşanmış deneyimlere 'içeriden bakış açısı' elde edilmesi amaçlanmaktadır (Smith & Osborn, 2003). Bu bağlamda, 13 aşamadan oluşan sistematik bir araştırma yöntemi ile veriler analiz edilmiştir. Transkripsiyonun dikkatlice okunması sonrasında transkriptte yer alan önemli noktaların farklı renklerle kodlanması yapılmış ve kodlamalara dair ilk notlar alınmıştır. Ortaya çıkan temalar geliştirilmeye başlanmış ve temalar arasında bağlantı arama aşamasına geçilmiştir. Süreç, her bir katılımcı transkripti için işletilmek suretiyle betimleyici bilgi dokümanları oluşturulmuş ve katılımcıların bilgilerini karşılaştırmayı kolaylaştırma amacıyla her bir araştırma sorusu için karşılaştırma tabloları hazırlanmıştır. Sonrasında veri kodlama kategorileri geliştirilmiş ve üst temaları bulmak için ortaya çıkan temalar birleştirilmiştir. Üst düzey temalar, temalar ve temaların gelişimini içeren kodlar bir araya getirilip, sonuçlar araştırma sorularına göre yazılmaya başlanmıştır. Aktarılabilirliği sağlamak amacıyla bulguların raporlanması kısmında, katılımcılardan alıntılar yapılarak elde edilen tema ve

kategorilerin daha ayrıntılı betimlenmesi amaçlanmıştır. Son olarak teyit edilebilirliği ve tutarlığı sağlamak amacıyla araştırmanın nitel boyutunun her bir aşaması hakkında çalışmadan bağımsız uzman görüşlerine başvurulmuştur (Marshall ve Rossman, 2006; Yıldırım ve Şimsek, 2016).

Bulgular

İlk olarak, öğrencilerin aile kültürel sermayesi, kültürel yeterliliği ve sosyal sermayesi arasındaki ilişkiyi araştırmak için Pearson korelasyonu hesaplanmış ve en güçlü ilişkinin öğrencilerin aile kültürel sermayesi ile sosyal sermayesi değişkenleri arasında olduğu sonucuna varılmıştır. Öğrencilerin aile kültürel sermayesi ve kültürel yeterliliğinin yanı sıra kültürel yeterliliği ve sosyal sermayesi arasında da anlamlı ilişkiler görülmüştür. Daha sonra, anne ve babanın eğitiminin, aile gelirin ve sosyal sermayesinin, ailenin kültürel sermayesinin ve kültürel yetkinliğin not ortalaması ile ölçülen öğrencilerin okul başarısını yordayıp yordamadığını belirlemek amacıyla hiyerarşik çoklu regresyon analizi yapılmıştır. Sonuçlar, tüm yordayıcılar arasında yalnızca düşük gelir düzeyi ve aile kültürel sermayesinin anlamlı bulunduğunu göstermiştir. Burs ve yedi yordayıcı, annenin/babanın eğitimi, aile geliri, sosyal sermaye, ailenin kültürel sermayesi ve kültürel yeterlilik üzerine lojistik regresyon analizi yapılmıştır. Sonuçlar, modelin istatistiksel olarak anlamlı olduğunu göstermektedir; $\chi^2 (7, N = 311) = 55,09$, Cox ve Snell $R^2 = 0,16$, Nagelkerke $R^2 = 0,22$, $p < 0,05$; yedi tahmincinin bir grup olarak burs almakla almamak arasında önemli bir ayrım yaptığını göstermiştir. Modelin tahmin gücü, burs alma %78,5, almama oranının %57,6 olduğunu ortaya koymaktadır. Son olarak tahminin genel başarı oranı %70,1'dir. Her bir yordayıcı değişkenin modele katkısı açısından, bir öğrencinin burs

alma ihtimalinin logunun, aile geliriyle, yani üst orta sınıfa mensup olmayla (alt orta sınıfa karşı) ve sosyal sermaye ile pozitif ilişkili olduğunu göstermektedir.

Görüşme sorularının analizine göre, ikinci araştırma sorusunda öğrencilerin kültürel sermayelerini belirlemede öğrencilerin ebeveynlerinin kitap okuması, eğitim seviyeleri, çocuklarını okumaya teşvik etmelerinin yanı sıra evde kitap olup olmadığını ve birlikte yaptıkları etkinlikleri araştırılmıştır. Sonuçlara göre kültürel sermayesi yüksek öğrenci velilerinin çok kitap okuduğu, evlerinde çok sayıda kitap bulunduğu, hatta kütüphane olarak tasarlanmış ayrı odalarının olduğu öğrenilmiştir. Düşük sermayeli öğrencilerin ailelerinin hiç kitap okumadığı ya da çok az kitap okuduğu ve evdeki kitapların çoğunlukla ders kitaplarıyla sınırlı olduğu bulunmuştur. Ebeveynlerin eğitim geçmişlerinin kültürel sermaye için çok önemli olduğu ve ebeveynlerin ne kadar yüksek eğitim seviyeleri var ise, o kadar çok okuyup, çocuklarını da okumaya teşvik ettikleri görülmüştür. Aile faaliyetleri açısından kültürel faaliyetler ve tatiller üst ve üst orta sınıfa mensup yüksek sermayeli katılımcılar arasında yaygınken, orta sınıftan düşük sermayeli katılımcılar arasında piknik ve akraba ziyaretlerinin yaygın olduğu bulunmuştur. Ayrıca yüksek sermayeli öğrencilerin, düşük sermayeli olanlara göre aileleriyle daha fazla vakit geçirdikleri görülmüştür.

Üçüncü araştırma sorusuyla, sosyal ve kültürel sermayesi yüksek ve düşük öğrencilerin başarısında rolü olan kişileri bulmak amaçlanmıştır. Sermayesi yüksek öğrenciler, ebeveynlerinin maddi ve manevi desteklerinin başarılarında etkili olduğunu belirtirken; düşük sermayeli öğrenciler ebeveynlerinin rolünün manevi destekle sınırlı olduğunu belirtmektedir. Düşük sermayeli öğrenciler akrabalarından, kardeşlerinden, öğretmenlerinden, arkadaşlarından ve okullarından aldıkları destekten

bahsetmektedir. Özellikle ilkokul ve lise öğretmenleri, öğrencilerin potansiyelini fark eden ve onlara ellerinden geldiğince yardımcı olarak çalışmaya teşvik eden kişiler olarak öne çıkarken, aynı zamanda kariyerleri ile ilgili karar verme süreçlerinde de rehberlik eden kişiler olarak bulunmuşlardır. Benzer şekilde, arkadaşlarının düşük sermayeli öğrencilere rol model olup, kariyerleri ile ilgili süreçlerde aktif rol aldıkları, üniversitenin hem staj yoluyla hem de kampüste düzenlenen etkinliklerle öğrencilerin sosyal sermayesinin artırılmasında katkı sağladığı bulunmuştur.

Dördüncü araştırma sorusunda, sosyal ve kültürel sermayenin öğrencilerin yükseköğretim deneyimleri ve istekleri üzerindeki rolünü araştırılmaktadır. İlk olarak, üniversite sıralamasının yüksek/düşük sermayeli öğrenciler için önemli olduğu, fakat burs/staj imkânları nedeniyle üniversiteyi seçen düşük sermayeli öğrencilerin aksine, yüksek sermayeli öğrencilerin üniversite tercihlerinden önce çoğunlukla mezunlar, öğretmenler ve diğer öğrencilerle kararlarını konuştukları bulunmuştur. Akademik ve sosyal deneyimler açısından düşük sermayeli öğrencilerin üniversite hayatına uyum sağlamada yüksek sermayeli öğrencilere göre daha fazla zorluk yaşadıkları görülmektedir. Yüksek sermayeli öğrenciler okul kulüplerinde aktif olarak yer alırken, düşük sermayeli öğrencilerin öğretmenleri ile birlikte projelere katılma konusunda istekli oldukları sonucu ortaya çıkmıştır. Yüksek sermayeli öğrenciler staj deneyimlerini uzmanlaşacakları alanı seçmek için bir deneyim olarak görürken, düşük sermayeli öğrenciler stajın mezun olduktan sonra iş bulmaları için sahip oldukları en büyük fırsat olduğunu düşünmektedirler. Başarı tanımlarına bakıldığında yüksek sermayeli öğrenciler başarı için hedefe ulaşmanın önemini vurgularken, düşük sermayeli öğrenciler iyi not ortalamasının, dil kullanımının ve sosyal becerilerin başarı için daha değerli olduğunu düşünmektedirler. Şaşırtıcı bir şekilde, yüksek sermayeli

öğrenciler başarılı olmak için kişinin hedeflerini belirleme ve istediklerini aramanın yanı sıra sosyal becerilerini geliştirmesini önerirken, düşük sermayeli öğrenciler hayallerinin peşinden gitmeyi ve pes etmemeyi tavsiye etmiştir.

Eğitim deneyimleri sırasında yaşanan eşitsizliklere ilişkin olarak öğrencilerin tamamı sosyoekonomik faktörlerin bazı öğrencileri dezavantajlı duruma soktuğunu ifade etmiştir. Üst sosyal sınıfa mensup yüksek sermayeli öğrenciler arkadaşlarına üzülürken, bunun alt sınıfa ait bireyler için bir engel olmaması gerektiğini vurgulamıştır. Hem düşük ve hem de yüksek sermayeli orta sınıf öğrencileri de bu dezavantajlarla baş etmede eğitimin önemini vurgulamaktadır. Benzer şekilde düşük sermayeli öğrenciler, üst sınıftan gelen yüksek sermayeli öğrencilere göre çevrelerinin sağladığı sınırlı kaynaklardan daha fazla etkilenip sınırlı bir çevreye sahip olduklarını, özellikle staj ve iş fırsatlarında karşılaşılan zorluklardan dolayı kendilerini daha fazla baskı altında hissettiklerini belirtmiştir. Öte yandan yüksek sermayeli üst sınıf öğrencilerin eşitsizliklerle başa çıkmak için sahip oldukları bağlantılarına güvendikleri görülmektedir.

Öğrencilerin mezun olduktan sonraki planları sorulduğunda, yüksek sermayeli öğrencilerin mezun olduktan hemen sonra lisansüstü eğitime devam etme konusunda istekli oldukları, düşük sermayeli öğrencilerin ise mezun olduktan hemen sonra iş bulmayı planladıkları görülmektedir. Yüksek sermayeli üst sosyal statüde olan öğrenciler lisansüstü eğitim için yurtdışına gitmek ve iş bulmak isterlerken, düşük sermayeli orta sınıf öğrenciler ailelerine bakmak için önce maddi olarak kendilerini geçindirme zorunluluğunu hissettiklerini belirtmiştir.

Beşinci araştırma sorusu ailesi yükseköğrenime sahip olmayan ve alt gelir seviyesinde olan öğrencilerin başarılı olmalarında etkili faktörleri bulmayı amaçlamaktadır.

Öğrencilerin tamamının ailelerinde para sıkıntısı olması ve eğitimlerine devam etmek için burslara ihtiyaç duymaları nedeniyle öğrencilerin çoğunlukla maddi özgürlük kazanma güdüsüne sahip oldukları ortaya çıkmaktadır. Hem kendilerini hem de ailelerini geçindirmek için maddi bağımsızlığını kazanmak istedikleri, başka seçeneklerinin olmadığı ve kendi hayatlarını kurmanın tek yolunun eğitim ile sağlanacağını düşünmektedirler. Ekonomik kaynakları ve eğitimi ebeveynleri olmadığı için eğitim yolculuklarında yalnız olmalarının onları daha da güçlendirdiği, hem buldukları konumu hem de çevrelerini değiştirme isteklerinin onları güdülediği, doğdukları sınırlı kaynaklarla kısıtlanmayı kabul etmeyip, öz isteklerinin ve pes etmemenin önemini vurguladıkları ortaya çıkmaktadır. Öğrencilerin ne kadar çok zorlukla karşılaşırlarsa, o kadar güçlü hale geldikleri, özellikle de sorunlarla kendi başlarına başarıyla başa çıktuktan sonra başarılı olma isteklerinin daha da arttığı görülmektedir.

Tartışma

Çalışmanın temel amaçlarından biri öğrencilerin sosyal ve kültürel sermayeleri arasındaki ilişkiyi incelemektir. Bu amaçla Sosyal ve Kültürel Sermaye Ölçeği'nin Türkçe uyarlaması tamamlanmıştır. Daha sonra öğrencilerin aile kültürel sermayesi, kültürel yeterliliği ve sosyal sermayesi arasındaki ilişki araştırılmış, sonuçlar en güçlü ilişkinin öğrencilerin aile kültürel sermayesi ile sosyal sermayesi değişkenleri arasında olduğunu göstermiştir. Ayrıca öğrencilerin aile kültürel sermayesi ile kültürel yeterliliklerinin yanı sıra kültürel yeterlilik ve sosyal sermayelerinin de ilişkili olduğu bulunmuştur. Bulgular daha önce yapılan çalışmalarla desteklenmiştir (Khodadady ve Zabihi, 2011; Košutić, 2017; Mastekaasa 2006; Pisghdaham ve Zabihi, 2011; Pishghadam ve Shakebaee, 2020).

Öğrenci başarısı, sosyal ve kültürel sermayenin, burs durumları ve mevcut genel not ortalamaları ile ölçüldüğünde, burs ve not ortalamasının başarıyı farklı yordamış olması dikkat çeken bir bulgudur. Burs durumuna göre, aile geliri ve sosyal sermayeleri ile pozitif yönde ilişkili bulunmasına rağmen genel not ortalamalarına göre mevcut başarıları değerlendirildiğinde, aile kültürel sermayesi ve aile gelirinin yordayıcı güce sahip olduğu bulunmuştur. Her ne kadar bu bulgular, öğrencilerin sosyal ve kültürel sermayeleri ile başarıları arasında olumlu bir ilişki olduğunu ortaya koyan önceki birçok çalışma tarafından desteklense de (Almeida ve diğerleri, 2019; Astone ve diğerleri, 1999; Bormann ve Thies, 2019; Crook, 1997; DiMaggio, 1982; Fuller 2014; Grossman, 2013; Jackson ve Povey, 2015; Khodadady ve Zabihi, 2010; Martin, 2010; Mastekaasa 2006; Mikiewicz, 2021; Mishra, 2020; Peng, 2019; Pishghadam ve Shakebaee, 2020; Pisghadam ve Zabihi, 2011; Richards & Camuso, 2015; Wells 2008; Wegmann & Bowen, 2010), bursun ve GPA'nın farklı sonuçları olması çalışmanın ilginç bir bulgusu olmuştur. Sosyal sermaye, bursluluk durumuna bağlı olarak öğrencilerin başarısını önemli ölçüde yordamaktadır. Bu durum, üniversite öğrencilerinin sosyal sermayelerinin akademik performanslarıyla bağlantılı olduğunu ortaya koyan diğer çalışmalarla paralellik göstermektedir. Sonuç olarak, daha yüksek sosyal sermaye, artan akademik başarıyla ilişkilidir (Almeida vd., 2019; Dika ve Singh's, 2002; Grossman, 2013; Peng, 2019; Mishra, 2020; Pishghadam ve Shakebaee, 2020). Öte yandan, kültürel sermaye, öğrencilerin not ortalamalarına dayalı olarak başarılarını önemli ölçüde yordamaktadır ve kültürel sermayenin eğitim başarısı üzerinde olumlu bir etkiye sahip olduğunu gösteren önceki çalışmaları desteklemektedir (Jæger ve Møllegaard, 2007; Jin ve diğerleri, 2022; Pishghadam ve Shakebaee, 2020). Dolayısıyla, sosyal sermayenin burs alma olasılığını artırarak

öğrencilerin yükseköğretime girişinde rol oynadığını, kültürel sermayenin ise öğrencilerin yükseköğretimdeki başarısını etkilediğini göstermektedir. Ayrıca hem burs hem de not ortalamasına göre başarıda gelirin anlamlı bulunması önceki çalışmaların bulgularını desteklemektedir (Jæger & Møllegaard, 2007; Khodadady & Zabihi, 2010; Košutić, 2017; Mikiewicz, 2021; Pishghadam & Shakebaee, 2020). ; Tijana, 2011). Şaşırtıcı bir şekilde baba ve anne eğitiminin anlamlı bulunmaması önceki çalışmalarla çelişmektedir (Atmaca ve Aydın, 2020; Acharya ve Joshi, 2009; Davis-Kean, 2005; Eng, 2009; Khodadady ve Zabihi, 2011; Kraaykamp ve van Eijck, 2010; Jin vd., 2022; Merenluoto, 2009; Pisghadam ve Zabihi, 2011; Sülün vd.,2023).

Öğrencilerin kültürel sermayeleri, ebeveynlerinin eğitim durumları, kitap okuması, çocuklarını okumaya teşvik etmeleri, evde kitap olup olmadığı ve aile olarak birlikte yaptıkları etkinlikler doğrultusunda incelenmiştir. Yüksek sermayeli öğrencilerin velilerinin çok kitap okuduğu, çocuklarını okumaya teşvik ettiği, evlerinde bol miktarda kitap bulunduğu, hatta kütüphane şeklinde tasarlanmış ayrı odalar olduğu, düşük sermayeli öğrencilerin velilerinin ise hiç okumadığı ya da çok nadir okuduğu, kitapların okul seviyesinde olduğu görülmüştür. Evlerin çoğunlukla ders kitaplarıyla sınırlı olması, okulla ilgili konularda ebeveynlerin katılımı ve ebeveynlerin eğitim geçmişleriyle ilişkisine ilişkin önceki çalışmaların bulgularını desteklemektedir (Bempechat, 1998; Drummond & Stipek, 2004; Lopez, Scribner ve Mahitivanichcha, 2001). Başka bir deyişle, nicel bulguların sonuçlarından farklı olarak, nitel bulgular, ebeveynlerin eğitim geçmişlerinin çok önemli olduğunu ortaya çıkarmıştır. Ebeveynler ne kadar fazla eğitilmiş olursa, çocuklarına eğitim programının dışında okuma fırsatları oluşacak, eğitim için daha güçlü bir temele katkıda bulunacaklardır.

Dolayısıyla akademik başarıyı teşvik etme durumları artmış olacaktır (O'Brien ve Fathaigh, 2005).

Aile faaliyetleri açısından kültürel faaliyetlerin ve tatillerin üst ve orta sınıfa mensup yüksek sermayeli katılımcılar arasında yaygın olması önceki çalışmalarla paralellik göstermektedir (Horvat vd., 2003; Kraaykamp & van Eijck, 2010; Van Groenou ve Van Tilburg, 2003). Oysa piknik ve akraba ziyareti alt orta sınıftan düşük sermayeli katılımcılar arasında yaygındır (Horvat vd., 2003; Kraaykamp ve van Eijck, 2010; Van Groenou ve Van Tilburg, 2003). Sermayesi yüksek öğrenciler, ailelerinden öğrenme süreçlerinde destek alarak müze, tiyatro gibi faaliyetlerle kültürel sermayelerini artırırlarken, düşük sermayeli öğrencilere göre aileleriyle daha fazla zaman geçirdikleri görülmektedir. Bu durum Ho'nun (2009) çalışmasının bulguları ile örtüşmekte ve orta sınıf ebeveynlerin daha fazla destek ve kültürel yeterlilik sağladıklarını, düşük gelirli ebeveynlerin ise çocuklarını aktarma konusunda kültürel yeterliliğe sahip olmadıklarını ortaya koymaktadır.

Üçüncü araştırma sorusunda, sosyal ve kültürel sermayesi yüksek ve düşük öğrencilerin başarısında kurumsal aktörlerin rolünü anlamayı amaçlamıştır. Sermayesi yüksek öğrenciler, ebeveynlerinin başarılarındaki rolünü maddi/manevi destek ve rehberlik olarak vurgularken, düşük sermayeli öğrenciler ebeveynlerinin rolünü manevi destekle sınırlı kaldığını ifade etmişlerdir. Düşük sermayeli öğrencilerin ebeveynlerinin akademik destek sunma kapasitelerinin düşük olması nedeniyle genellikle özgüven eksikliği yaşadıkları görülmüştür. Bütün bulgular önceki çalışmaları desteklemektedir. (Austin, 2011; Lareau, 1994; Lee ve Bowen, 2006; Reay, 1999). Aynı zamanda bu bulgular üniversiteye devam eden ebeveynlerin çocuklarına eğitim yollarında rehberlik edecek bilgi ve deneyime sahip olduğunu

ortaya koyan önceki çalışmalarla tutarlıdır (Brown, Hurst ve Hail, 2016; Kraaykamp ve van Eijck, 2010). Dolayısıyla düşük sermayeli öğrencilerin akrabalarının, kardeşlerinin, öğretmenlerinin, arkadaşlarının ve kurumun nasıl kendilerinin kurumsal aracısı haline geldiğini belirtmesi, öğretmenlerin, akranlarının ve okulun öğrencilerin akademik kimliğini şekillendirmede rehberlik ve yardım sağlayabileceğini ortaya koyan önceki çalışmaları desteklemektedir (Bryan ve diğerleri, 2011; Cohen ve Greenberg, 2011; Stanton-Salazar, 2011). Öte yandan arkadaşların, düşük sermayeli öğrenciler için rol model olması ve onların kariyerlerinde olumlu bir rol almaları bulgusunda önceki çalışmalarla tutarlıdır (Bedsworth vd., 2006; Johnston & Education Partnerships, 2010; Langenkamp & Shifrer, 2018; Perna & Titus, 2005). Ayrıca, kurumsal desteğin en büyük parçalarından biri olan öğrencilerin sosyal sermayelerini artırmak için kurumun staj ve kampüste düzenlenen etkinlikler aracılığıyla sağladığı sosyal ağın oldukça önemli olduğu ve kurumun düşük sermayeli öğrenciler için sosyal sermaye aracı haline geldiği görülmüştür. Bu bulgu, okulların öğrencilerin kendi sosyal sermayelerini yaratmalarındaki rolünü vurgulayan önceki çalışmalarla tutarlıdır (Acar, 2011; Gudmudsson ve Mikiewich, 2012). Sağlanan staj olanakları ve etkinlikler aracılığıyla öğrencilerin kendi sosyal ağlarını ve habituslarını kurarak sosyal sermayelerini artırabilmeleri önceki bulguları desteklemektedir (Fuller, 2014; Gudmudsson ve Mikiewich; Martina, 2005; McGonigal, 2010).

Dördüncü araştırma sorusunda, sosyal ve kültürel sermayenin öğrencilerin yükseköğretim deneyimleri ve istekleri üzerindeki rolünü araştırılmıştır. İlk olarak, üniversite seçimi açısından yüksek/düşük sermayeli öğrenciler için üniversite sıralaması önemliyken; yüksek sermayeli öğrencilerin üniversite tercihleri çoğunlukla mezunlar, öğretmenler ve diğer öğrencilerle fikir alışverişleri sonrasında belirlenirken,

düşük sermayeli öğrencilerin kurumu seçme nedenleri, burs ve staj imkânları olarak bulunmuştur. Bu bulgular, öğrencilerin yükseköğrenim seçiminin kültürel sermayelerinden, ebeveynlerin eğitiminden ve üniversitenin sağladığı olanaklardan etkilendiğini ortaya koyan önceki çalışmalarla tutarlıdır (Hassani ve Ghasemi, 2016; Lata, 2013). Ayrıca düşük sermayeli öğrencilerin kararlarında burs ve stajın önemi yükseköğretimde finansal yardımın ve yeni destek ağlarının kurulmasının değerli olduğu fikrini desteklemektedir (Czerniewicz ve Brown, 2014). Akademik ve sosyal deneyimler açısından düşük sermayeli öğrencilerin yüksek sermayeli öğrencilere göre üniversite hayatına uyum sağlamada (McKay ve Devlin, 2016; Museus, 2014; Tierney, 1992; Toutkoushian vd., 2021) daha fazla zorluk yaşadıkları ancak karşılaştıkları farklılıklara kolayca alışmış olmaları Bridges'in (2017) çalışmasının bulgularını desteklemektedir. Yüksek sermayeli öğrenciler okul kulüplerinde yer alırken, düşük sermayeli öğrencilerin projelere katılma konusunda daha istekli olduğu bulunmuş ve öğrenci kulüplerinin sosyal sermayeyi artırdığını (Glass & Gesing, 2018), düşük sermayeli öğrencilerin, işverenlerin değer vereceğini düşünmedikleri eğitim programı dışı faaliyetlere katılmak yerine ödevlere odaklandıklarını ortaya koyan önceki çalışmalarla da paralellik göstermektedir (Greenbank ve Hepworth, 2008). Ek olarak, yüksek sermayeli öğrenciler staj deneyimlerini uzmanlaşacakları alanı seçmenin bir yolu olarak görürken, düşük sermayeli öğrenciler mezun olduktan sonra iş bulmaları için sahip oldukları en büyük fırsat olarak görmektedirler (Behrens, 2021; Mikiewicz, 2021; Norris, 2011). Başarı tanımlarına bakıldığında yüksek sermayeli öğrenciler hedeflerine ulaşmanın önemini vurgularken, düşük sermayeli öğrenciler iyi not ortalamasının, dil kullanımının ve sosyal becerilerin değerli olduğunu düşünmektedirler. Düşük sermayeli öğrencilerin yüksek not ortalamasına

odaklanması, iş piyasasında başarıya ulaşmak için not ortalamasının önemli olduğu fikrini desteklemektedir (Greenbank ve Hepworth, 2008). Şaşırtıcı bir şekilde yüksek sermayeli öğrenciler, kişinin başarılı olmak için hedef belirleme ve istediğini aramanın yanı sıra sosyal becerilerini geliştirmesini önerirken, düşük sermayeli öğrenciler hayallerinin peşinden gitmenin ve pes etmemenin önemini vurgulamaktadırlar. McKay ve Devlin (2016) tarafından yapılan çalışmada da, düşük sermayeli işçi sınıfı öğrencilerinin yükseköğrenim arayışlarında azim ve dayanıklılık sayesinde nasıl başarıya ulaştıklarını vurgulamışlardır.

Eğitim deneyimleri sırasında yaşanan eşitsizliklere ilişkin tüm öğrencilerin SES'in bazı öğrencileri dezavantajlı duruma soktuğunu ifade etmesi alanyazında desteklenmektedir (Baum vd., 2000; Fuller, 2014; Horvat vd., 2003; Menardo vd., 2022; Van Groenou ve Van Tilburg, 2003). Bu bulgular, benzer akademik sonuçlara sahip öğrencilerin, ebeveynlerinin sağladığı ağlardan, aile mirasından ve özel eğitimden kaynaklanan istihdam avantajlarındaki farklılıklar nedeniyle farklı istihdam fırsatlarına sahip olduğu fikrini desteklemektedir (Mikiewicz, 2021; Walker, 2012). Üst sosyoekonomik sınıftaki yüksek sermayeli öğrenciler arkadaşlarına üzülürken, bunun bir engel olmaması gerektiğini düşünmektedirler. Öte yandan, düşük ve yüksek sermayeli orta sınıf öğrencileri bu dezavantajlarla başa çıkmak için eğitimin önemini vurgulamaktadırlar. Bu bulgular Fuller'in (2014) öğrencilerin akademik başarılarında değerli sonuçlar elde etmek için eğitimde başarılı olmaya çalıştıkları sonucuna varan çalışmasıyla tutarlıdır. Benzer şekilde, düşük sermayeli öğrenciler kısıtlı kaynaklara sahip (Engle, 2007; Fuller, 2014; Langenkamp ve Shifrer, 2018; Martina, 2005; Wimberly vd., 2004) ve üst sınıftaki yüksek sermayeli öğrencilerle karşılaştırıldığında sınırlı bir sosyal ağları olduğunu ortaya koyan önceki çalışmalarla da tutarlıdır (Baum

ve diğeri, 2000; Menardo ve diğeri, 2005; Wimberly ve diğeri, 2004). Buna karşın, yüksek SES'e sahip öğrencilerin ağırlarını genişletme olasılıkları daha yüksek olarak bulunmuştur (Horvat ve diğeri, 2003; Van Groenou ve Van Tilburg, 2003). Düşük sermayeli orta sınıf öğrencileri staj ve iş fırsatlarında karşılaşılan torpil olayları nedeniyle daha fazla baskı altında hissettiklerini ve bu durumun üniversite politikalarını sorgulamalarına ve isteklerinin düşmesine neden olduğunu belirtmişlerdir (Rind ve Kadiwal, 2016). Bulgular, düşük gelirli öğrencilerin sınırlı ağırları ve kaynakları nedeniyle iş fırsatlarının daha az olduğunu ortaya koyan önceki çalışmalarla tutarlıdır (Horvat ve diğeri, 2003; Mikiewicz, 2021; Norris, 2011; Van Groenou ve Van Tilburg, 2003; Walker, 2012). Sonuçlar aynı zamanda Bourdieu'nun (1986) teorisiyle uyumludur; çünkü avantajlı ağırlar, güç hiyerarşisi nedeniyle dezavantajlı ağırlara göre daha fazla fayda sunma eğilimindedir.

Öğrencilerin istekleri dikkate alındığında, yüksek sermayeli öğrencilerin lisansüstü eğitime devam etme konusunda istekli olduğu, düşük sermayeli öğrencilerin ise mezuniyetten hemen sonra iş bulmayı planladıklarını ortaya koymaktadır. Yüksek sermayeye sahip öğrencilerin lisansüstü eğitime yönelik istekleri varken (Košutić, 2017) ve gelecek hayalleri konusunda ebeveynlerinin desteğini alırken, düşük sermayeli öğrenciler iş bulmayı planlamakta ve ebeveynlerinden çok az veya hiç destek almadıklarını belirtmişlerdir (Aşer, 2021; Engle, 2007; Langenkamp ve Shifrer, 2018; Martina, 2005; Norris, 2011; Wimberly vd., 2004).

Son araştırma sorusunda, başarılı birinci nesil öğrencilerin başarılı olmalarına etki eden faktörlerin neler olduğunun araştırılması amaçlanmıştır. Öğrencilerin tamamının ailelerinde para sıkıntısı olması ve eğitimlerine devam etmek için burslara ihtiyaç duymaları nedeniyle çoğunlukla maddi özgürlük kazanma isteğine sahip oldukları

sonucu ortaya çıkmıştır. Bu nedenle, hepsi hem kendilerini hem de ailelerini geçindirmek için mali bağımsızlıklarını kazanmak ve daha güvenli, müreffeh ve ilgi çekici bir geleceğe ulaşmayı umut etmektedirler ve bu bulgular önceki çalışmaları desteklemektedir (Amundsen, 2019; McKay ve Devlin, 2016; Karimshah, 2013). Ayrıca öğrencilerin iyi firmalarda staj yapması ve araştırma projelerinde yer almasının, sosyal sermayelerini artırmak açısından değerli olduğu görülmektedir. Bu bulgular, birinci nesil öğrencilere ağılar aracılığıyla değerli kaynaklar ve bilgiler sağlayarak (Behrens, 2021) ve öğretmenlerle kaliteli ilişkiler kurarak (Toprak, 2011) sosyal sermayenin değerini vurgulayan önceki çalışmalarla tutarlıdır. Ayrıca, önceki çalışmalarla tutarlı olarak düşük sermayenin mutlaka başarısızlığa yol açmadığını ve eğitimde başarılı olduklarını da göstermektedir (Amundsen, 2019; Hassani ve Ghasemi, 2016; Wong, 2018). Öğrencilerin başka seçeneklerinin olmadığı ve kendi hayatlarını kurmanın tek yolunun eğitim olduğunu belirtmeleri, eğitim yoluyla kendilerine yatırım yaparak başarılı olabileceklerine inandıklarını göstermekte ve bu bulgularda daha önce yapılan çalışmaları desteklemektedir (Baker ve Brown, 2007; Lehmann, 2009; Fuller, 2014; Wong, 2018). Bu öğrenciler sınırlı kaynaklara ve düşük eğitimli ebeveynlere sahip olduklarından (Wong, 2018) eğitim yolculukları sırasında çoğunlukla yalnız olduklarını; buna rağmen kararlı ve azimli çalışmayla daha başarılı oldukları belirtmişlerdir (Amundsen, 2019; Fuller, 2014; McKay ve Devlin, 2016). Öğrencilerin buldukları konum ve çevrelerindeki insanlar dikkate alınarak, çevrelerinden başlayarak yetiştirilme şekillerini değiştirme istekleri ve kendi habituslarını yükseltmek için eğitim yoluyla sosyal statülerini geliştirerek gelecekteki konumlarını değiştirmek istemeleri alanyazındaki önceki bulgularla örtüşmektedir (Baker ve Brown, 2007; Lehmann, 2009; Maton, 2008). Son olarak kararlılığın ve pes

etmemenin önemini vurgulayan öğrenciler, başarılı olma nedenleri arasında sıkı çalışma ve azmin önemli vurguladıkları görülmüştür (Espino, 2014; McKay ve Devlin, 2016; Karimshah, 2013).

Araştırmanın nitel ve nicel boyutu kapsamında öğrencilerin sosyal ve kültürel sermayelerinin yükseköğrenim deneyimlerini, başarılarını ve başarılarında rol oynayan kişileri anlamak amacıyla yapılan görüşmeler neticesinde elde edilen bulgular kapsamında geliştirilen öneriler sırasıyla verilmektedir.

İlk olarak nicel ve nitel sonuçlar, kültürel ve sosyal sermayenin rolünün öğrencilerin başarısında çok önemli olduğunu ve onların yükseköğretim deneyimlerini ve gelecek planlarını etkilediğini göstermiştir. Bu etkiler dikkate alındığında sosyal ve kültürel sermaye araştırmalarının eğitimdeki rolünü netleştirmek ve başarıyı nasıl etkilediğini anlamaya ihtiyaç vardır. Başka bir deyişle bu araştırma, sosyal sermayenin burs almayı etkilediğini, kültürel sermayenin ise öğrencilerin genel not ortalamasını yani üniversite deneyimini etkilediğini ortaya koymuştur. Bu farklılığın nedenini ortaya çıkarmak için daha fazla çalışmaya ihtiyaç vardır. Ayrıca uyarlanan ve revize edilen Türkçe Sosyal ve Kültürel Sermaye Ölçeği'nin, Bourdieu'nun teorilerini inceleyen çalışmalarda kullanılarak üç faktörlü revize edilmiş ölçeğin gelecekteki çalışmalarla nasıl çalışacağına test edilmesi gerekmektedir.

Giriş bölümünde tartışıldığı gibi, Türkiye'de kültürel ve sosyal sermayenin nelerden oluştuğunu, bunların öğrencilerin başarılarını ve eğitim deneyimlerini nasıl etkilediğini anlamaya yönelik bir bakış açısı sağlayacak yeterli sayıda çalışma bulunmamaktadır. Çoğu çalışma öğretmenlerin veya yöneticilerin sosyal veya kültürel sermayesine ve bunların öğretmenlerin iş tatmini ile ilişkilerine odaklandığından, öğrencilerin özgeçmişleriyle ilgili bilgilerin önemini ve etkisini göz önünde

bulundurarak öğrenci sermayesi üzerine daha fazla araştırma yapılmasına ihtiyaç vardır. Bu nedenle, öğrenci sermayesinin ebeveynlerin eğitim durumu, geliri, memleketi, işleri, istekleri gibi çeşitli değişkenlerle ilişkilerini anlamak çok önemlidir. Çalışmamızda uyarlanan ölçek yardımıyla gelecekteki çalışmalarda söz konusu ilişkilerin ortaya çıkarılması noktasında alanyazına katkı sağlanacağı düşünülmektedir.

Yükseköğretim kurumları, kültürel ve toplumsal hiyerarşilerin doğrudan gözlemlenemediği yerler olduğundan, bu boyutlarla ilgili çalışmaların yapılması, düşük ve yüksek sermayeli öğrencilerin deneyimlerindeki farklılıkların ortaya çıkarılması açısından büyük önem taşımaktadır. Bu nedenle, Türkiye'de yükseköğretim kurumlarına odaklanan yeterli sayıda araştırma bulunmadığından bu kurumlarda daha fazla çalışma yapılmasına ihtiyaç duyulmaktadır. Üniversiteler topluma ve dünyaya nitelikli ve değerli bireyler yetiştirirken, öğrencilerin hayatlarında yaşadıkları eşitsizlikleri azaltacak güç ve potansiyele sahip olup, onlara habituslarını ve sosyal statülerini dönüştürme şansı vermektedir. Bu çalışmada özetlenen zorluklar, üniversitelerin, öğrencilerin ihtiyaçlarını karşılama çabalarını artırma, sosyal yaşamlarını iyileştirme, akademik ve sosyal deneyimler arasında denge bulmalarına yardımcı olma ve kariyeriyle ilgili aldıkları kararlarda rehberlik etme görevlerini içerir. Yaşlarına rağmen üniversite öğrencilerinin destek gereksinimleri, özellikle üniversiteye yeterli kültürel ve sosyal sermayeye sahip olmadan gelen öğrenciler için önemlidir. Öğrenciler genellikle ilkökul ve ortaokul öğretmenleriyle kalıcı bağlantılar kurarken, eğitim programı içeriğini sosyal etkileşimlerden daha fazla önemseyen bir üniversite ortamında bu tür ilişkileri kurmak zordur. Bu nedenle, öncelikle öğretmenlerin, öğrencilerin sosyal ve kültürel sermayelerine ilişkin farkındalıkları,

öğrencilerin sahip olabileceği farklı ihtiyaç ve endişeleri daha iyi anlamalarını sağlamak için hizmet içi mesleki gelişim faaliyetleri düzenlenebilir. Fakülte ile güçlü bağlantılar kurmak, sosyal ve kültürel sermayesi sınırlı öğrenciler için özellikle yararlı olabilir. Danışmanlar, öğrencilerin akademik taahhütler, aile sorumlulukları, mali kaygılar ve istihdam fırsatları gibi çeşitli zorlukları aşmalarına yardımcı olmada çok önemli bir rol oynar. Çalıştaylar, seminerler ve konferanslar aracılığıyla öğretmenler, sosyal ve kültürel sermaye hakkındaki bilgilerini geliştirme şansına sahip olacak ve öğrencilerine eşit fırsatlar ve eşit muamele sağlama konusunda kendi rollerinin ne kadar önemli olduğunun farkına varacaklardır. Ayrıca bu etkinlikler, öğretmen adaylarının sınıflarında etkili ve farklılaştırılmış öğretim stratejileri kullanma konusundaki mesleki becerilerini ve öğrencilerle konuşurken etkili iletişim becerilerini geliştirmelerine olanak tanıyabilir. Bu nedenle üniversitelerdeki her fakültenin işbirliği yaparak eğitim ve sosyoloji alanında uzman kişilerin öncülük ettiği bu etkinliklerin düzenlenmesi gerekmektedir.

Bu çalışma, üniversitelerin, öğretmenleri ve yöneticileri, öğrencileriyle kişisel bağlantılar geliştirmeye teşvik etmesinin önemini vurgulamaktadır. Bu bağlantılar sayesinde eğitimciler öğrencilerini daha iyi tanıma şansına sahip olacak; böylece bir güven, işbirliği ve destek ortamı oluşacaktır. Ayrıca uyum programları, kariyer hizmetleri, mezun öğrencilerle bağlantı kurmak ve sosyal ağlarını genişletmek için sosyal toplantılar yoluyla destek ve yardım sağlanabilir. Danışma ofislerinin öğrencilerle yakın ilişkiler kurması, kariyer süreçlerinde, üniversite deneyimlerinde karşılaştıkları sosyal ve akademik sorunlarda destek vermeleri, öğrencilerin sosyal ve kültürel sermayelerini geliştirmelerine yardımcı olacak etkinlikler düzenlemeleri gerekmektedir. Üniversitelerin, öğrencilerin kültürel sermayelerini geliştirmelerine

yardımcı olabilecek eğitim programı dışı etkinlikleri de düzenlemeleri özellikle düşük sermayeli öğrencilerin sosyal sermayelerini iyileştirme ve sosyal bağlarını güçlendirecek ilişkiler kurmalarını sağlayacak ortamlar yaratmalarını sağlayacaktır. Her ne kadar üniversiteler burslar aracılığıyla öğrencilerin maddi durumlarına yardımcı olsa da bu araştırma çözülmesi gereken daha büyük sorunların olduğunu göstermektedir. En büyük sorunlardan biri staj ve işe yerleştirme konusunda ifade edilen torpil konusudur ve üniversitelerin bu tür suiistimalleri önlemek için daha fazla adım atması gerekmektedir. Bu nedenle özellikle staj yerleştirmelerde üniversitelerin politikalarında daha şeffaf olmaları ve öğrencileri süreç hakkında net bir şekilde bilgilendirmeleri gerekmektedir. Öğrencilerin deneyimlerini açıklayabilmeleri, sorunlarını paylaşabilmeleri veya yardım alabilmeleri için sosyal platformlar geliştirilebilir. Bu platformlar aracılığıyla hem öğretmenler hem de yöneticiler uygulamalarına ilişkin geri bildirim alma fırsatına sahip olacak ve öğrencilere destek vererek güvene dayalı ilişkiler geliştirmelerine yardımcı olacaklardır.

Kurumsal temsilcilerin rollerine bakıldığında, finansal destek sağlamak ve kariyer kararlarında tavsiyelerde bulunmak, öğrencilerin başarısı, deneyimleri ve istekleri üzerinde büyük önem kazanmaktadır. Bu nedenle öğrencilerin yaşamlarında oynadıkları rol, özellikle de öğretmenlerin rolleri konusunda farkındalıklarının artırılması gerekmektedir. Yani ne öğrettikleri kadar kime öğrettiklerinin de önemli olduğunu bilmeleri gerekmektedir. Daha önce de tartışıldığı gibi, sosyal ve kültürel sermayeye ilişkin bilgi ve farkındalık, öğretmenlerin sınıf içi uygulamalarını eşit sunabilmesi ve gerektiğinde mentor olabilmeleri noktasında önemlidir. Ancak öğretmen adayları eğitim programında bu konularda herhangi bir ders almamaktadır. Bu nedenle, öğretmen yetiştirme programları, öğretmen adaylarının yeni bir bakış açısı

kazanmalarına ve öğrencilerini daha iyi anlamalarına olanak sağlamak için eğitim psikolojisi, sınıf yönetimi, materyal geliştirme, öğretim ilke ve yöntemleri ve uygulama derslerinde sosyal ve kültürel sermayeye daha fazla ağırlık verilmesi önerilmektedir.

Lisede öğrenim gören ve mezun olana kadar devam eden katılımcıları kapsayan boylamsal bir çalışma onların deneyimleri hakkında daha ayrıntılı bir bakış açısı getirebilir. Bu öğrenci grubunu boylamsal olarak takip etmek, sosyal ağ oluşturma uygulamalarının zaman içinde değişip değişmediğini ve nasıl değişip değişmediğini, isteklerinin gerçekleşip gerçekleşmediğini ve nasıl gerçekleşeceğini ve kurdukları farklı ağların kullanımının iş arama sırasında onlara nasıl yardımcı olduğunu anlamaya yardımcı olacaktır. Ayrıca ailelerinin kültürel sermayesine ilişkin öğrencilerin ebeveynleri de araştırmaya dâhil edilebilir, kültürel ve sosyal sermaye düzeyleri değerlendirilebilir, onlarla yarı yapılandırılmış görüşmeler yapılarak deneyimlerinin anlaşılması sağlanabilir.

Bourdieu'nun kültürel sermaye teorisi daha fazla ilgiyi hak etmektedir; dolayısıyla tutumların, tercihlerin, zevklerin, sağlıkla ilgili kültürel sermayenin ve kültürel sermaye göstergeleri arasındaki ilişkinin ölçümleri de eklenebilir. Ayrıca ileriki araştırmalara farklı üniversite ortamlarının, özellikle de devlet üniversitelerinin eklenmesi, vakıf ve devlet üniversitelerindeki öğrencilerin sosyal ve kültürel sermaye düzeyleri arasında farklılık olup olmadığının ve bu farklılıklardan nasıl etkilendiklerinin anlaşılmasına yardımcı olabilir. Bunun yanı sıra öğretmenlerin öğrenci sermayeleri hakkındaki bilgilerini, öğrencilerinin sermayelerini dikkate alıp almadıklarını veya ders tasarımlarında/uygulamalarında sosyal/kültürel sermayesi düşük öğrencilere ne kadar destek verdiklerini araştırmak için çalışmaya

öğretmenlerin eklenmesi düşünülebilir. Benzer şekilde, dezavantajlı durumdaki öğrencilerle ilgili okul politikaları veya öğrenciler için ne tür kaynaştırma politikaları olduğu hakkında daha fazla bilgi edinmek için üniversite yöneticileri de dâhil edilebilir. Sonuç olarak, gelecek çalışmalar için eğitimden, aile üyelerinden, yöneticilerden veri toplanması ve birden fazla kurumun eklenmesi önerilmektedir.

Son olarak, birinci nesil olanlar da dâhil olmak üzere tek ebeveynli ailelerden gelen öğrencileri incelemek için daha fazla araştırma yapılması önerilmektedir. Bu nedenle, farklı düzeylerde ebeveyn eğitimi olan üniversite öğrencilerinin deneyimlerini daha iyi anlamak amacıyla ve ebeveyn eğitiminin neden önemli olduğunu belirlemek için daha fazla araştırma yapılması önemlidir. Bunun yanı sıra ebeveynlerin eğitim durumunun neden Türk öğrencilerin başarısını etkilemediği konusunun da gelecek çalışmalarda daha fazla dikkate alınması gerekmektedir. Gelecekteki araştırmalar, ebeveyn eğitiminin kariyer seçimlerini nasıl şekillendirdiğini anlamak için, özellikle işe yerleştirmelerde, mezuniyet sonrası sonuçlar üzerinde ebeveyn eğitimi arasındaki ilişkiyi de incelemelidir.

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YAZARIN / AUTHOR

Soyadı / Surname : Tütüncü Saka
Adı / Name : Nurhan
Bölümü / Department : Eğitim Bilimleri, Eğitim Programları ve Öğretim /
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