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RESEARCH ARTICLE

Reflections of Educational Inequalities on Classroom Practices and Students' Development Areas

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Abstract

In recent years, the debate over educational inequality has become both a prominent area of research and a hot-button issue in the literature of educational sciences. However, the majority of studies on this topic have predicated their results on test scores. It is abundantly clear that the effects of educational inequalities cannot be explained only by evaluating their effects on test scores. The primary research question of this study is to discover how different forms and aspects of educational inequalities manifest themselves during in-class and/or in-school teaching and learning activities. In addition, one of the main purposes of this study is to reveal the impact of educational inequalities on in-class pedagogical processes. To this end, data were collected from a total of 38 teachers working in different regions of Turkey using a variety of qualitative research methods; the data were then examined using the deductive thematic analysis technique. Based on the findings obtained, teachers believe that a lack of cultural, economic, and social capital is the underlying cause of educational inequalities. Undesirable situations that transpire within families, sex-based discrimination, family conflicts, and unfair policies carried out by school administrators are also seen as other factors that produce educational inequalities. It was found that educational inequalities hinder students' cognitive, affective, and psychomotor skills when compared to their peers and impair their developmental progress. Findings also showed that educational inequalities deeply and negatively affect pedagogical processes and undermine both student-teacher and teacher-parent relationships.

Keywords: Cultural capital, inequality, poverty and educational attainment

Introduction

Sociology is concerned with a variety of inequalities that arise as a result of attempts to maintain and consolidate diverse forms of power in a society (Özet, 2019; Sunar, 2018a, 2018b); a particular concern of educational sociology research is, therefore, educational inequalities (Atmaca, 2018, 2019). Bauman (2014) notes that social inequality is the most important issue that humanity has to face and battle in our century. Inequalities and the battle to control access to opportunities are seen as a sort of struggle to-as Bourdieu puts it-preserve fields or earn a place in those fields (Bourdieu & Wacquant, 2016; Swartz, 2013). Social inequalities or differences in social classes can be explained by individuals' capacity to possess different types of capitals and to retain their positions in specific fields, and

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theories developed by both Marx and Weber constitute the basis for many of these ideas (Parkin, 2014). Tilly (2012), on the other hand, believes that unequal examination of value-producing resources has caused social inequality. While Marx explains social hierarchy and relationships via the means of production, Weber endorses the idea that social equality is a reality and that the elites who are (deemed to be) privileged try to keep possession of their fields by establishing various barriers for those who fall behind due to *social closure* (Özet, 2019).

These elites, who Weber refers to as *status groups*, develop distinctive practices by using their educational backgrounds, careers, and financial status to sustain their privileges (Arslan, 2012). The Bourdieusian perspective, on the other hand, employs a broader analytical repertoire; it sees various forms of discrimination and inequality occur as a result of the struggle to possess fields and the concomitant attempt to procure and attain individual interests (Brubaker, 2007). Bourdieu's conception of sociology, as opposed to Marx's economy-based capital, emphasizes the fact that both cultural and social capital play important roles in holding a place in relevant fields (Swartz, 2013).

The non-homogeneous distribution of economic, cultural, social, and symbolic capital refers to the reproduction of inequalities in a society depending on how many different types of capital are possessed by individuals. The day-to-day manifestation of these inequalities may transform into a hierarchy, which exists in a variety of different forms. Russell (2017) notes that children of rich families believe they are superior to poor people because of their economic capital; class difference and prestige are handed to them as if they were God-given rights, not because of their own virtues and qualifications, but because of the fortune owned by their families. As a result of a capitalist system, which feeds on social inequalities, it is inevitable that these types of relationships and interaction patterns occur. In a society, the education system is one of the areas where the struggle for controlling access to resources and opportunities in the field is the most intense (Aktay, 2016). Özsoy (2010), on the other hand, states that education is an entire process of societal construction and forms power relations among divergent economic, social, and political groups.

The inescapable bond between the education system and politics transforms education into a battlefield where various political forces and power players vie for control and, concomitantly, power over a field that is fundamentally based on the reproduction of various inequalities-what some might even term a power structure based on domination (Calhoun, 2016). However, the difficulties faced in trying to ensure that everyone has access to equally high-level quality education, the inability of academic curricula to provide similar levels of academic progress for each student, and the fact that the familial, individual, environmental, and economic positions of each student vary constitute a basis for the production of inequalities in education and therefore

impact in-school activities as well (Aktay, 2016). Competitive practices and contests in education are a natural extension of a test and elimination-based education system, and they cause a certain segment of society, which possesses a set of advantages that enable them to make use of these competitions and contests for their own ends, to be counted as elites. Furthermore, the failure to create a pedagogical atmosphere that allows students to participate and collaborate equally and puts focus on learning and student development results in an underclass forming in education; this class is mostly made up of those who are deprived of various types of capital, that is, students who experience different forms and aspects of poverty. This has become more apparent as neoliberal policies have become more common in education, and they tend to disregard inequalities in education to a large extent (Apple, 2004; Güven, 2014). However, the principal function of education is liberating individuals and equipping them with the praxis to transform societal circumstances (Freire, 2008; Mayo, 2011; Yılmaz, 2016) not winnowing them out, sorting them by rank, or ostracizing them (Turan, 2014). Thus, the current literature contains criticisms regarding the function of schools, saying it has been recently reduced to an instrument that tests, selects, and assigns students their rank in the system (Apple, 2012; Ünal, 2016).

The restrictive aspect of schools was referred to in Bourdieu's sociology as a "Maxwell djinn" that inconspicuously sorts students from different social classes into different types of schools, builds an invisible wall between these students (Bourdieu, 2015b; Sunar, 2018b), and, therefore, reconstructs social classes. Also, as Bourdieu (2015b) points out, the sorting-based school system is fundamentally a practice that seeks to create differences in social ranks. However, inequalities in education have evolved into a structure that is ultimately recognized as legitimate by various spheres of society because of the practices that have become ingrained in the system (İnal, 2004). In addition, both access to education and indicators of academic achievement vary considerably and unequally based on the different spheres, groups, and regions in a society (Ataç, 2017). Mendras (2008) notes that social stratification is the fundamental reason why serious inequalities in education still exist and that the reduction and elimination of inequalities will only be possible when the hierarchy among the spheres of society is transformed.

The reason why educational inequalities are more noticeable in certain regions and schools (and vigorously manifest themselves in pedagogical practices in classrooms) is the presence of poverty-related social status and position (Türkdoğan, 1978). Today, poverty is considered to be the fourth-highest category of the high-risk group following violence, denial of democratic rights, and environmental issues because it reinforces inequalities (Erdem, 2013). The impact of poverty on everyday life can be seen in both community and personal life and in forms of exclusion, marginalization, criminalization, and stigmatization (Erdem, 2013). When discussed within the framework of educational inequalities, the family and/or community

failing to provide basic necessities can directly or indirectly affect students' school life (Atmaca, 2020). The impact of poverty on childhood issues and problems such as child labor (Beyazova, 2019; Tunçcan, 1999), seasonal employment (Semerci & Erdoğan, 2017), dropping out of school (Küçüker, 2018), and involvement in crime (Akıllı & Dirikoç, 2016; Kurnaz, 2009) and the effect of each type of poverty on the emergence of pathological issues in children cannot be ignored. Inequalities rear their head in pedagogical practices within schools in a way that prevents teaching and learning abilities to reach a pre-determined and/or desired level. Though Bourdieu-centered debates on educational inequalities and reproduction (Bourdieu, 2015a) to a large extent involve test scores, test statistics, and winnowing students by rank, it is believed that inequalities manifest themselves in various forms during day-to-day in-class practices in a more readily apparent way. Even though educational inequalities are based on test scores, these disparities predominantly occur because of the cultural capital of different families and the strategies created to enhance the academic standing of their kids. As Bourdieu (2015b) explained in a comment he attributed to the philosopher Baruch Spinoza, families have *conatus*, the force in every animate creature toward the preservation of its existence, and they wish to maintain all the privileges and power they possess. In addition, the severity of these inequalities is amplified by the differences in opportunities provided by families, their assorted privileges, and governments' procrastination and overall inadequacy in creating policies that eliminate or minimize those differences.

When Turkey-specific samples are examined, the majority of existing inequalities seem to occur and be assessed based on test scores of standardized, centralized student selection, and placement exams and/or international exams such as Program for International Student Assessment (Ataç, 2017; Çelebi et al., 2014; Çelikkol & Avcı, 2017; Education Reform Initiative [ERG], 2014). It should be taken into account that studies in this area take academic performance as a base; that is to say, the result, not the process, is considered to be the key criterion. The relatively new online education experience has exposed the fact that there are many students who are unable to access online education, which has, in turn, revealed that educational inequalities, both in Turkey and the world, are more severe than previously thought. Evaluating the impact of inequalities on both in-class and in-school activities using only one determining factor makes these inequalities less visible. No studies have been encountered in the current body of literature that examines the impact of inequalities on in-class teaching and learning practices during students' academic lives, the bond between students and their academic experiences and their way of making sense of these experiences, and how inequalities shape parent–teacher and student–teacher relationships. The primary research question of this study is to reveal how different types of inequalities manifest themselves in different forms in in-school and in-class teaching and learning practices. Our study has sought answers to various questions: What are the factors

that cause educational inequalities, based on teachers' views? How do educational inequalities impact students' cognitive, affective, and social development? How do these inequalities manifest themselves during in-class processes? Study results are expected to be of practical use, especially for field analysts and institutions, and individuals that create educational policies, as they will provide them with insight into a number of outcomes in classrooms.

Methods

Qualitative research methods were used in this study, which was conducted using a holistic single case study design. According to Yin (2017), a case study involves an in-depth examination of a current issue or case in its authentic environment; it provides a richly detailed approach to a specific case and a point of view that reveals the true colors of issues. As Yin (2017) emphasizes, case studies require researchers to scrutinize an actual and current case in a way that reveals its impact on real living space. Patton (2014) described case studies as a way to "take the reader into the heart of the situation and, thusly, the life of a group of people." Yıldırım and Şimşek (2013) noted that case studies enable researchers to thoroughly scrutinize cases and situations over which they do not have any control. In case studies, there are many factors that affect the situations examined, and links among these factors help to explain a variety of phenomena. For this reason, the case study design is inextricably intertwined with studies in education as educational sciences are affected by a number of different factors (Leymun et al., 2017). Inequalities in education are ongoing problems that all communities have to face; they constitute an especial problem in societies where differences in levels of income and affluence among various spheres are deeper and more apparent. This study made use of a case study model as inequalities in education are a contemporary problem.

Evaluation Group

The evaluation group of this study consists of 38 teachers working in a number of different provinces of Turkey. While creating the evaluation group, factors such as region, educational stage, type of residence, sex, branch, work experience, educational attainment, and school size were taken into account to ensure maximum diversity. The demographic profile of the evaluation group can be found in Table 1.

Demographic variables of the participants are presented in Table 2.

Data from Table 1 shows that the number of both female and male participants in the evaluation group was the same ($n = 19$, 50%). The majority of teachers had between 11 and 15 years of work experience ($n = 13$, 34.21%) and 26.32% ($n = 10$) of them had between 1 and 5. The highest number of participants were from Central Anatolia ($n = 10$, 26.32%) and the Marmara region ($n = 10$, 26.32%), and the least was from the Black Sea region ($n = 2$, 5.26%). The number of social

Table 1.
Some Variables Belong to Study Group

Variable and Explanation	<i>n</i>	%
Gender		
Woman	19	50.00
Man	19	50.00
Total	38	100.00
Professional seniority		
Between 0 and 5 years	10	26.32
Between 6 and 10 years	0	0.00
Between 11 and 15 years	13	34.21
Between 16 and 20 years	11	28.95
More than 21+ years	4	10.53
Total	38	100.00
Geographical region		
Marmara region	10	26.32
Black Sea region	2	5.26
Central Anatolia region	10	26.32
Southeast Anatolia region	3	7.89
Eastern Anatolia region	5	13.16
Aegean region	5	13.16
Mediterranean region	3	7.89
Total	38	100.00
Branch		
Non-verbal lessons	8	21.05
Verbal lessons	12	31.58
Foreign language	4	10.53
Vocational courses	4	10.53
Primary school teacher	8	21.05
Ability lessons	2	5.26
Total	38	100.00
School level		
Primary school	12	31.58
Secondary school	14	36.84
High school	12	31.58
Total	38	100.00
Type of high school		
Vocational high School	5	41.67
İmam Hatip High School	1	8.33
Fine Arts High School	1	8.33
Anatolian High School	5	41.67
Total	12	100.00
Educational Level		
Bachelor	17	44.74
Master+PhD	21	55.26
Total	38	100.00
Residential Area		
City Center	20	52.63
Town	11	28.95
Little Town (Kasaba)	1	2.63

(Continued)

Variable and Explanation	<i>n</i>	%
Village	6	15.79
Total	38	100.00
Socioeconomic level of the environment of the school		
Low	13	34.21
Middle	20	52.63
Upper	5	13.16
Total	38	100.00
Distribution of the number of students in the school		
Between 0 and 100 students	3	7.89
Between 101 and 250 students	8	21.05
Between 260 and 500 students	12	31.58
Between 501 and 1000 students	10	26.32
More than 1001 students	5	13.16
Total	38	100.00
Type of school		
State school	34	89.47
Private school	4	10.53
Total	38	100.00

sciences teachers ($n=12$, 31.58%) was found to be considerably higher than the number of visual arts, music, P.E., and computer teachers ($n=2$, 5.26%). The number of teachers who worked in middle schools ($n=14$, 36.84%) was higher than the number of those who worked in elementary ($n=12$, 31.58%) and high school ($n=12$, 31.58%).

The number of teachers who worked in Anatolian high schools (41.67%) and vocational high schools (41.67%) was five for each type of school, and this number was one for both fine arts high schools (8.33%) and religious vocational high schools (8.33%). Twenty-one teachers (55.26%) in the evaluation group had a master's degree while 17 (44.74%) had a bachelor's degree. The majority of the participants worked in the administrative center of their respective provinces ($n=20$, 52.63%). The socioeconomic status of schools in which participants worked was found to be mainly middle class ($n=20$, 52.63%), while a small number of participants ($n=5$, 13.16%) were found to work in upper-class schools. As for school size, almost a third of the schools had between 260 and 500 students ($n=12$, 31.58%). The majority of participants were public school teachers ($n=34$, 89.47%) while a few of them were private school teachers ($n=4$, 10.53%).

Data Collection Tools and Data Collection

Data were collected by gathering participants' answers to a set of unstructured questions that were created after reviewing relevant literature and both local and international fieldwork that primarily focused on educational inequalities. Questions that participants were asked to answer are listed below:

Table 2.
Some Variables Belong to Study Group

Code	Gender	Seniority	Region	Branch	Level	Education	Residential Area	SEL	School Level
T1	Man	16-20	MR	Non-verbal	High Sch.	Bachelor	City	High	State
T2	Man	11-15	MR	Verbal	Secondary	Bachelor	Town	Low	State
T3	Man	21+	BSR	Verbal	High School	Master	City	Middle	State
T4	Man	16-20	CAR	Non-verbal	Secondary	Master	City	Middle	State
T5	Woman	16-20	MR	PS	Primary	PhD	City	Middle	State
T6	Man	11-15	SEAR	Non-verbal	Secondary	Master	Little Town	Low	State
T7	Woman	16-20	MER	FL	Secondary	Bachelor	City	Low	State
T8	Man	21+	MR	Ability	Secondary	Master	City	High	Private
T9	Woman	0-5	CAR	FL	Primary	Master	Town	Middle	State
T10	Woman	0-5	CAR	Vocational	Secondary	Master	Village	Middle	State
T11	Man	11-15	SEAR	PS	Primary	PhD	Village	Middle	State
T12	Woman	0-5	CAR	Non-verbal	Secondary	Bachelor	Village	Low	State
T13	Man	16-20	BSR	Vocational	High School	Master	City	Middle	State
T14	Woman	16-20	CAR	Verbal	High School	Master	City	Low	State
T15	Woman	16-20	MER	PS	Primary	PhD	City	Middle	State
T16	Woman	0-5	SEAR	PS	Primary	Master	Village	Low	State
T17	Woman	11-15	MR	FL	High School	Master	Village	Middle	State
T18	Woman	11-15	CAR	Verbal	High School	Master	City	Middle	State
T19	Woman	11-15	MR	Non-verbal	High School	Master	City	High	Private
T20	Man	11-15	CAR	PS	Primary	Master	Town	Middle	State
T21	Woman	11-15	AR	PS	Primary	Master	Village	Low	State
T22	Man	16-20	EAR	Non-verbal	High School	Master	Town	Low	State
T23	Woman	21+	MER	Verbal	High School	Master	Town	Middle	State
T24	Man	0-5	EAR	Verbal	Secondary	Bachelor	Town	Middle	State
T25	Man	16-20	CAR	Non-verbal	High School	Bachelor	City	Low	State
T26	Woman	11-15	AR	Vocational	Primary	Master	Town	Low	State
T27	Man	0-5	EAR	Verbal	Secondary	Bachelor	Town	Low	State
T28	Woman	0-5	EAR	Verbal	Secondary	Bachelor	City	Low	State

T29	Man	11-15	MR	PS	Primary	Bachelor	Town	Middle	State
T30	Woman	11-15	AR	PS	Primary	Bachelor	City	High	State
T31	Woman	11-15	CAR	Verbal	High School	Master	City	Middle	State
T32	Woman	16-20	AR	Vocational	High School	Bachelor	City	Middle	State
T33	Man	0-5	EAR	Verbal	Secondary	Bachelor	City	Low	State
T34	Woman	11-15	CAR	Verbal	Secondary	Bachelor	City	Middle	State
T35	Man	21+	MR	PS	Primary	Bachelor	City	Middle	State
T36	Man	0-5	MR	Verbal	Secondary	Bachelor	City	High	Private
T37	Man	0-5	MR	Non-verbal	Secondary	Bachelor	Town	Middle	Private
T38	Man	16-20	EAR	Verbal	Primary	Bachelor	Town	Middle	State

Note: SEL = socioeconomic level of school environment; MR = Marmara region; BSR = Black Sea region; MER = Mediterranean region; EAR = East Anatolia region; SEAR = South East Anatolia region; AR = Aegean region; CAR = Central Anatolia region; PS = primary school teacher; FL = foreign languages.

1. What kind of situations that can be described as educational inequalities have you come across in a classroom or classrooms you teach? What do you think are the factors that constitute the basis for these inequalities? Please provide a detailed explanation of your experiences.
2. What do you think about how these inequalities manifest themselves in students' academic, social, and emotional lives and in their developmental progress? Please provide a detailed explanation of your experiences using concrete examples.
3. What do you think about how these inequalities manifest themselves in in-class activities, lessons, your performance, students' relationships with each other, student-teacher relationships, and parent-teacher relations? Please provide detailed examples in your answer.

The data set was obtained remotely between June 2020 and September 2020 using online video chat programs; interviews were recorded with the consent of participants. Recordings were then transcribed. Participants' answers were grouped by a question based on pre-determined themes, and codes were created for each sub-category.

Data Analysis, Validity, and Reliability

Data were assessed using deductive thematic analysis. Thematic analysis is a method of analyzing qualitative data; it is used to detect and interpret patterns, or themes, that occur in a data set. It is also used to detect and interpret semantic patterns, or themes, within qualitative data

sets. Deductive thematic analysis progresses from the general to the specific. Braun and Clarke (2006) list six steps of thematic analysis: reading and familiarization, coding, searching for themes, reviewing themes, defining and naming themes, and finalizing the analysis in report form. The NVIVO-11 software was used to analyze the data set. Themes were created based on participants' answers to the questions that were prepared following the conceptual framework created before the data analysis. Data gathered in accordance with this framework was collected and assessed as a part of a meaningful whole.

Pre-determined themes were reviewed and defined by sub-themes and codes. To clearly convey participants' views, findings were bolstered with direct quotations. What makes qualitative research different from quantitative research is the fact that researchers sometimes conduct face-to-face interviews with participants, and this process may give rise to bias during the data collection process; the objectivity of the data set may be put in jeopardy. Thusly, in our study, the researcher made sure to be as objective as possible. He tried to conduct this process without giving in to any sorts of pre-existing prejudices or stereotypes as he collected and analyzed data.

A number of measures were taken to ensure the validity and reliability of the study. Miles and Huberman (2016) states that it is important to keep coding choices consistent in qualitative data analysis to ensure validity. They suggest that a 70% level of agreement between coders is enough to assert that coding choices are consistent. The level of agreement between the coding choices of two different coders (two faculty members with PhDs in educational management and supervision working in different universities) in this study was 91%. The formula used was *Number of ratings in agreement/Total number of ratings in both agreement and disagreement* $\times 100$. Both the similarities and differences between the coding choices of the researcher and the two different coders were determined using this formula.

To increase reliability and validity, a variety of techniques were used: participant confirmation, inspection by a subject-matter expert, and direct quotations. Two faculty members with PhDs in educational management and supervision served as subject-matter experts, and they checked to see whether coding and analyzing processes and the presentation of findings went as planned; as a result of their inspections, a variety of revisions were made.

Results

Findings obtained from this study were grouped into three main themes: (1) Types of Inequalities and Their Underlying Causes, (2) Impact of Inequalities on Students' Academic, Social, and Affective Development, and (3) Effects of Inequalities on In-class Activities. Table 3, which can be found below, contains the sub-themes and codes of the first theme.

As shown in Table 3, there are 4 sub-themes and 18 codes under the umbrella of the first theme. The underlying causes behind educational inequalities were defined as a lack of cultural capital, a lack of socioeconomic capital, family-related causes and factors, and school protocol-related causes.

Theme 1 Types of Inequalities and Their Underlying Causes

Lack of Cultural Capital

The volume of cultural capital inherited by families, along with the differences that emerge when transferring this cultural capital to students in various forms, is considered to be the primary underlying causes behind educational inequalities. Inadequate cultural capital and a family’s incapability to produce school-related strategies manifest themselves in students’ academic lives in various forms such as negligence, disregard, and carelessness, which expose serious educational inequalities based on how participants perceive them. In addition, according to the participants’ statements, differences in educational background of families, educational expectations, issues that come with social status, and individuals’ future plans were also found to play a role in the production of inequalities. The views of some select teachers regarding this theme can be found below.

The fact that families have low literacy rates means that students receive insufficient support from their families (T7).

None of the parents have a college degree, and most of them can’t even speak proper Turkish. Those who have a high school diploma have a shaky grasp of it, which is a problem in and of itself. These parents go after teachers’ shortcomings instead of seeing why students fail or what they are missing. Visiting with parents in their houses showed me that many students’ houses are not appropriate for studying. I also observed that even if the parents were relatively well-off, they are still unable to provide students with sufficient levels of comfort. Students were born into an unfair world, and educational institutions don’t exactly do a bang-up job of providing a fair environment either (T29).

Table 3.
Types of Inequalities and Their Underlying Causes

Theme	Sub-themes	Codes
Types of Inequalities and their Underlying Causes	Lack of Cultural Capital	Neglect. minimizing the importance of education, being closed off to new ideas/innovations, differences in educational background, social status
	Lack of Socioeconomic Capital	Mobile teaching, lack of opportunities, inability to access resources, ostracization
	Family-related Causes and Factors	Excessive fecundity, different mother tongues, family pressure, broken families, sex-based discrimination
	School Protocol-related Causes	Creating ranked groups, neglecting students who have special needs, favoring certain parents

A kid who is raised by well-educated parents is luckier in terms of study methods, school selection, social activities, and building self-esteem (T31).

The school in which I am currently working is in an awful neighborhood. It's an environment where parents neglect, disregard, and ignore students. Here, students are unable to get the moral and material support that they need from their parents (T34).

My students' families are all of similar economic standings because the school that I am currently working at is a private school. The actual source of inequality lies in the lack of parental attention at home. Because our institution is private, some parents think that attention and care just from teachers are more than enough for their children. However, as far as I can tell, students who get attention both from their parents and teachers can exhibit higher levels of both social and academic progress. I can tell immediately whether or not a child comes from a happy family (T37).

Teachers' views revealed that the difference in cultural capital among families, especially the difference between their ways of building relationships with their school and providing support for the academic life of their children, manifested itself as inequality in students' academic experiences in a classroom setting. Teachers pointed out that proper parental involvement and support was one of the keys determining factors of students' success (or failure); a lack of economic and/or social capital was also determined to be another important factor.

Lack of Economic and Social Capital

Based on participants' views, a lack of economic and social capital is another major factor in the emergence and manifestation of educational inequalities; they are considered just as important as cultural capital because inadequate levels of economic and social capital will prevent opportunities from developing. Economic capital by itself is not enough to eliminate inequalities as lack of cultural capital can hamper economic capital, which impedes strategies such as access to education and creating and taking opportunities. Participants' views revealed that lack of economic and social capital can both, directly and indirectly, affect academic experiences in a negative way. Some of the participant teachers' views can be found below:

The majority of my students use the mobile education system [a system in rural Turkey in which students who live in sparsely populated areas are transported to schools in central districts on a day-to-day basis] to get to school. They have very limited resources in their villages. For example, there is a particular homework assignment that involves watching a video, but I know that not all of them can watch it. So I end up not assigning it. Likewise, there are also financial constraints. Students who come to class prepared live in central areas while those who live in villages

come to class unprepared. In fact, they even don't get their homework done on time because they help with all the chores that need to be done in the village (T10).

Our school is a school that receives students from the mobile education system. The children of seasonal workers come to our school as well. Especially these kids leave their work unfinished and can't really progress in terms of learning. In addition, the financial situation of families and their attitude toward education produce several more inequalities all on their own. Children whose parents are involved can adapt better while efforts made to help uninterested students are usually futile (T21).

Students aren't provided with materials necessary for applied courses because of economic inequalities, and they skip school on the days these classes are held. In the same classroom, there are differences observed among students' clothes, food consumption, and dietary habits in the school cafeteria (T33).

Unfortunately, there is a huge gap between students who have home internet access, work with private tutors, and are inundated with lots of resource books and those who have none of these things (T35).

Differences in families' financial status, the fact that some students have to work, and the distance between their houses and their schools are other factors that can produce inequalities (T14).

Family-related Causes and Factors

Participants' views indicate that they believe factors and causes that can be associated with one or more types of capital such as cultural, intellectual, pedagogical, and economic capital produce educational inequalities. Participants also note that when these causes and factors accumulate over time, they produce and lead to fossilized issues and have a negative impact on students' academic progress in a way that produces inequalities. Some participants' views regarding this matter are listed below.

There were students who were economically well-off and lived a life of luxury, and there were others who were so economically deprived that they didn't have basic classroom materials. I tried to provide them with necessary materials that I was able to gather and meet their needs myself. I have students whose parents are divorced; there are some students who live without seeing their mothers-in fact, the majority of them don't see either of their parents. They are deprived of their mothers' help with school work and even with simple things like getting ready to go to school (T22).

Firstly, I'll talk about gender inequality. Male students continue receiving education no matter what while female students have to take care of their little brothers and sisters, help with the household chores such as painting and spring cleaning, and are often absent from school. Another issue is financial inequality. Students who are

financially well-off stand out through their purchases at the school cafeteria or their appearance (T24).

The educational background and the socioeconomic status of families, students' mother tongue, the absence of positive role models for students in the family circle, parents' inability to motivate students, and problems with nutrition and getting to school all produce inequalities (T32).

Students' parents living separately due to divorce or even simple disagreements and students' fear of losing their family can be considered general categories. Students alternately live with their mothers and fathers because their parents are divorced. It's a burden on students' mental state when they stay with one parent and hear parents complaining and/or gossiping about each other (T38).

As for socioeconomic inequality-the most important element is a family drama. Children who come from broken families always fall behind (T18).

Interviewers stated that various problems within families that negatively affect various developmental areas of students, the fact that some students are forced to contribute to family finances due to economic hardships, and gender-based discrimination are among the situations that contribute to the production of inequalities during in-school processes.

School Protocol-related Causes

Some participants commented that some of the decisions made by the school administration and their favoritism toward certain parents produced inequalities during in-class processes. Some of the participants' views regarding this matter are listed below.

Students are grouped together based on their class ranks in my school, and class ranks are determined by the level of involvement of parents and academic progress of students based on previous year's scores. Teachers who teach in classrooms that have higher class ranks are relatively satisfied, but they have serious problems with low-ranked classrooms. They can reap the rewards of their efforts in high-ranked classrooms whereas they feel ineffective in other classrooms (T8).

Students who are wealthy, whose parents are in positions of power, or whose parents are buddy-buddy with the school principal don't fail no matter how many absences they had, but a student who was absent due to circumstances out of their control might be kicked out of school. Also, those privileged parents' children that I just mentioned are sure to be included in all kinds of projects and events (T16).

Educational inequalities become apparent when the school administration can't maintain a balance among teachers, students, and parents. By mishandling this situation, they effectively destroy the reputability of teachers. School administrations

also cause teachers to put pressure on students as they use students as benchmarks of teachers' success (T19).

The purpose of the second theme of this study is to determine the extent to which various inequalities affect students' academic, social, and affective development and to reveal what kind of discriminations and inequalities are observed as they progress in those areas. Accordingly, two sub-themes were created: lack of academic and social development and lack of affective development. There are a total of 19 codes developed under the umbrella of these two sub-themes. Keeping participants' views in mind, the codes and sub-themes revealed that inequalities negatively affect students' academic, social, and affective development to a large extent, which causes students who experience various inequalities to fall behind at school compared to their peers. Figure 1 contains both sub-themes and codes regarding the types of inequalities and underlying causes.



Figure 1.
Types of Inequalities and Their Underlying Causes.

The sub-themes and codes regarding the second theme (The Impact of Inequalities on Students' Academic, Social, and Affective Development) can be found in Table 4.

Theme 2 Impact of Inequalities on Students' Academic, Social, and Affective Development

Lack of Academic and Social Development

The first sub-theme of the second theme is the lack of academic and social development; the 11 individual codes that were created for this sub-theme are important in the sense that they allow researchers to see different aspects of inequalities that manifest themselves in students' areas of academic and social development. Gaining both technical and professional skills and acquiring knowledge are not the only reasons that drive people to go to school; they also accomplish various learning tasks and feats that strengthen their social development and their ability to interact with their surroundings. Thus, school is a place where people from different spheres of society gather together and interact. Some participant teachers' views regarding this sub-theme are presented below.

It affects the level of perception. If parents know how to be deliberately involved in their children's academic lives and know exactly when, where, and to what extent their efforts are needed, those students will become more engaged in the classroom as they know both their parents and teachers have high expectations for them (T3).

Students are well aware that classrooms are grouped by rank, so it triggers the feeling of learned helplessness as they think they are incapable of being successful anyhow or start to see themselves as troublemakers, so they are nonchalant about school-related matters. In addition, when students talk about this matter among themselves, they experience bullying and verbal abuse (T8).

In fact, conversations among students explicitly reveal the impact of inequalities: "When I had trouble understanding the topic, I looked it up on the internet and understood it," "Mom helped me out," or "My mother is illiterate. Even if she wasn't, she wouldn't be able to help me out as she has loads of chores to do." That is

Table 4.
Sub-themes and Codes Related to the Impact of Inequalities on Students' Academic, Social, and Affective Development

Theme	Sub-theme	Codes
Impact of Inequalities on Students' Academic, Social, and Affective Development	Lack of Academic and Social Development	Becoming anti-social, apathy in class, disrupting class, low-income levels, failing exams, low levels of motivation, incomplete academic development, learned helplessness, feelings of inadequacy, introversion, distrust in education and school, peer bullying
	Lack of Affective Development	Self-doubt, pessimism, hopelessness, development of various complexes, loss of self-esteem, low levels of self-respect

to say, students' involvement in classes and the formation of their social life go hand in hand with their parents' lifestyles (T10).

I am in a village where everyone's economic standing is similar. Students who are accepted and supported by their families are more successful academically and socially. Those who are unable to receive love and respect from their families project their yearning for love and affection in different ways (cussing, speaking loudly, being an introvert, constantly commenting on things that are none of their business, etc.). Even if female students are successful, it is believed that they are going to lose their morality where I live. It is enough for male students to just get into a high school and then their parents buy them cellphones and tablets (T11). Meetings with students who create the most problems always reveal that either they don't have a sense of family unity at home or they have lost a parent. This emotional unrest causes them to become troubled individuals or to turn in upon themselves even if they are subjected to intense bullying (T18).

I am a visually impaired teacher. When I was a student, I was thinking that each moment I spent at school worked against me, because I would always have to face different types of inequalities. There are cases similar to mine even today. I believe educational inequalities drag students down academically. I witnessed students who had the potential to be academically successful end up failing or performing below their capabilities because of unequal and unfair classroom settings (T19).

They lack any sort of academic vision or ambition. Their dream jobs are to be village guards or NCOs, so having a high school diploma is enough to achieve these goals. Teachers are having difficulties guiding inexperienced students and empathizing with them (T23).

Students with nutritional deficiencies may face problems perceiving things. Students who don't have ideal studying environments at home end up either doing their homework mediocrely, submitting incomplete homework, or not doing it at all. Also, these students are unable to cultivate independent study habits, so they lack self-discipline and they become less successful. When they are subjected to and/or witness violence at home, this will trigger discomfort and anxiety, and thusly, they veer off course. In addition, the fact that there is an inadequate number of books in students' houses hinders students' comprehension skills from developing. Their levels of success drop when they can't find sufficient support while preparing for centralized exams. Students' ability to develop self-esteem and to improve their creativity are thwarted/stunted by the fact that there aren't enough art and PE classes and/or a facility that enables and encourages them to perform these activities (T29).

Inequalities that arise due to various reasons cause individuals to develop unequally, principally in the area of academic and social development. Based on participants'

views, this unequal development of students debilitates their learning gains and the quality of their learning and behavioral skills. Another area of development affected by inequalities is affective development, which is another sub-theme.

Lack of Affective Development

As codes and participants' views indicate, another negative effect of inequalities on students is the retardation or complete inhibition of students' affective development. The fact that incomplete affective development may be detrimental and even irreversible in the future for those going through adolescence shouldn't be ignored. Also, academic, social, and affective developmental delays are intimately linked. Some participant teachers' views regarding this sub-theme are presented below.

Students may be depressed, hopeless, aimless, or frustrated. They want to succeed, but they don't get enough guidance. They can't make time for studying as they have to work outside of school hours. They can't get motivated to study because their minds are constantly occupied with family problems (T32).

Students grow up with low self-esteem. They resign themselves to failure and think that things will always be this way. They never aim higher but tend to adopt a fatalistic approach. When I asked in a classroom of 22 students who wanted to go to high school, only four of them raised their hands, which revealed the gravity of the situation (T34).

Generally speaking, a generation of children who are unsure about their future and are unable to adequately express themselves or grasp their rights and freedoms are being raised (T9).

I've got a female student named N-She was 60 kg [~132 pounds] in the first grade due to poor nutritional habits. She sat with her grandmother in the classroom for an entire year because she lacked self-esteem. Even when she played games, her low self-esteem manifested itself. Even though she is doing fine academically, this problem is preventing her from bettering herself. A male student of mine named A-started to stammer when his father was imprisoned, and he has become angrier. I also heard that he speaks to girls about indecent topics. His father not being with him has negatively affected him (T21). Emotional reactions manifest in many different ways: peer bullying, introversion, stealing, lying. Badly behaved students usually require more support, and they need more motivation (T33). Students get demotivated and lose their enthusiasm. They have difficulty setting goals (T36).

As indicated in participants' statements, a lack of affective development is both worsened by *and* accompanied by a variety of inequalities. Also, the fact that a lack of affective development has a negative impact on students' relationships with school and educational processes, future plans, motivation to learn, perseverance, passion,

and sustainable learning habits is evident from many participants' statements. The sub-themes (categories) and codes regarding the impact of inequalities on students' academic, social, and affective development can be found in Figure 2.

The third theme is about how inequalities manifest themselves in in-class pedagogical practices and education itself. Table 5 contains sub-themes and codes related to this theme.

As indicated in Table 3, a sub-theme, In-class Academic Experiences, was created in accordance with the impact of inequalities on in-class processes and pedagogical practices. Also, ten different codes were developed under the umbrella of this sub-theme.

Theme 3 Impact of Inequalities on In-class Processes

In-class Academic Experiences

While the second theme focused on the fact that various inequalities affect students' academic, social, and affective development and thusly, their development falls behind that of their peers, the third theme deals with inequalities that manifest

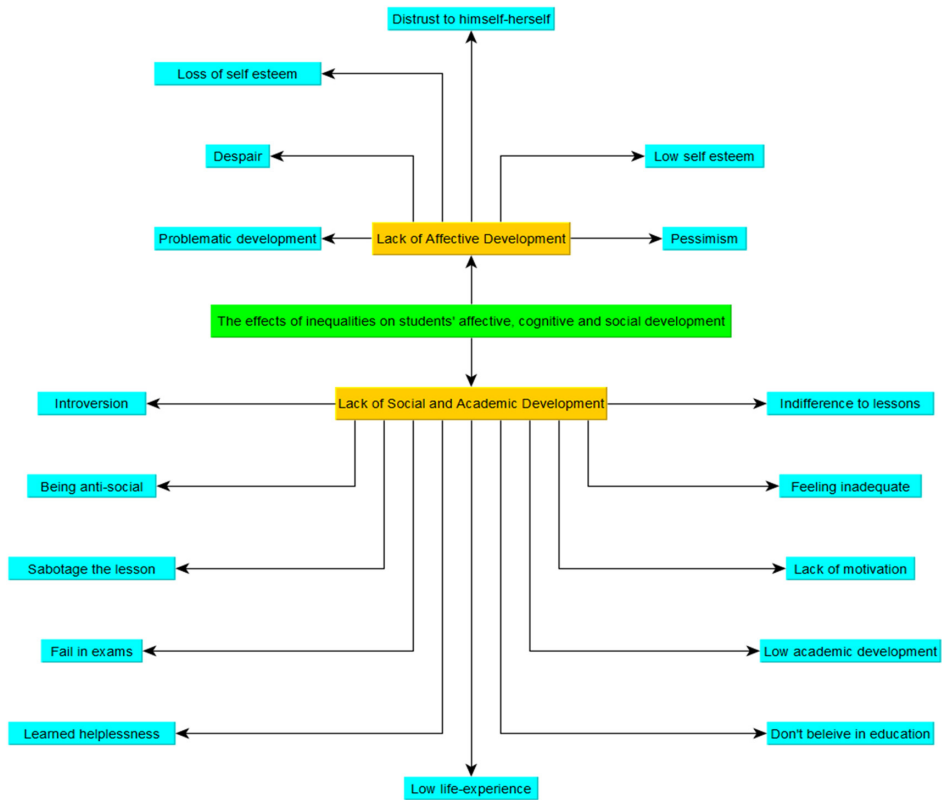


Figure 2.
Impact of Inequalities on Students' Academic, Social, and Affective Development.

Table 5.

Sub-themes and Codes Regarding Impact of Inequalities on In-class Processes

Theme	Sub-theme	Codes
Impact of Inequalities on In-class Processes	In-class Academic Experiences	Skills inequality, inadequacy, absenteeism, lack of teacher motivation, the difference in students' ability to learn, caste system formation in classrooms, ostracization, stigmatization, neglect, teacher burnout

themselves in in-class practices, student–teacher relationships, parent–teacher relations, and students' academic progress. Some participant teachers' views regarding this sub-theme are presented below.

Major issues in the education system gave rise to skills inequality, which is the most urgent problem along with material inequalities. I've never seen a lack of financial resources as an impediment to education, but an education system that ignores skills inequality has led to the loss of an entire generation (T5).

I've always taught in classrooms where students have low levels of success. These students can't make progress as they drag each other down, they just tread water. Teachers, on the other hand, hold prejudices against these types of classes and students. They usually either neglect or disregard them. They have conflicts with their parents as well. These students fall through the cracks and get lost in the system, as academic success is all that anyone focuses on (T8).

I can clearly see the impact of these inequalities on parent–teacher relations. An example: during our parent–teacher conferences, any parent who lives in the central area of the province and has it somewhat together could easily poke their nose into my business, try to boss me around, and constantly nag me. However, those who live in the surrounding villages and have limited opportunities say that whatever I do or say is great and that of course, they don't know better than I do. This is the most prominent difference (T10).

I'm having trouble with teaching. The constant need to create new content tires me out. Students have difficulties resupplying materials when they run out. For instance, they run out of blank paper in their notebooks, so they have to head downtown to buy it. I've created a WhatsApp chat group for parents, but there are problems with internet access. I'm having a hard time communicating with them (T12).

Apathy attempts to disrupt the class, and absences are commonplace. Students' grasp of subjects and topics keeps getting worse, so each week I review topics, yet I can't get any response in the following weeks, which ultimately reduces students' enthusiasm. The classroom becomes a place where they kill time, and this makes them unhappy. Students react to test problems as if they're seeing them for the first time—it is absolutely astonishing. When parents aren't involved, students lose their interest

in classes. It is easy to see the difference between these students and the ones whose parents are involved in their children's academic progress (T14).

Parents have lost their faith in the school due to biased approaches and unjust treatment. On top of that, teachers can't find the strength necessary to change the minds of those parents (T16).

Economic inequalities bother students the most; they can attribute both success or failure to an invisible caste system that they create in the classroom (T18).

First of all, students' levels of success vary because of inequalities; there are students at all levels of academic progress in these classrooms. Even though students' economic status doesn't really matter in a classroom environment, students from Şanlıurfa are left out. Kids don't want to play with them. A female student named Z-thinks that her friends don't like her because she is from Şanlıurfa. Another male student of mine named B-falls behind his peers because of his health issues and the individualized education plan (IEP) he has to follow. He can't participate in physical activities, and he can't join class walks either (T21).

I feel responsible for providing disadvantaged students with make-up materials. When the district governorship aids those in need, I take the number of siblings and students' physical constitution into consideration rather than the number of tractors, cars, sheep, or cows that their families own. My colleagues say, "Their fathers are well-off. They will buy their kids what they need.", but I know that that's not the case. In those types of families, animals in the stable are sometimes more valuable than kids (T22).

Students don't listen in class, they don't understand the content, and they don't participate in class. Parents don't care about how their kids do at school as they are too busy struggling with unemployment and poverty. All of these cause us, teachers, to struggle with professional burnout (T27).

The fact that students' readiness levels are low increases teachers' workload; teachers are unable to see any sorts of learning gains based on students' grade level. If a student has trouble with reading and writing in the fifth grade, s/he will have great difficulty in developing comprehension skills. The number of books in a student's house is directly related to the development of their comprehension and interpretation skills; the student's academic success will be negatively affected when these skills aren't reinforced outside of school hours. The student's indifference in the classroom or failure to complete their homework creates a sense of apathy, which causes teachers to adopt the same mindset over time, and consequently, it weakens parent-teacher relations, as the teacher has many other students to pay attention to. Late bloomers might find it difficult to make it to the finish line, and they fall through

the cracks in time. The student's apathy may lead to them disobeying school rules and ignoring in-class activities. No one thinks that a student who is constantly being reprimanded by their teacher is worth dealing with. A problematic student is a result of problematic parents and family structures, so parent-teacher relations suffer as the teacher doesn't want to get involved with parents' problems (T29).

We can't use any shared publications or demand even the absolute minimum from students. We raise money to buy resource materials for students whom we consider talented. We make too many photocopies. We try to make the most of our classes, but it wears us out professionally. It is very hard to keep students motivated at school as we can't get rid of all the financial issues and there are always problems with the families. Parents stop communicating with the school because they are struggling to make ends meet; lots of parents leave the school's WhatsApp chat group. This lack of communication makes it extremely hard to keep track of students' progress (T34).

As there aren't any happy people where there are inequalities, students fall short of their true potential. Some teachers notice students with low self-esteem while others prefer to ignore them (T35).

If I worked in a public school, I might have noticed disadvantages stemming from in-class and extracurricular activities but it's more about social relationships from my standpoint. For instance, it's not easy to make an extremely spoiled kid happy with any kind of activity. Because they are so used to a life of excess where they are the center of attention, group activities seem boring and pointless to them, which is quickly picked up on and roundly criticized by their friends. In addition, students who grew up neglected don't possess a sense of unity and solidarity. As they are not inclined to participate in activities that require teamwork, they are unable to properly express themselves or contribute to their social circle (T37).

Based on what participants stated above, it is evident that a variety of inequalities both directly and indirectly affect students' academic life and progress, in-class experiences, the richness of experience, teachers' professional skills and performances, parents' attitude toward school, students' relationships and interactions with their peers, and students' attachment to classes. Figure 3 contains codes that reveal how inequalities impact in-class processes and pedagogical practices.

Discussion, Conclusions, and Recommendations

The principal aim of this study was to find out which situations teachers would classify as educational inequalities in Turkey and determine the underlying causes of these situations. Additional aims included assessing how educational inequalities affected students' academic, affective, and social development, the types of differences between these students and their peers that were engendered by said inequalities, and

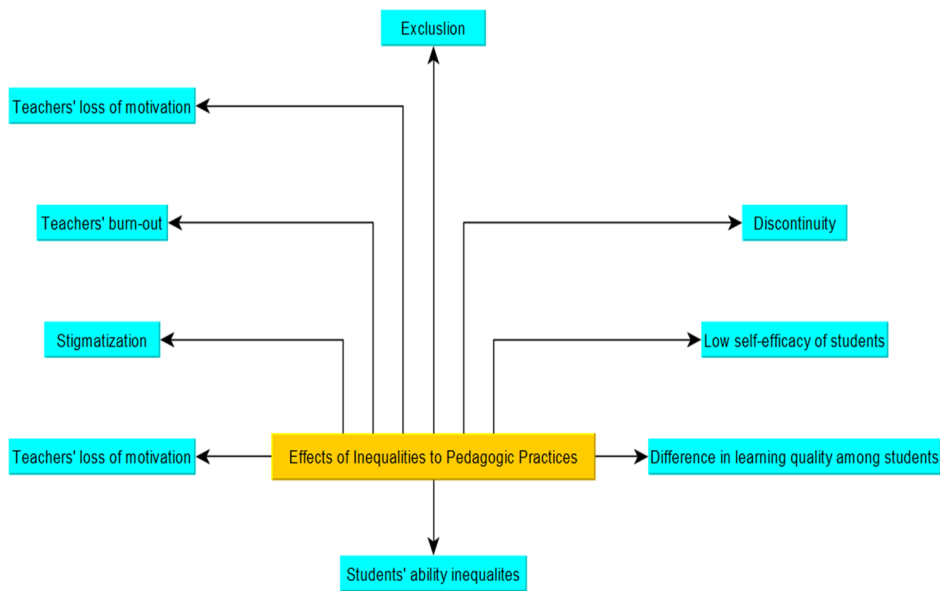


Figure 3.
Various Impact of Inequalities on In-class Processes and Pedagogical Practices.

the ways in which developmental stages were halted by these inequalities, along with determining the effect they had on in-class processes and practica. Findings were obtained from the analysis of data collected from interviews with 38 teachers, who worked in different departments, possessed varying levels of seniority, and were based in different geographic regions.

People’s relative levels of social status are the subject of research and debate in many disciplines including philosophy, sociology, anthropology, economics, law, and education. The concept of equality stems from the idea that every person and citizen should be equal in the eyes of the law and from people’s desire to have the same rights and freedoms as everyone else. However, due to multiple variables ranging from hereditary and genetic factors to the vagaries and unpredictability of human nature (not to mention various societal issues), true equality remains more of a dream than a reality (Doğan, 2018).

Both the Universal Declaration of Human Rights and the relevant articles of the Constitution of Turkey guarantee the equality of every citizen before the law. Although the principle of equality has been enshrined in law, in practice many people cannot avail themselves of their rights to the same degree as others in their social life as well as in the public sphere. One of the most fundamental rights that belong to the public sphere is education. According to Doğan (2018), there are myriad factors that majorly contribute to educational inequality in society: geographic factors such as the stark delineations and regional disparities between cities and the countryside,

social factors such as sex, ethnic group, and language-based discrimination along with teacher and population-based differences, and various political factors.

Based on the interviews in this study, there are three main factors that lie behind the situations teachers would classify as educational inequalities. They are, in order, some families' insufficient amount of cultural capital, an almost complete lack of economic and social capital, and various policies, implemented by school administrators, that is a direct response to domestic circumstances and family affairs in general. Bourdieu (2015a, 2015b, 2017) emphasizes that one of these major domestic issues, which plays a large role in the formation of educational inequalities, is a lack of cultural capital and the concomitant paucity of both economic and social capital. As Musgrave (1979) noted, the family is the first institution where children are socialized, and their first successes and achievements in terms of learning social roles, responsibilities, and basic life skills are made in a family environment.

At the same time, the family tries to ensure that the child adapts to its social environment by transferring their cultural patterns and capital to their children in the domestic environment. The unequal distribution of cultural capital, a resource that is generally seen as a tacit requirement for success, among students from different backgrounds manifests itself in discrepancies in both achievement and development. Bourdieu and Passeron (2014) state that cultural capital is a major predictor of educational success and that the reproduction of inequalities related to education in a society occurs due to the mechanism of exclusion found in schools. In addition, they contend that the cultural capital of the ruling class is considered privileged and that the environments in which these socially privileged students come from and are connected to provide them with habits, attitudes, practical skills, and information that will help them in school (Bourdieu & Passeron, 2014). He also makes note of the fact that the education system rewards the cultural legacy of the elite, and although it appears to be an equalizing force for members of the lower classes, it actually systematically excludes them in an underhanded manner. This state of affairs indicates that the reproduction of inequalities in education among different segments of society is demonstrably the same as the reemergence of social space.

Some of the most important factors include the families' perspectives regarding cultural capital, education, and all of its constituent parts, schools, teachers, and the relationship between all of these components. Families' awareness of the benefits and advantages of a good education, their willingness to facilitate practical experiences for development, and their readiness to instill in their children a sense of the value of education all have a significant effect on shaping mental schema, habitus, and pedagogical practices (Swartz, 2013). However, due to the scarcity of this type of capital, being deprived of it leads to students falling behind pedagogically and prevents them from being able to forge a strong bond with their school. A study by Arastaman and

Özdemir (2019) echoed this claim and also asserted that cultural capital had a statistically significant effect on students' perceptions of their academic individuality and on their levels of academic ambition. Similarly, Lareau (1987) emphasized that the differences in children's academic lives and experiences are predominantly shaped by social class differences, family background, and their families' level of cultural capital.

Findings from other studies also indicate that the scarcity of economic and social capital (and being deprived of both) are some of the major factors that cause inequalities to emerge in education. In socioeconomic circles where poverty is widespread, families are constantly preoccupied with meeting their most basic survival needs, and this justified focus on survival leads to education being relegated to the background. The myriad strategies and stratagems that need to be generated for education and instruction, coupled with the fact that cultural capital is inextricably connected to both economic and social capital, show how these different types of capital create a sort of feedback loop of production. Students who suffer from nutritional deficiencies and do not have their most basic needs met are the students who have suffered and will, indisputably, continue to suffer the most from poverty-related inequalities. According to Yaşar (2016), in impoverished families, low levels of education coupled with a large number of children mean that parents have very little time, attention, and support to spare for each of their children. This situation in turn negatively affects their schooling and turns into yet another factor that produces inequalities.

Oscar Lewis's (born Lefkowitz) famous book, *The Children of Sanchez* (1961), was one of the main works that described how the main elements that make up the culture of poverty originate in specific lifestyles and how this culture both affects the behavioral patterns of children in these families and results in them being raised with low levels of self-discipline and self-confidence. These behaviors can then show up in their academic life as inequalities. Additionally, the low household income of impoverished families means that they allocate an extremely small amount of their monthly budget to education, and this wide gap between the amount of money spent on education by low-income families and high-income families is one of the factors that amplifies inequality of opportunity (İnsel, 2015). Ünal and Özsoy (1999) draw attention to the fact that behind the economic conditions that foster educational inequality lies a capitalist system that attempts to hold dominion over people through education. Moreover, they also assert that despite the fact that quality education has the appearance of being available to everyone, there is an undeniable stratification in education as some social classes have easier access to certain opportunities and types of education; because of the inequalities that arise from these economic (and many other) factors, the idea of equality of opportunity is akin to the myth of Sisyphus. In a study that made use of data collected from over 100,000 students in science high

schools, which only accept students who obtain a rank in the highest percentile of Turkey's centralized and standardized middle-school tests, Suna et al. (2020) stated that socioeconomic factors were one of the major elements that contributed to student placement in this type of school.

Findings from Yolcu (2011) enumerate a number of other elements that affect the amount of household income allocated to education, including the importance placed on education by the family, social class expectations, family beliefs regarding whether education will pay off in the future, family income level, parents' respective educational levels and professions, the sex of the children, and the neighborhood the family lives in. Yıldız and Gültekin-Karakaş (2019) reported similar findings and using the inventory known as the Gini Index of Education to calculate inequalities in education, they state that inequality of education is still an issue in Turkey, households that were in the top 20% of income earners still had an advantage, and variables such as age, sex, and region of residence affected how likely one was to be affected by various inequalities.

These findings also indicated that there were various situations that could manifest as inequalities in a child's education such as being one of many siblings, growing up in a broken home or a home where parents show favoritism to certain children, and being subjected to multiple types of family pressure. At the same time, school administrators are flagged as one of the main producers of inequalities as a result of their unfair policies that drive a wedge between students and their parents. Having a large number of children creates problems for impoverished families as they are unable to allocate enough time and resources to provide quality education for each of their children; this then reflects negatively on their children's education. Similarly, the psychological problems and insurmountable difficulties experienced by children who grow up in broken homes can negatively affect both their personal lives and their academic lives. While Atmaca (2019) and Şenol (2015) found a negative correlation between the number of children in poor families and children's academic success, Şengönül (2019) stated that receiving close care and attention from family members had a direct and positive effect on children's developmental progress and academic achievements.

Another important finding that can be gleaned from the study is that inequalities in education not only have an effect on students' academic success and test scores but also on their affective and social development as well as their in-class education. These inequalities have also been observed to make students more asocial, to lead them to become less interested in a class, to cause them to lose their motivation, to make them become inured to their situation and simply accept their circumstances without working to change them, and to lead students to believe that education will not help them out in the future. In addition, the aforementioned inequalities have

been observed to give rise to pessimism, hopelessness, stigmatization, ostracization, low levels of self-respect, low levels of self-confidence, and uneven distribution of skills. Put another way, the factors that produce inequalities in education do not only affect test scores and indicators of students' academic success; but they also negatively affect many areas of children's development, including their sense of well-being and self-efficacy.

Similar findings and takeaways are found in Yıldız and Vural's (2020) study, which notes that the global COVID-19 pandemic has both made some educational inequalities more visible and also shed light on how these inequalities affect various areas of students' development. Kazar and Çapanoğlu's (2019) macro-level analysis found that as inequalities increased in number and severity, dramatic shifts occurred in levels of intelligence, skill, and proficiency among individuals. Tan (1987) states that as a result of the aforementioned unequal academic development, some impoverished students are labeled 'inept', and their educational fate is sealed right from the start. Both Pehlivan and Acar (2009) and Uzunaslanoğlu and Tek (2019) concur with this idea; they state that poverty, inequalities in society, and being unable to take advantage of certain services leave children at risk, disrupt their education and learning progress, and contribute to feelings of being alienated and discriminated against. This situation then leads to the point where inequalities start to reciprocally reproduce themselves.

To sum up these results, looking at inequalities in education solely as test scores or a graph that sums up the consequences of processes of placement and exclusion is a narrow-minded way of tackling the issue. Instead, a broader perspective is necessary, one that takes the effects of in-class processes and students' personal learning and development journeys into account. A list of test scores will only show students' academic success or lack thereof whereas one needs to be aware of the fact that the effects of various inequalities can leave lasting imprints on both the many stages of development that students go through during their school life, which deeply affect their personal attributes and characteristics and their post-school lives as well. The only way to get rid of these inequalities is to gather enough political will to create effective programs that combat poverty and encourage a total rehaul of the system. Decreasing poverty or doing away with it all together will create situations where access to opportunities and education become equalized. In addition, eliminating the learning and achievement gap between different types of schools can be thought of as a way to topple the hierarchy that exists among school types and reduce inequalities at the same time.

It can be asserted that the practice of employing contract teachers, which has been in effect in Turkey for several years, has been instrumental in keeping teachers in schools in impoverished and disadvantaged areas for longer amounts of time and consequently reducing (and in some cases eliminating) inequalities in education tied to teacher circulation. It is believed that by improving the employee rights of teachers

even more or even by sending more experienced teachers to these areas, this practice has the potential to reduce the number of ongoing regional inequalities.

This study had several limitations. First, it was based entirely on the statements of the teachers who were interviewed. The modest number of questions posed to the teachers was another constraint. A more extensive array of interview questions that included different content and more varied types of questions would undoubtedly enable researchers to obtain more comprehensive findings. In addition, participation from some geographic regions was quite low compared to others, meaning that the distribution was not uniform. This could be seen as another limitation. Lastly, there were no school administrators included in the interview process, and this lack of feedback from an administrative point of view could certainly be included as a limitation.

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