



Full Length Research Paper

Perceptions of higher education students regarding the equality of opportunity and possibility in education in terms of sociological variables

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Abstract

One of the most important priorities of a democratic educational system is the obligation of actualizing implementations that will provide equality of opportunity and possibility in education. The purpose of this study is to determine perceptions of higher education students regarding the equality of opportunity and possibility in education according to the sociological variables. In the study, there has been used "The Scale of Opportunity and Possibility Equality in Higher Education" developed by the researchers based upon the literature and implementation process. Evaluations of sociology and educational administration academicians have been asked for determining content validity of the scale. Pre-implementation with 124 students has been performed to determine content validity and reliability level of the scale. The scale has been determined as multifactor, reliable and valid as result of the pre-implementation data analysis. The research has been carried out with the participation of 472 students studying at Erzincan University in 2012-2013 Academic Year Fall Term. According to the research findings, there has been noticed that the variables that mostly affect factors regarding socio-economic and cultural characteristics and secondary education services have been the area where the family lives in and income state. Research results have revealed that inadequate educational level of parents have negatively affected students to benefit from educational opportunities in both secondary and higher education.

Keywords: Higher education, higher education, equality of opportunity and possibility, socio-economic and cultural characteristics.

INTRODUCTION

Higher education is an educational activity oriented to the need of manpower in several spheres of the society. One of the basic functions of this educational process that aims to raise individuals in accordance with their interest and abilities has been putting scientific works into the service of society by doing researches and publishing on several sciences. This aforementioned educational process has been actualized through institutions such as university, faculty, academy, voca-

tional high school, conservatoire, application and research center. Institutions affiliated to higher education have revealed their activities through the educational opportunities they provide to students. However, it is a well-known fact that whole individuals cannot benefit from educational activities equally in both secondary education process which is the preliminary stage of those institutions and in higher education process. This has been a context related to the level of development in terms of socio-economic factors, democratic structure of the country as the leading. There has been revealed as result of several studies that there are some educational inequalities and impossibilities that affect the social development and democratic system in whole of developing and under-

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developed countries aside from the developed ones. Those sociology-based inequalities and impossibilities have been factors such as natural and social environmental deprivations, sex discrimination, educational status and profession of parents, economic level of the family, country-city discrimination, ethnic and religious features, etc. (Aydın, 1998; Buyruk, 2008; Doğan, 2012a; Güçlü, 2005; Hesapçioğlu and Dündar, 2011; Kaplan, 2005; Kemerlioğlu, 1996; Marjoribanks, 2004; Özbaş, 2012a). Socio-economic development of the society and establishing democratic principles properly necessitate removal of those aforementioned features which are the source of inequality. In this respect, an order in which there have been humanly life and equal social rights prioritizes practicing of a sense of education where everyone will have the chance of developing their individual abilities.

Problem Status

In general, the concept of "Equality of Opportunity" is the equality of reaching to sources or benefiting from those. And the concept of "Equality of Opportunity in Education" expresses the equality of reaching to educational sources or benefiting from those. In other words, it means everybody's having the chance of benefiting from educational services equally to develop their abilities and potentialities properly without any discrimination especially in democratic societies (Tezcan, 1997). This also has been the essential condition of being a national and social state. In such a sense of society, education has been a duty for the state and a right for the citizens. Accordingly, a state should make whole citizens in the society benefit from educational opportunities in accordance with their abilities. The state has been supposed to create the equality of opportunity and possibility in education (Akyüz, 1991). Thus, there was mentioned in Lima Declaration that "The opportunity of getting to the academia will be equal to the whole members of the society without any restraints. Everybody has the right of taking part within academia as a student, lecturer, researcher, worker or administrator without any discrimination on the basis of their abilities" (World University Service, 1988). "Equality of opportunity", which has been the most common type of equality in modern democracies, is a liberal principle predicting that everybody can compete in accordance with their own ability and skills without considering their social, political and economic origins. When the close similarity between the principles of a modern education and principles of a democratic society has been taken into consideration, educational principles such as sense of community, individual freedom emerges as the basic principles a democratic management cannot renounce (Akyüz, 1991). In this context, some problems and

deficiencies experienced by students studying at higher education before and after the higher education process (gender discrimination, deficiencies of the natural and social environment being lived in, educational status and profession of parents, economic status of the family, country-city discrimination, ethnic and religious features) have emerged as inequality of opportunity and possibility in education and have affected their individual, social and professional experiences considerably (Aydın, 1998; Doğan, 2012b; Ndolo et al., 2011; Özbaş, 2012; Tezcan, 1997).

Sociologic Variables

Although providing the equality of opportunity and possibility in education has been one of ideals pursued since ancient times, the opportunity and possibility differences experienced in educational process have protected and maintained its existence depending upon the social classes. When studies related to providing the equality of opportunity and possibility in education by some various international institutions and countries have been revised, there has been noticed that this cannot be achieved as needed. This has not been more different in democratic countries of the West than the ones where whole other differences and social classes have been removed (Kemerlioğlu, 1996). The case of social inequality most of which has arisen from the social stratification system has been closely connected with family's level of income, profession of family and the accommodation unit. Moreover, cultural differences, gender discrimination, language, ethnic and religious factors and population have been also efficient upon emergence of this case. On the other hand, both qualitative and quantitative deprivations related to teaching profession and political factors have also been factors that cause inequality. On the other hand, social state has made emphasis upon the principle of equality in relation to right to education of individuals. The basic policy within this sense of state is to improve socio-economic opportunities that individuals have and to provide equally (Bottomore, 1998; Ergün, 1994; Erkal, 2011; Giddens, 2008; Kemerlioğlu et al., 1996; Tolan, 2005).

The Quality of Higher Education Services

The higher education is an educational institution responsible to make students acquire the functions as scientific production skill, the power of free thinking and a democratic personality respectful to human rights. There cannot be considered a group of individuals that will make more contributions to the socio-economic, cultural and social development of Turkey than the ones who have had higher education. One of the most

important indicators of a country's development level has been adult population's average level of education. The grade of education that will provide the most important contribution to this case has been the higher education. Research and development activities and associations pioneering to the awareness of public and providing organized social mobility have been created by means of the universal position of the higher education system. For higher education's meeting these aforementioned functions and developing a national identity integrated into international values depend upon whole individuals' benefiting from higher education services equally.

This can be rectified through meeting the basic needs of higher education students with different socio-economic properties within the scope of opportunity and possibility equality (Gümüş and Şişman, 2012; Official Gazette, 1981).

Purpose

One of the basic institutions that steers social, economic and political life of Turkey is undoubtedly higher education. This institution which affects nearly whole living spaces of the country has played the leading role to raise needed qualified work force. The basic problem of developing and underdeveloped countries is the inequality of opportunity and possibility in education. This aforementioned case which has been the basic problem of the countries throughout history because of economic, geographical, regional and political reasons has still maintained its existence and made itself feel in every grade of the education from pre-school teaching to higher education. In this research, there has been aimed to evaluate the process of higher education according to basic sociologic variables that affect the equality of opportunity and possibility in education. In accordance with this purpose, the research problem has been stated as is: What are the perceptions of higher education students towards the equality of opportunity and possibility in education in terms of sociologic variables? Is there a statistically significant difference between student perceptions?

METHOD

The research has been a comparative descriptive study. In this research, there has been analyzed the perceptions of higher education students towards the equality of opportunity and possibility according to sociologic variables. Comparative studies are the ones in which the independent variable or effects of variables upon the dependent variable have been tried to be determined (Büyükoztürk et al., 2010; Gökçe, 1999).

Accordingly, independent variables of this research have included "gender, educational status of parents, the area where the family lives in and monthly income of the family".

Population and Sample

The research population has included 4300 students studying at Erzincan University Faculty of Education in 2012-2013 academic year. There have been benefited from the tables determining the sample size in order to determine the sample. In this sense, there has been calculated that 487 of 4300 students should be included into the sample. Considering the possible missing, 540 students have been given the research scale; and 472 of those scales have been provided to be returned. The scales provided to be returned have been 97% (472/487) of the sample size. Research scales have been performed to the student sample studying at whole departments of the educational faculty. The students that would be given the scale have been determined by randomly choosing at least 10% of the students in classroom lists.

Data Collection Tools

"The Scale of Opportunity and Possibility Equality in Higher Education" used in the research and developed by the researchers has been prepared benefiting primarily from literature review results. Moreover, in this process, sociologic variables of higher education students creating the analysis field of the research have been subjected to fieldwork for a long period. In this sense, there has been tried to be determined what the aforementioned sociologic variables are interviewing face-to-face with 125 students according to faculty and departments in Ataturk and Erzincan Universities since 2009-2010 academic year. Determined variables have created the independent variables of the research together with the ones obtained as result of the literature review. Benefiting from the data obtained as result of the fieldwork and literature review, there has been prepared a draft form including 69 clauses. Content validity of the prepared form has been tried to be determined by the academicians studying at sociology and educational sciences. The number of clauses has been reduced to 58 excluding 11 clauses which have been determined as not in accordance with the purpose in the draft form according to the criticism of academicians. Pre-implementation has been performed through the participation of 124 higher education students using 58 clauses of the draft form. As result of the analysis performed upon data obtained from the pre-implementation of the draft form; Kaiser-Meyer-Olkin (KMO) value has been specified as .681

Table 1. The Scale of Equality of Opportunity and Possibility in Higher Education in Terms of Sociologic Variables Factor Variance Ratio and Reliability (Alpha) Coefficients

Factor	Explained Variance %	Alpha (α)
Secondary Education Process	14.607	.83
Socio-Economic and Cultural Features	20.230	.88
Higher Education Services	9.045	.84

Table 2. Perceptions of Higher Education Students Related to the Equality of Opportunity and Possibility According to the Variable of Gender.

Clauses	Female		Male	
	N	\bar{X}	N	\bar{X}
1. Meeting basic needs in secondary education process	273	3.60	199	3.14
2. Professional guidance-orientation services in secondary education	273	2.27	199	2.20
3. Effect of religious belief upon educational opportunities	273	3.59	199	3.27
4. Effect of gender upon benefiting from educational opportunities	273	3.05	199	3.28
5. Effect of political stability on benefiting from opportunities	273	2.73	199	2.58
6. Mother's having low educational level	273	2.80	199	2.55
7. Communication of faculty staff with students	273	2.40	199	2.18
8. Quality of academic counseling services	273	2.46	199	2.35

and there has been revealed that factor analysis could be performed to those obtained value data (Büyüköztürk, 2012). Moreover, there has also been tried to determine whether the draft from has been single or multi factor upon the pre-implementation data. The scale clauses have been noticed to be multi-factor as result of the statistical analysis; 14 of 58 clauses which have been noticed as not to be gathering in factors selected as the baseline to prepare the scale were excluded from the form and so the number of clauses in the form has been reduced to 44. Then, there has been decided as result of the analysis performed upon the rest 44 clauses that the form was a valid and reliable evaluation instrument including 44 clauses and 3 factors. So, using the draft from as the implementation scale for this research has been decided. The variance ratio explained according to the factors and reliability coefficient (Cronbach-Alpha) values have been shown in Table 1.

Data Analysis and Interpretation

Equality of Opportunity and Possibility in Higher Education Scale has been prepared using 5-point Likert approach. In the scale, 1 was given as score to "never", 2 to "seldom", 3 to "sometimes", 4 to "often" and 5 to "always". Score intervals of the choices have been determined for "never" as 1.00-1.79, "seldom" as 1.80-2.59, "sometimes" as 2.60-3.39, "often" as 3.40-4.19 and "always" as 4.20-5.00. Descriptive data of the

research have been analyzed using frequency (f), percentage (%), arithmetic mean (\bar{X}) values. Data related to the variable of gender were analyzed benefiting from t-test used for unrelated samples. Data related to educational status of mother, the area where the family lives in and monthly income of the family were analyzed using one-way variance analysis. In situations where variance analysis results were significant, there has been performed multiple comparison to determine in which groups the difference was significant. The value of .05 has been considered to determine significance level in the comparisons.

FINDINGS AND INTERPRETATION

The findings obtained in the research have been interpreted benefiting first from descriptive and then from comparative analysis results according to the factors with independent variables of the research.

Perceptions Related to the Variable of Gender

Female students have had the perception that they have been provided more opportunities by their families and schools about "meeting their basic needs such as food, beverage, clothes, sheltering during the secondary education process" (Clause 1; \bar{X} = 3.60). As it can be seen in Table 2, the highest level of percep-

Table 3. Comparing Perceptions of Female and Male Students Related to Socio-Economic and Cultural Properties.

Group	N	\bar{X}	SD	df	t	p
Female	273	3.23	1.33	470	1.975	.000*
Male	199	2.98	1.41			

p<.05*

tions of male students related to the process of secondary education has been on the same subject (3.14). However, perception average of male students has been noticed to be quite lower than the perception average of female students. This finding has revealed that secondary education considered as more important for the education of female students in Turkey and there have been positive discrimination against school girls. Since 2012-2013 academic year, secondary education has also been included within the scope of compulsory education; and so more female students have been prioritized to benefit from educational opportunities. According to the perceptions of female students, the lowest level of educational service related to the process of secondary education has been about the "inadequacy of professional guidance and orientation activities provided during the process of secondary education" (Clause 2; \bar{X} = 2.27). The male students have had the similar perception, as well (Clause 2; \bar{X} = 2.20). Findings have proved that students could not benefited from professional guidance and orientation services provided during the secondary education; this has also revealed that secondary education school managements and counseling services could not perform their functions.

The highest level perceptions of female students in socio-economic and cultural properties factor has been about their religious believes' positively affecting their benefiting from educational services (Clause 3; 3.59). This finding can be interpreted in a way that religious values of students have been respected in higher education system. The highest level perceptions of male students related to higher education has been about that their gender has positively affected their benefiting from educational opportunities (Clause 4; 3.28). This finding can be interpreted in a way that patriarchal family structure which has been the indicator of male dominant culture in Turkey has still maintaining its existence. The lowest level perception of female students in sociologic properties factor has been about that the political stability in the country has not adequately affected their benefiting from educational services (Clause 5; 2.73). This can be interpreted in a way that the political system has not been adequately interested in inequality of opportunity and possibility in education. The lowest perception level of male students

in this factor has been about that educational level of their mothers has negatively affected their benefiting from educational opportunities (Clause 6; 2.55). This finding can be interpreted in a way that as the educational level of mother has increased, children's benefiting more from educational opportunities and possibilities has increased, as well.

According to the perceptions of female and male students, implementation that affects equality of opportunity and possibility related to the process of higher education occurs at a quite negative level. Female students have found communication of faculty staff inadequate in terms of respect and trust (Clause 7; 2.40). Similarly, male students have had the same perception, as well. This finding can be interpreted in a way that the office staff that renders service towards student affairs in higher education has had some deficiencies in education. Furthermore, female and male students have also mentioned that academic counseling services have been inadequate to meet their needs and there have been offered no opportunity to improve themselves in socio-cultural domains.

Whereas there has been no statistical significance between student perceptions in terms of both secondary and higher education service qualities, there has been determined a significant difference in socio-economic and cultural properties factor. As it can be seen in Table 3, female students have had the perception that socio-economic and cultural properties have been more efficient in terms of benefiting more (3.23) from higher education opportunities.

In this factor, the probability of t value (1.975) has been lower than the chosen alpha significance level ($p = .000$) [$t(470) = 1.975, p < .05$]. This finding reveals that female students have been more subjected to the effect of basic sociologic variables in higher education than the previous educational grades. Considering this finding, there has been noticed that although educational level of female students has increased, higher education processes have significantly affected from the current social pressure.

Perceptions Related to the Variable of Mother's Educational Status

The variable of mother's educational status has been

considered under 6 different categories as “illiterate, literate, elementary education graduate, secondary education graduate, high school graduate and university graduate”. The data related to this variable have been interpreted benefiting from one-way variance analysis statistics. According to the data obtained from One-way ANOVA, the variable of mother’s educational status has revealed no significant difference in factor of the quality of secondary education services. LSD multiple comparative analysis has been performed in order to find the source of the statistical difference. According to the analysis, student perceptions who have had illiterate mothers ($\bar{X} = 2.36$) have been determined lower than the perceptions related to whole other student groups. Students who have illiterate mothers have benefited from secondary education services fairly lower than the other student groups who have had higher educational status. Students who have had illiterate mothers have taken adequate support ($\bar{X} = 1.99$) for the resolution of socio-psychological, academic and cultural problems especially from psychological counseling and guidance services in secondary education process. Children of illiterate mothers have been considered to be student group which have been rendered the least service about “social activities, rectifying academic failures, equal participation to lessons, efficient use of learning time, participation of parents to school management, meeting the basic needs, academic support out of school, benefiting from educational technologies and preparing to higher education”. The students who have literate mothers ($\bar{X} = 2.84$) have benefited from secondary education opportunities less than the ones who have high school and university graduate mothers. Children of mothers who have been elementary education or secondary education graduates have benefited less from secondary education opportunities than the children who have been high school or university graduates. According to whole these findings, the independent variable of educational status of mother has been revealed as the most important sociologic factor that affects the equality of opportunity and possibility in secondary education. Especially the students who have had illiterate mothers have experienced inequality and educational deprivation at a critical level.

Whereas the variable of mother’s educational status has not created a significant difference in the quality of higher educational services’ factor between the student perceptions, it has created a highly significant difference in socio-economic and cultural properties factor. The reason why there has been no statistical difference related to the quality of higher education services between the perceptions according to the educational status of mother can be expressed through students’ reaching both to a specific maturity level in age and educational level. On the other hand, socio-

economic and cultural properties of students who have had illiterate mothers have caused their less benefiting from higher education opportunity and possibilities ($\bar{X} = 2.67$). In this sense, mother’s being illiterate has appeared as the leading variable that affects higher education students sociologically. Accordingly, it can be said that students have been maintaining to experience negative effects of low educational status of their mothers even in higher education process.

Mother’s being illiterate has created a negative effect upon the variables of “educational level of mother, birth and living place, number of children, income level of the family, the house the family lives in, ethnic origin, religious belief, native language, the value given to the concept of equality and political opinion”. Negative effect of mother’s educational level has also effected benefiting of female and male students without gender discrimination from educational opportunities at an inadequate level. In socio-economic and cultural properties factor, average student perceptions that have had literate, elementary education and secondary education graduate mothers have been less than the perceptions of the ones who have had high school and university graduate mothers. That is, children of high school and university graduate mothers have more benefited from higher education opportunities in terms of socio-economic and cultural variables. Mother’s being under the secondary education grade has made higher education students disadvantaged on providing equality of opportunity and possibility in education. There can be claimed that especially the students with illiterate mothers have experienced a chronic inequality.

Perceptions Related to the Variable of the Region Where the Family Lives in

In this research, the variable of the area where the family lives in has been categorized under 7 categories considering the geographical regions of Turkey. According to the variable of region, whereas there has been no difference in secondary and higher education services factor between student perceptions- there has been determined a significant difference in socio-economic and cultural properties factor. According to the variable of region, the student group which has benefited from higher education opportunities and possibilities in terms of socio-economic and cultural properties has been students of Southeastern Anatolian Region ($\bar{X} = 2.79$). The students in this region have benefited less from socio-economic and cultural opportunities of higher education than the students in Aegean (3.48), Marmara Region (3.44) and Central Anatolia Region (3.31). Students from Southeastern Anatolian Region have experienced inequalities in terms of “gender, educational status of parents, the birth and living place, number of children, family’s level

of income, the house where the family lives in and the number of rooms, native language, the value given to the concept of equality and providing the opportunities such as grant, dormitory, etc.” There has been determined that students in Black Sea Region (3.04) have benefited less from educational opportunities in terms of sociologic factors than the ones in Aegean, Marmara and Central Anatolian Regions. Findings have revealed that especially Southeastern Anatolian and Black Sea Regions have experienced important deprivations in terms of educational equality.

Perception Related to Income Variable

The variable of income has been grouped under 7 categories as “0–730, 731–1300, 1301–2000, 2001–2750, 2751–3250, 3251–4000 and 4001 TL and over” in the research. Whereas the variable of income has created a significant difference especially in secondary education services and socio-economic properties factors between the perceptions of students, it has not created a difference in higher education services factor. According to the research data, 127 of student families have had 0-730 TL (26.9%) monthly income, 154 had 731-1300 (32.6%), 118 had 1301-2000 (25%), 43 had 2001-2750 (9.1%), 17 had 2751-3250 (3.6%), 8 had 3251-4000 (1.7%) and only 5 had 4001 and over (1.1%) monthly income. According to these findings, more than ¼ of the families have had fairly lower monthly income below 730 TL. And this rate has stated a level below 985TL mentioned in 2012 December starvation limit measurements of TÜRK-İŞ. Moreover, 2/3 of student families have had monthly income below 2750 TL. This rate has also indicated a rate below 3208TL which has been accepted as poverty line according to the measurements of TÜRK-İŞ. Only 6% of student families have had monthly income over the poverty line. Findings have revealed that nearly 94% of student families have been in a vicious cycle because of economic problems. According to research findings, perceptions of student groups whose families have had income between 0-1300TL in terms of benefiting from secondary education services have been lower than the perceptions of groups who have had more income. The students who have least benefited from secondary education services have been the ones who have had the families with the lowest income. According to this, as the level of income has increased, the level of benefiting from educational opportunities has increased, as well. Children of the families with low level of income have experienced inequalities about “rectifying academic failure, equal participation to lessons, considering student characteristics for field selection, benefiting from educational technologies in and out of school, meeting the basic physiological and security needs and preparation to higher education”. Two stu-

dents whose families have had the lowest level of income have a negative perception when compared to other groups in socio-economic and cultural properties factor. Accordingly, as the families’ level of income has increased, children’s benefiting more from higher education opportunities in terms of socio-economic and cultural properties has increased, as well.

DISCUSSION

One of the most important functions of a democratic social law state is to provide social justice in educational process as in the whole areas of life. Providing the social justice in higher education is one of the most important responsibilities of the educational system. The most important level of education for the individuals to obtain a social status and take an active role within democratic, political and economic life has been no doubt higher education. Basic priority of this research is to reveal the direction of higher education students’ benefiting from educational opportunities. Equality of opportunity and possibility in higher education research has determined that mother’s educational status variable is a basic factor to benefit from educational opportunities. There has been determined that the basic reason of higher education students for not benefiting from educational opportunities since secondary education at required level has arisen from inadequacy of mother’s educational status. There has also been revealed that equality of opportunity and possibility in higher education cannot be provided without eliminating the negative effect caused by mother’s educational status. Several studies have also included similar results (Anderson, 2007; Marginson, 1991; Özbaş and Badavan, 2009; Özbaş, 2012b; Salehi-Isfahani et al., 2012; Singh, 2011).

With this research, there has been determined that socio-economic and cultural properties have had an important effect upon benefiting of higher education students from educational opportunities and possibilities. According to the variable of gender, female students have more experienced negative effects of socio-economic and cultural properties. Moreover, according to the variable of mother’s educational status, students who have had mothers with low educational status have more experienced the inequality created by the sociologic factors than the others. According to the variable of region, socio-economic factors have more negatively affected Southeastern Anatolia and Black Sea Region students. When it has been considered in terms of income variable, students with low-income families have more experienced negative effects of sociologic factors. The researches which analyzed social justice and equality of opportunity and possibility have presented data about socio-economic and cultural

properties which have had an important effect in educational process (Aydın et al., 2012; Özbaş, 2011; Özbaş, 2012a; Rothstein et al., 2004; Schmidt and Maier, 2009).

CONCLUSION AND SUGGESTIONS

In secondary education process, female students have had a more advantaged position than male students on the point of meeting their basic needs. Whole female and male students cannot benefit from efficient professional counseling and orientation services in secondary education. Among higher education students, female students have supported religious beliefs as efficient for benefiting from educational opportunities and males have supported gender. Political stability in Turkey cannot make an important contribution to students within the context of their benefiting from higher education opportunities. Students have had the perception that academic counseling and pupil personnel services cannot meet their needs. Female students have had a disadvantaged position than males for benefiting from higher education opportunities in terms of socio-cultural properties. Students who have had illiterate mothers cannot benefit from both secondary and higher education opportunities efficiently. Mother's having low level of education has been an important factor that affects students in terms of socio-economic and cultural properties and academic context since the secondary education as a basic sociologic variable. More than 25% of the student families have had a monthly income below the starvation line. Nearly 95% of the student families have been on the edge of economic poverty. Students in Southeastern Anatolia and Black Sea Regions have subjected to disadvantaged effects of socio-economic and cultural properties on the point of their benefiting from higher education opportunities. In accordance with the research results, there have been offered the suggestions below:

1. For students' benefiting from educational opportunities equally, the family, political decision makers and educational administration should not make gender discrimination.
2. In order to prevent gender discrimination in the society, social awareness should be provided through education and media.
3. Higher education institution should take necessary precautions for raising more qualified Psychological Counseling and Guidance teachers carrying on their duties especially in secondary education process.
4. Ministry of National Education should make efficient control system functional through the school administrators for increasing the quality of guidance and orientation services in secondary education process.

5. Faculty staff and academic advisers should be trained about efficient communication that will make them acquire skills of interaction and problem solving with students.
6. Political decision makers and top management of education should take necessary administrative precautions for female students not to be affected negatively from educational services because of their socio-economic and cultural properties in higher education.
7. Mothers with inadequate level of education without considering the educational status of their children should be participated to literacy programs within the scope of lifelong learning activities.
8. Reformatory economic, political and cultural implementations that will provide social development in Southeastern Anatolia and Black Sea Regions where deprivations on several occasions have been current, education as the leading one, should be put into action.
9. There should be taken precautions that will make more economic contribution to children of low-income families instead of monotype grant and credit.

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