

Social and Economic Conditions of Student Life in Europe
National Profile of Turkey
eurostudent IV

Metadata for the national survey

National Currency	TL
Exchange rate: 1 Euro =	0.50892
Date and source of exchange rate:	April 1, 2010 / Central bank
Survey method	online
Size of final sample	152144
Sampling method	simple random sampling (%10 from each university)
Return rate	19479 / 152144 =12.80 %
Reference period of survey (semester, year)	2010-Spring Semester
Weighting scheme	no weighting
Project sponsor	Higher Education Council of Turkey and Middle East Technical University
Implementation	Middle East Technical University

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

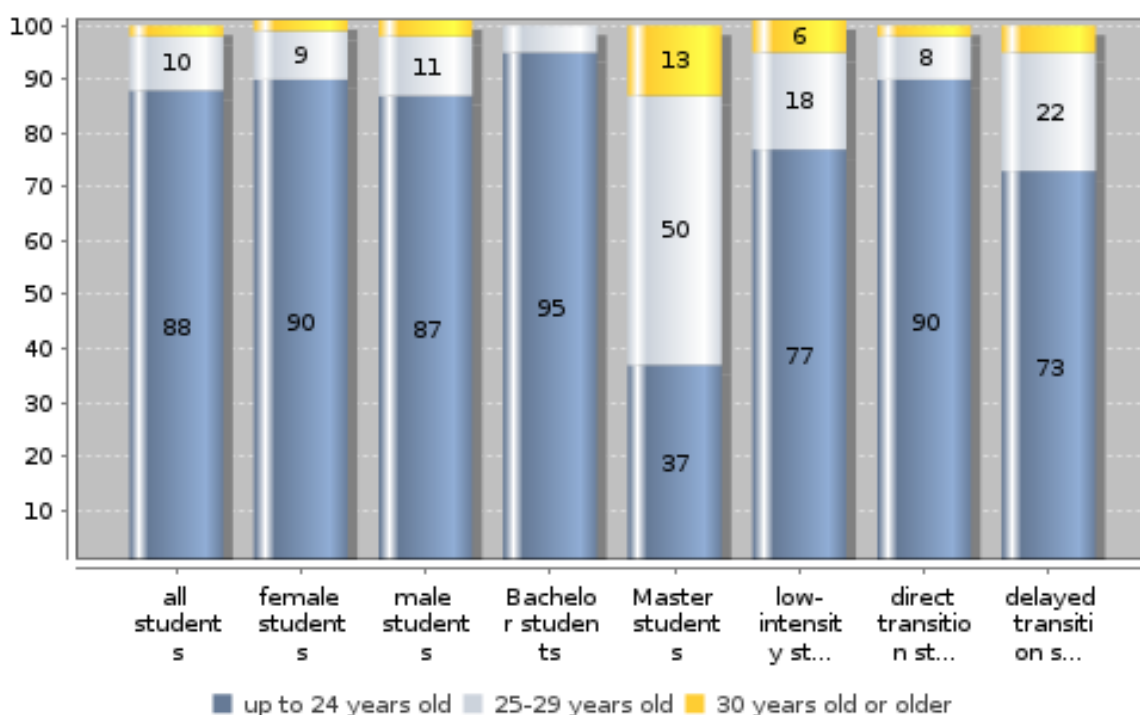
Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	21.96
Average age (median) in years - all students	21.0
Average age (arithm.mean) in years - female students	21.73
Average age (arithm.mean) in years - male students	22.21
Average age (arithm.mean) in years - BA students	21.39
Average age (arithm.mean) in years - MA students	26.04
Average age (arithm.mean) in years - low-intensity students	22.91

Grouped age profile by characteristics of students (in %)



details on missing data:

84 cases are missing in the variable of "age profile by all students". 78 cases are missing in "Bachelor students" category whereas the missing cases for the master students are 5.

15 missing cases in low intensity students; 70 missing cases in direct transition; 14 missing cases in delayed students.

methodical issues or considerations for data interpretation:

In the next cycle, it might be more meaningful to separate "low intensity students" category by first and second cycles.

national interpretation of the results of the data analysis:

The median age for the bachelor male students is 22 and for females 21. For master students the median age is 25. This relatively low average age (both mean & median) is related with some social and structural factors. In Turkey, access to higher education is through a very competitive central university entrance examination and requires a costly preparation. The majority of students enter the university at around age 18, without any significant gap. As of 2007 academic year, pre-university total schooling year, which was previously 11 years has been extended to 12 years; hence it is expected that the age distribution will shift by one year in the following years.

We admit that the age group up to 24 is slightly overrepresented due to sampling design. Compared to other countries, low-intensity students in Turkey are younger because the allowed period for graduation is limited by law (7 years maximum for undergraduate and 3 years for masters, with some possible extensions).

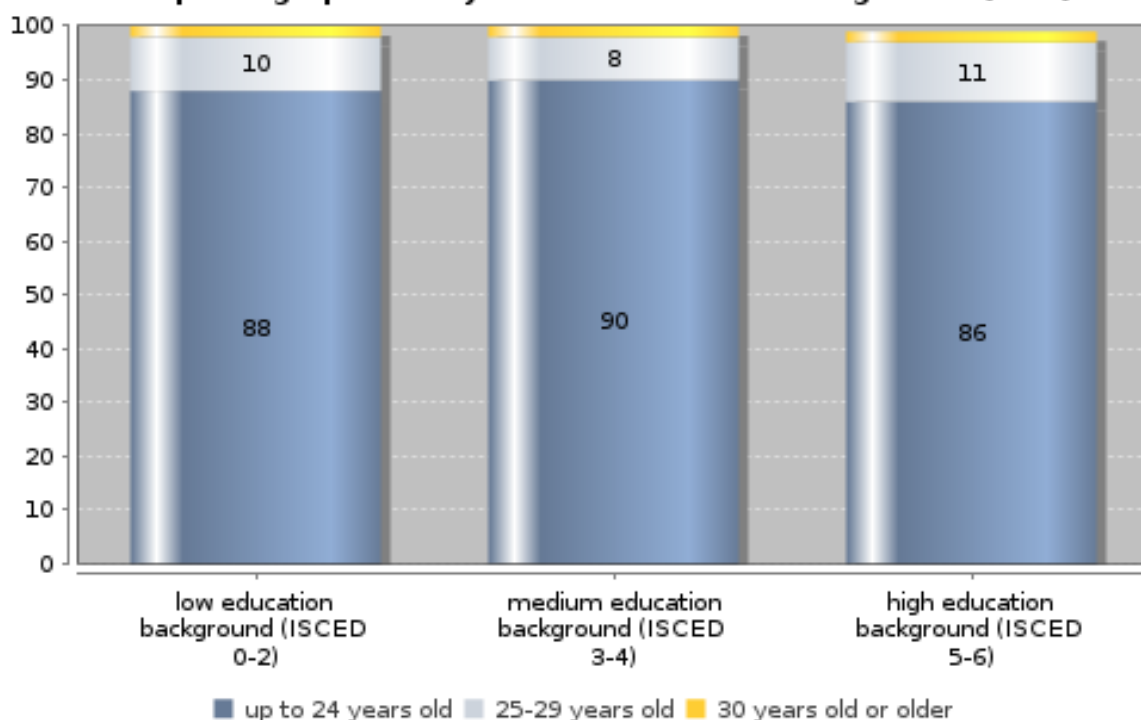
Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	22.01
Average age (median) in years - low education background (ISCED 0-2)	21.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	22.06
Average age (median) in years - high education background (ISCED 5-6)	21.0

Grouped age profile by students' social background (in %)



details on missing data:

Missing cases for the "age profile by the characteristics of students" are as follow:

43 for upto lower secondary education (ISCED 0,1,2);

20 for nontertiary education (ISCED 3,4);

20 for tertiary education.

methodical issues or considerations for data interpretation:

The students' age profile is compiled according to their fathers' educational attainment (i.e., in our data, fathers have higher educational attainment than mothers and this reflects the social fact in Turkey).

national interpretation of the results of the data analysis:

Average ages both in median and mean for all education background categories are almost same. The mean age for all groups of students is 22.

There is a low variation between student average ages by type (e.g. low and high education background). Higher education provides prestige for all strata in society and plays a significant mean for upward social mobility.

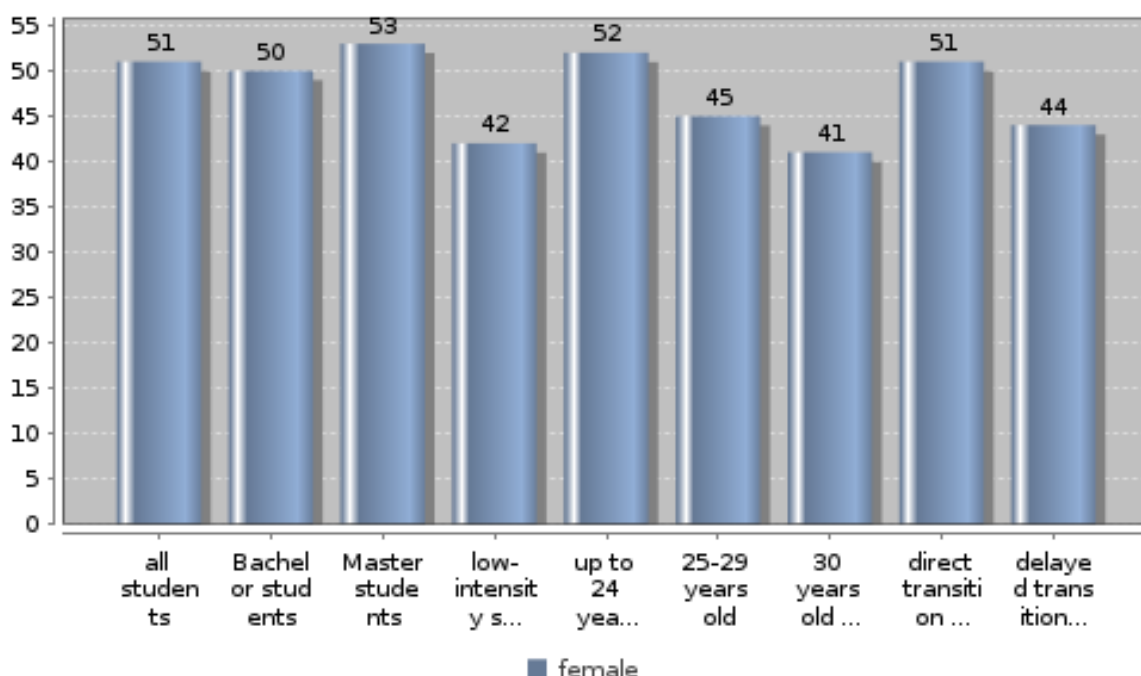
Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	50.7
Share of females among BA students, in %	50.4
Share of females among MA students, in %	53.0
Share of females among low-intensity students, in %	42.1
Share of females among the 30 years old or older, in %	40.7

Gender profile by characteristics of students - Share of female students in each category (in %)



details on missing data:

Missing cases of the variable "gender by characteristics of students" are as follows:

1 case among all students, who is a bachelor student.

1 case in low intensity students.

1 missing case in direct transition.

methodical issues or considerations for data interpretation:

We suggest to use "first" and second cycles" instead of using the terms BA and MA.

national interpretation of the results of the data analysis:

In the survey the share of females among all and BA students is around %50. However, according to the Higher Education Statistics 2009-2010, the exact percentage of female students in the first cycle in Turkey is 47.89 and in 46.6 % in the second cycle. In the survey, the share of females among MA students is 53 %. Only the share of females among the 30 years old or over is 40 % (lower than males). This might be related with the gender division of labour, that is, women are involving in more childcare/housework activities than men. Even though women and men (who are 30 years old or over) are both employed, women in Turkey still are considered as the ones who are taking care of the housework and childcare activities, and this may lead them to be distant from HE when they get older than 30.

Females are overrepresented in our dataset due to their relatively higher respond rate.

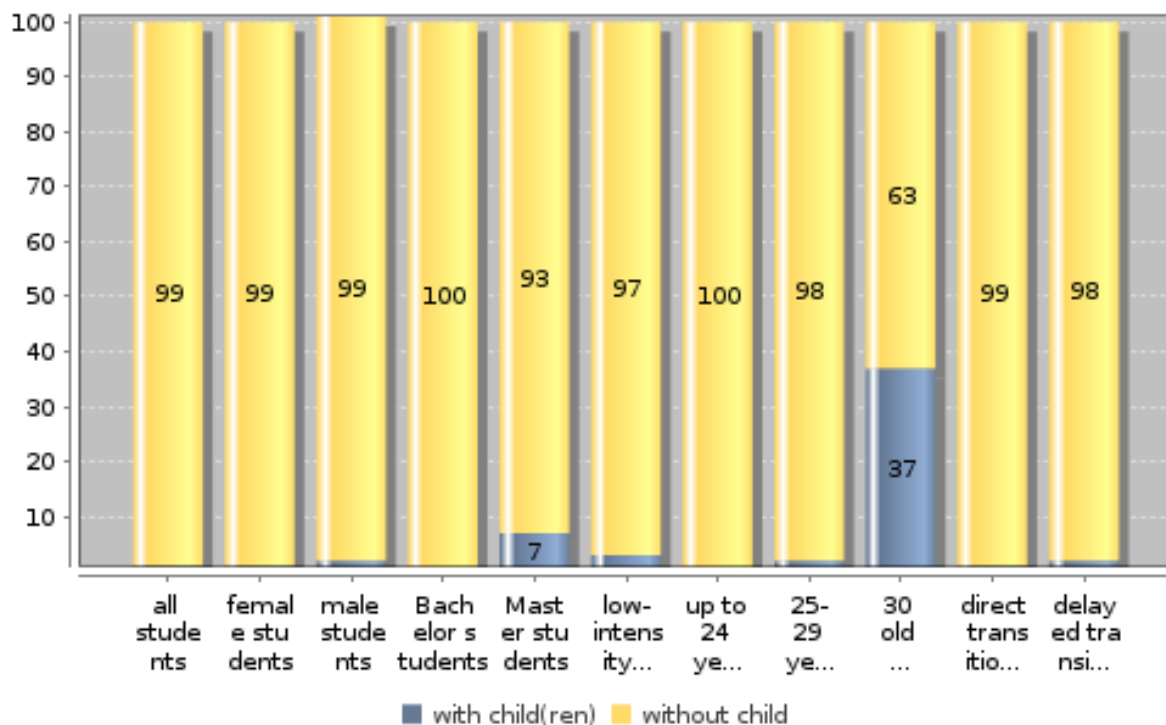
Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

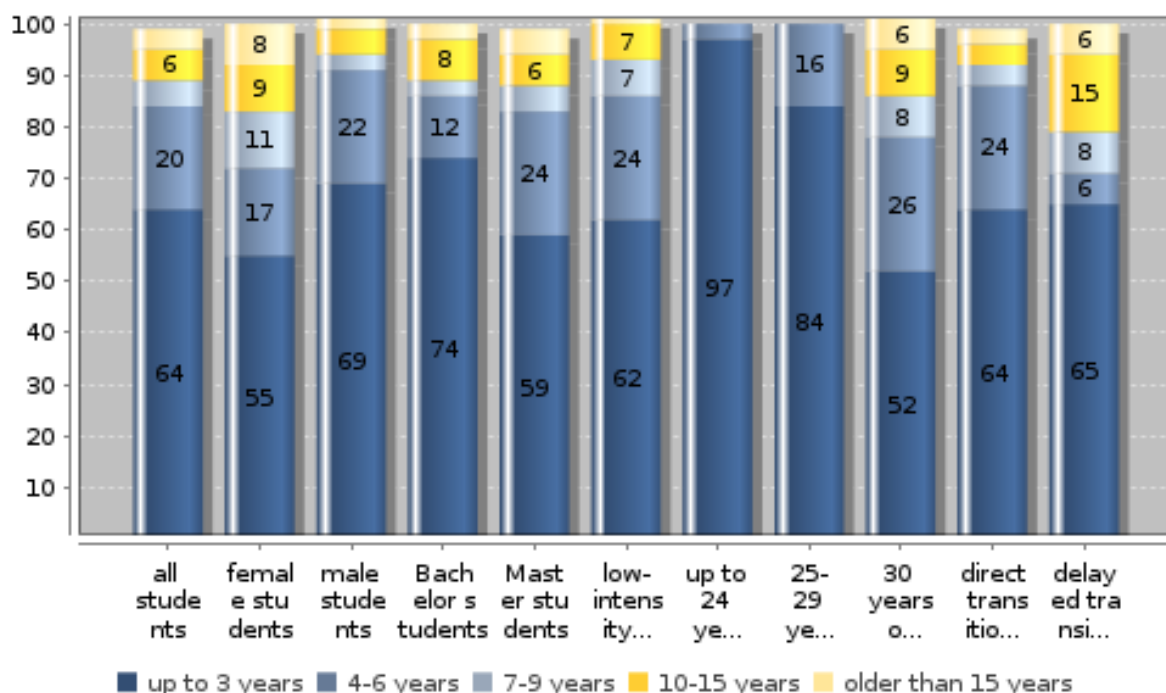
Key Indicators

Share of students with children among all students, in %	1.0
Share of students with children among female students, in %	0.6
Share of students with children among male students, in %	1.5
Share of students with children among MA students, in %	6.8
Share of students with children among up to 24 years old, in %	0.0
Students with children up to the age of 3 years of all students with children, in %	64.3
Students with children between the ages of 4 to 6 of all students with children, in %	20.4

Students with dependents by characteristics of students (in %)



Age of youngest child by characteristics of students with children (in %)



details on missing data:

Among "students with children", there is 1 missing case, which falls into the category of bachelor, male, up to 24 years old. Totally 231 students have children, but one of them did not tell the age of his/her child (i.e. 1 missing case for the "Age of the Youngest Child" variable). Also, there are 2 missing cases in "age of students" variable (survey question 5.1.2); hence those 2 missing cases have children but we could not calculate "age of the youngest children" by "age of the student". 1 missing case in direct transition students.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In the survey, almost all of the students are without child(ren). Indeed in Turkey there is a social order in educated young people lives, that is, first graduating from the university, then holding a job, for men fulfilling the military duty and then getting married and having children. Furthermore, the overwhelming majority of university students are financially dependent on their families.

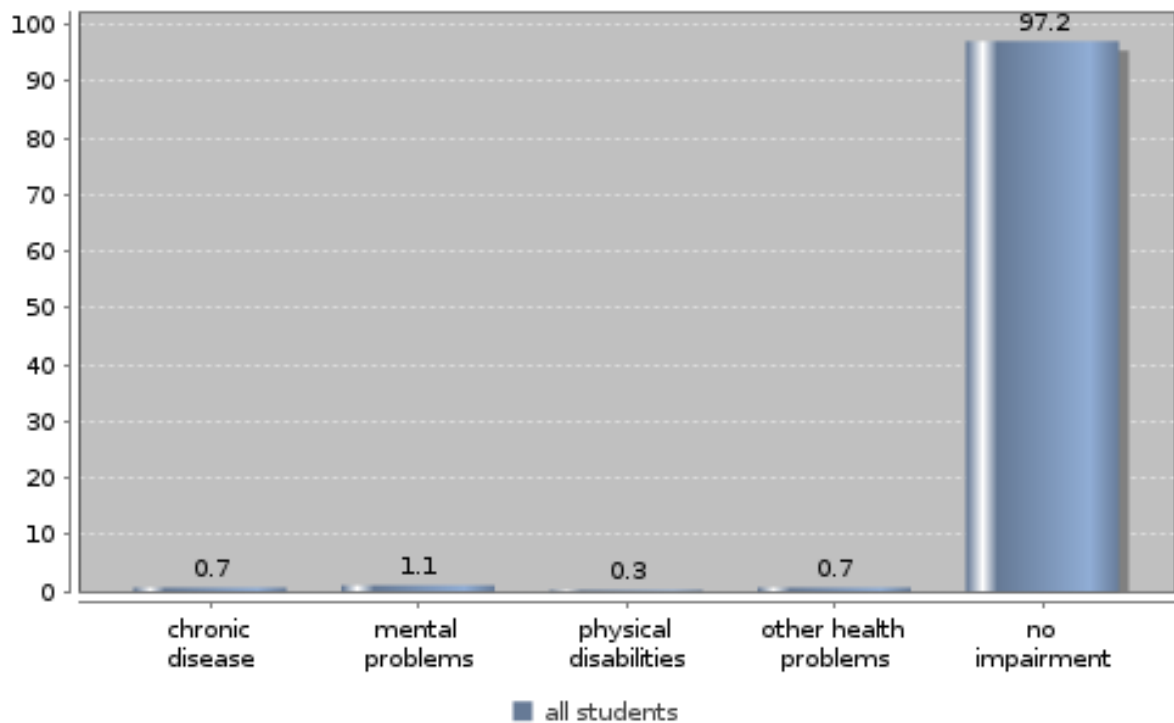
Topic: A. Demographic Characteristics

Subtopic 5: Students' assessment of study impairment and of how it is taken account of

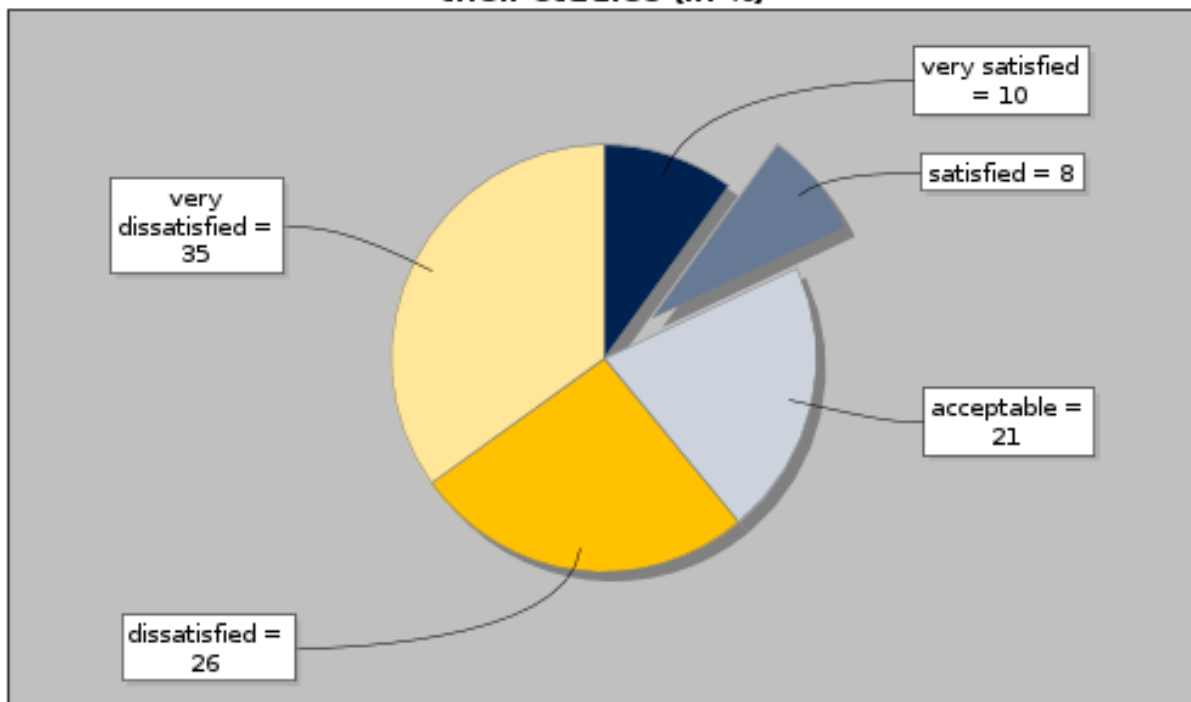
Key Indicators

Students who feel impaired in their studies in %	2.8
Students who are (very) satisfied with the way their impairments are taken account of in %	18.1
Students who are (very) dissatisfied with the way their impairments are taken account of in %	60.5

Share of students expressing particular study impairment (in %)



Students' assessment of how impairments are taken account of in their studies (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

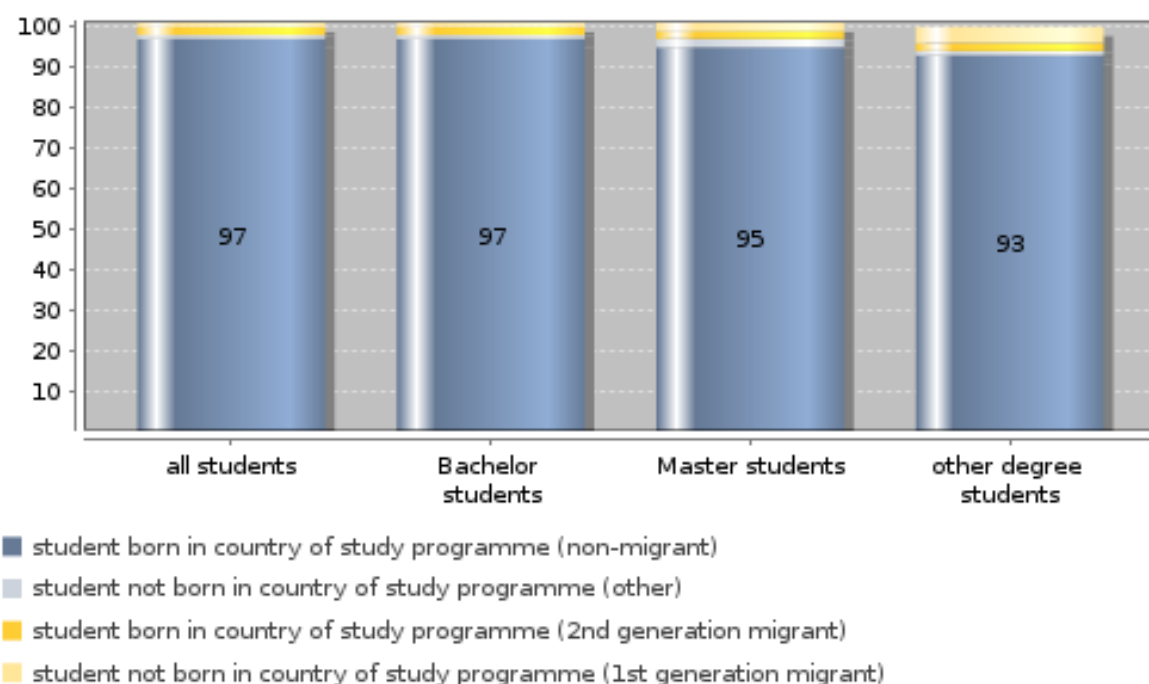
The percentage of students who feel impaired in their studies is 2.8 %. The percentage of students who are (very) dissatisfied with the way the impairments are taken account is very high (60.5 %). This implies that universities in Turkey are not well equipped to fulfill the needs of students who feel impaired in their studies.

Topic: A. Demographic Characteristics
Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	96.5
Share of non-migrants among all BA students, in %	96.7
Share of non-migrants among all MA students, in %	94.9
Share of 2nd generation migrants among all students, in %	1.8
Share of 2nd generation migrants among all BA students, in %	1.8
Share of 2nd generation migrants among all MA students, in %	1.8
Share of 1st generation migrants among all students, in %	0.9
Share of 1st generation migrants among all BA students, in %	0.8
Share of 1st generation migrants among all MA students, in %	1.8

Migrant students according to own and to parents' place of birth (in %)



details on missing data:

1 missing case among all; 3 missing cases who did not know.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In Turkey majority of students both in BA and MA are non-migrants (96.7 %). This may be related with the fact that Turkey is not a final destination but rather transition country regarding immigration route.

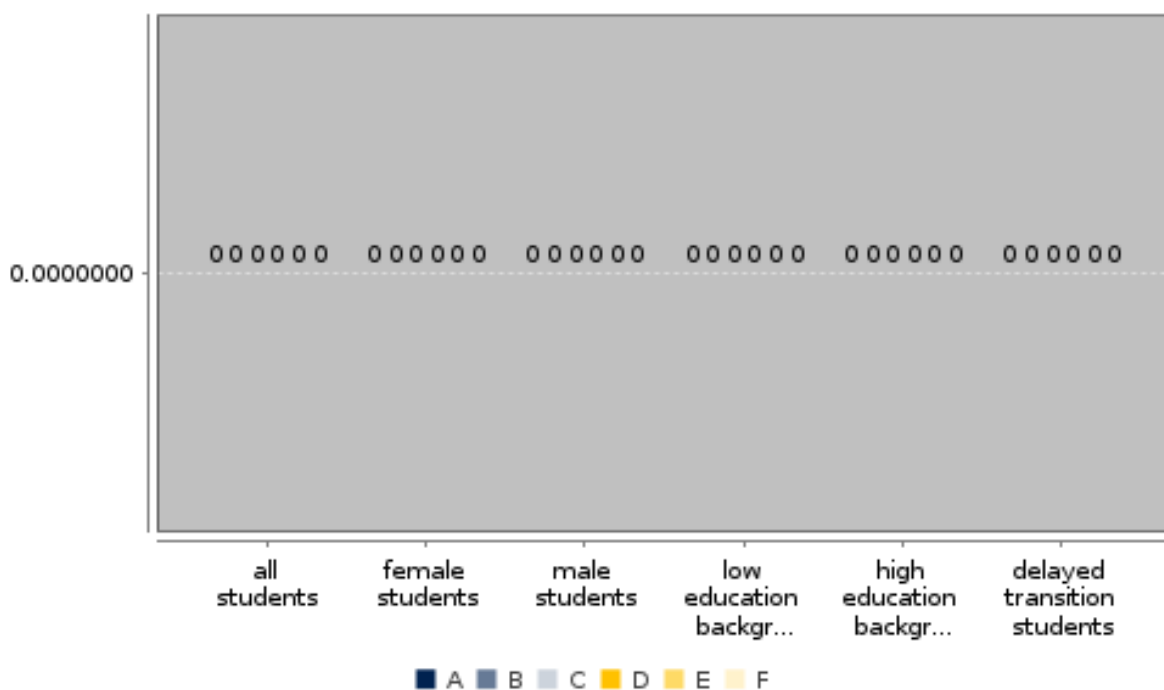
Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

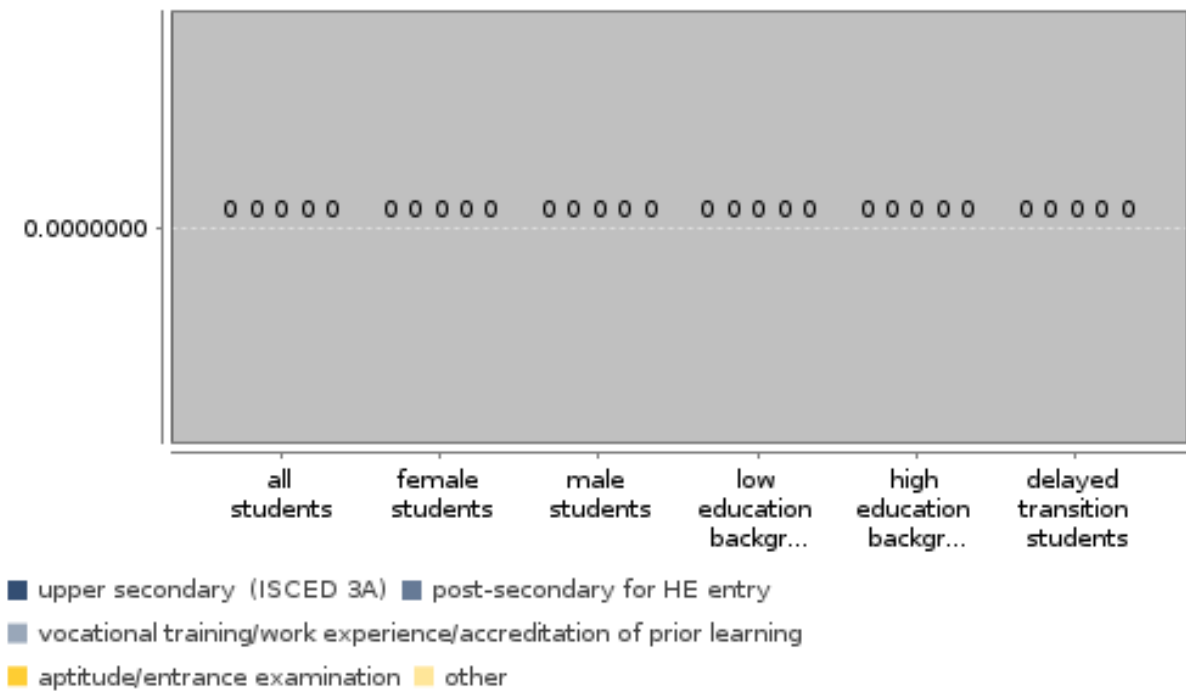
Key Indicators

- All students via upper secondary in %
- Female students via upper secondary in %
- Male students via upper secondary in %
- Students with low education background (ISCED 0-2) via upper secondary in %
- Students with high education background (ISCED 5-6) via upper secondary in %
- Students with delayed transition via upper secondary in %

Qualification route to HE by type of entry qualification - country specific (in %)



Qualification route to HE by type of entry qualification - standardised (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Data is not available as there is no non-traditional way of accessing to the university in Turkey.

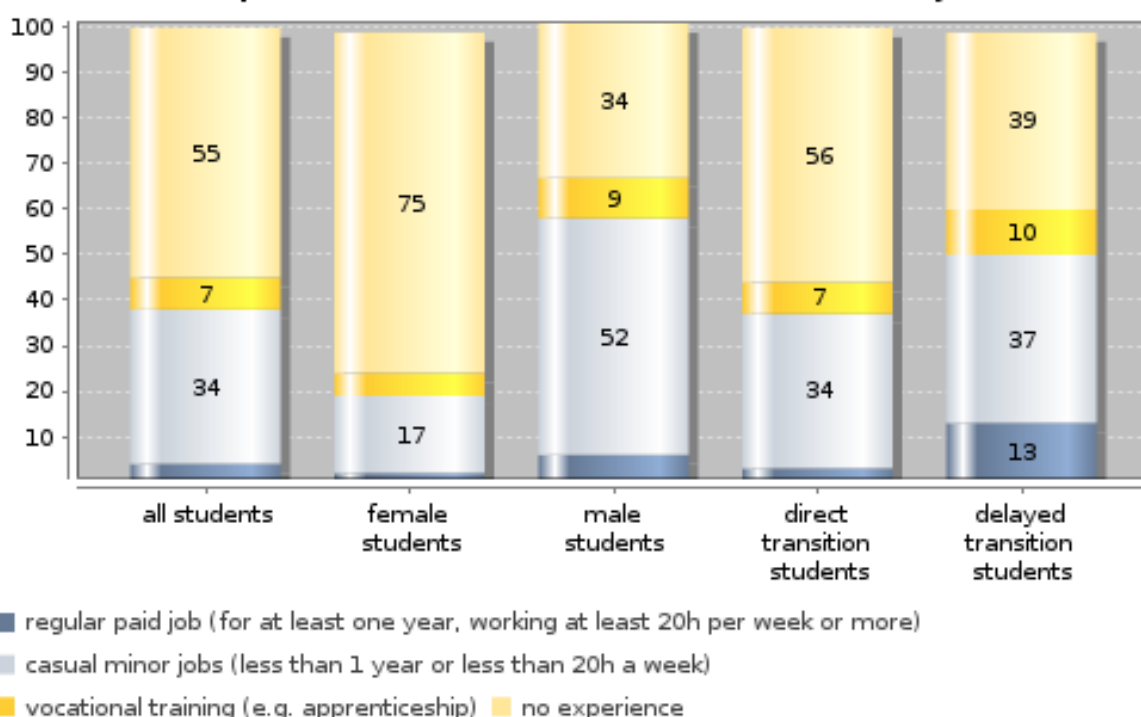
Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators

All students with regular paid job before entering HE in %	3.9
Females with regular paid job before entering HE in %	2.1
Males with regular paid job before entering HE in %	5.6
Direct transition students with regular paid job before entering HE, in %	2.8
Delayed transition students with regular paid job before entering HE, in %	13.3
All students without labour market experience before entering HE in %	54.7
Females without labour market experience before entering HE in %	75.2
Males without labour market experience before entering HE in %	33.6

Prior experience of labour market before HE entry (in %)



details on missing data:

methodical issues or considerations for data interpretation:

This question must be re-evaluated as the "work experience" and the "vocational education" are different issues, which could be analyzed in two separate questions. In Turkey, some of the vocational students may state that they do not have any labour experience although the internship is a requirement at vocational high schools.

national interpretation of the results of the data analysis:

The percentage of students who worked in regular paid work is 3.9. In Turkey the internship is a requirement at vocational high schools. The percentage of vocational high school graduates is 7.1 (comes from question 2.2). Therefore the percentage of students who were in regular paid work/vocational internship is $(3.9 + 7.1 = 11.00)$.

There are several reasons for the low degree of labour market experience before entering higher education. First of all there is a keen competition in getting into higher education which requires long term and intensive preparation for the entrance examination (even starting from the tenth grade levels). Secondly, families financially support their children and motivate them to continue their education in universities. Thirdly, jobs available for secondary school students and graduates are generally low-qualified jobs and they are regarded as low-prestigious jobs by the society.

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators

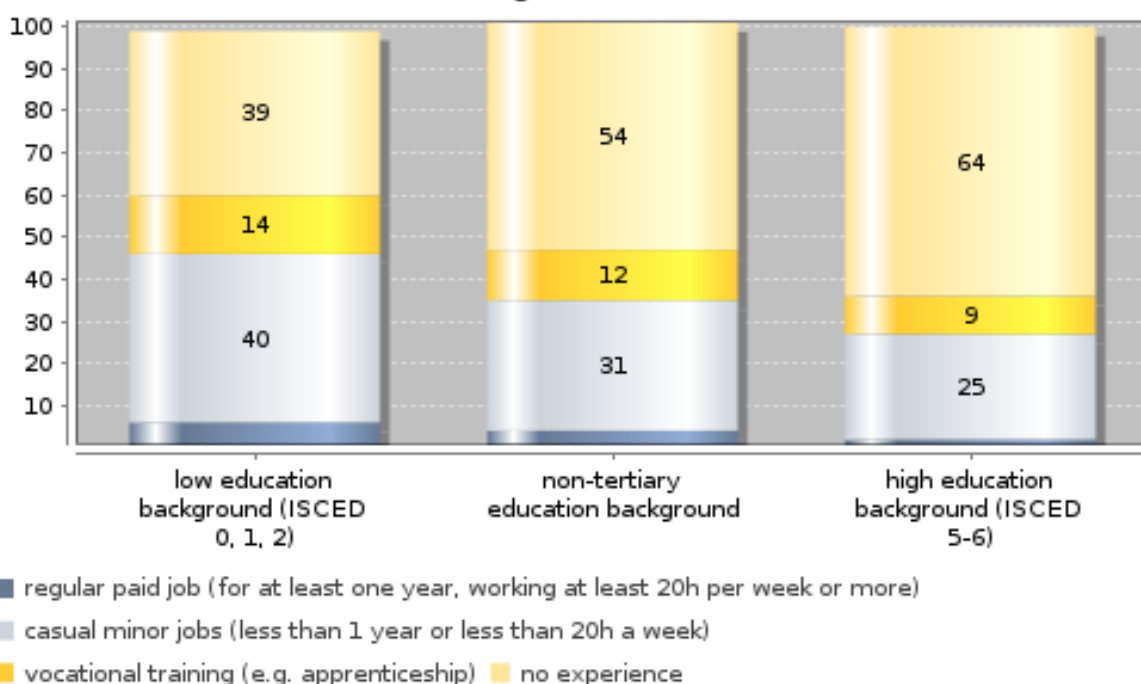
Students without labour market experience and low education background (ISCED 0-2) in %

39.4

Students without labour market experience and high education background (ISCED 5-6) in %

64.1

Prior experience of labour market before HE entry by social background (in %)



details on missing data:

2 missing cases in father's education level.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The ones whose fathers have lower educational background involved more in paid work.

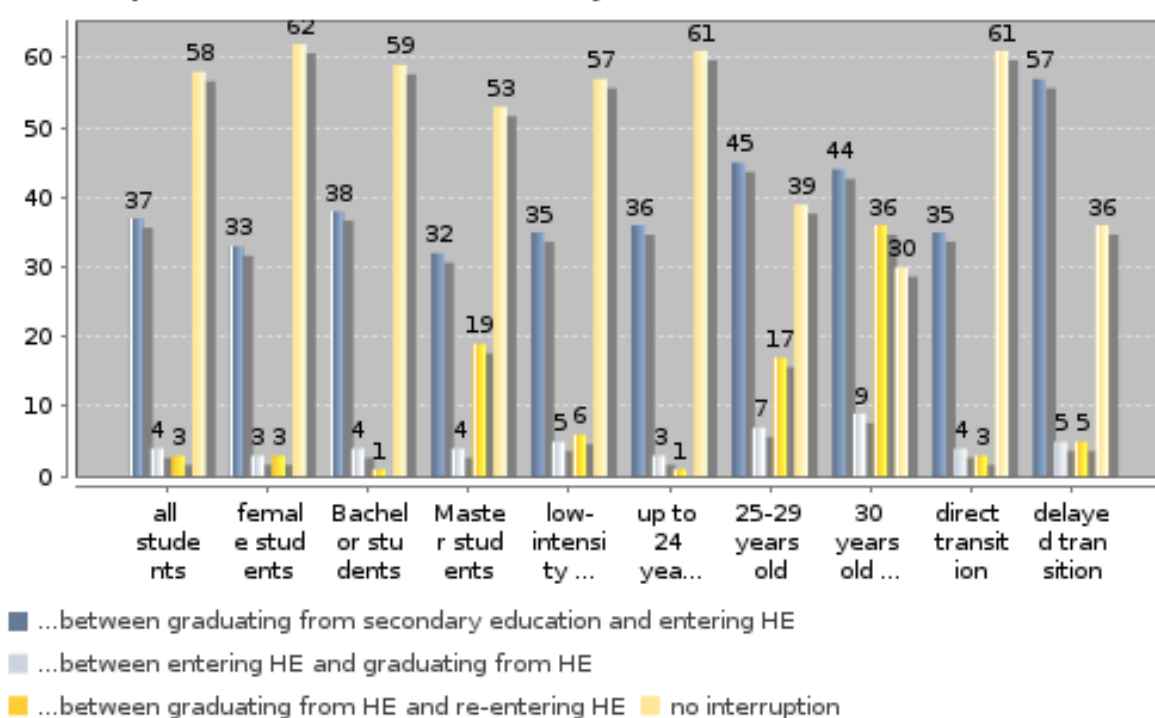
Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators

BA students with interruption between graduating from secondary education and entering HE, in %	37.5
BA students with interruption between entering HE and graduating from HE, in %	3.5
BA students without interruption, in %	58.7

Interruption of education career by characteristics of students (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

37.5% of BA students entered university with interruption of at least one year. The ones who have interruption between entering HE and graduating from HE is 3.5%. Entering to the university and also completing the university are very competitive in Turkey. The more the interruption of the education, higher the risk of not being able to enter the university.

Topic: B. Access and entry to higher education

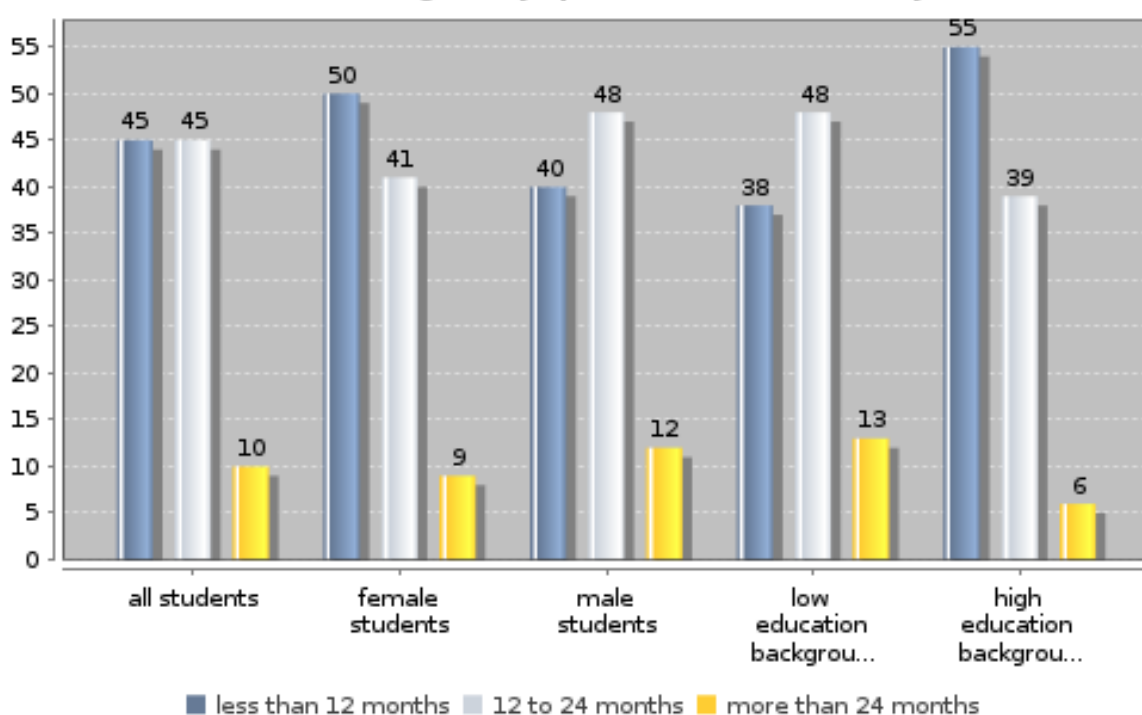
Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

Average time between HE qualification and HE entry in months (arithm. mean)

all students	12.3
female students	11.14
male students	13.5
low education background (ISCED 0-2)	14.68

Time between receiving entry qualification and entry to HE (in %)



details on missing data:

There is 1 missing case in gender and 2 missing cases in father's education level.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The average time between HE entry qualification and HE entry is 12 months among all students. There is a slight difference between male students (13.5 months) and female students (11.1 months). There is statistically significant difference between low education background and high education background of students in terms of average and median interruption duration (tcalculated=30.74; p=0.001).

The expectation of families is that students should continue their education in universities without any

interruption after obtaining HE entry qualification. The longer the interruption, the lower the chances of being admitted to HE due to intense competition. Also labour market alternatives are limited and socially unpreferred.

Topic: B. Access and entry to higher education

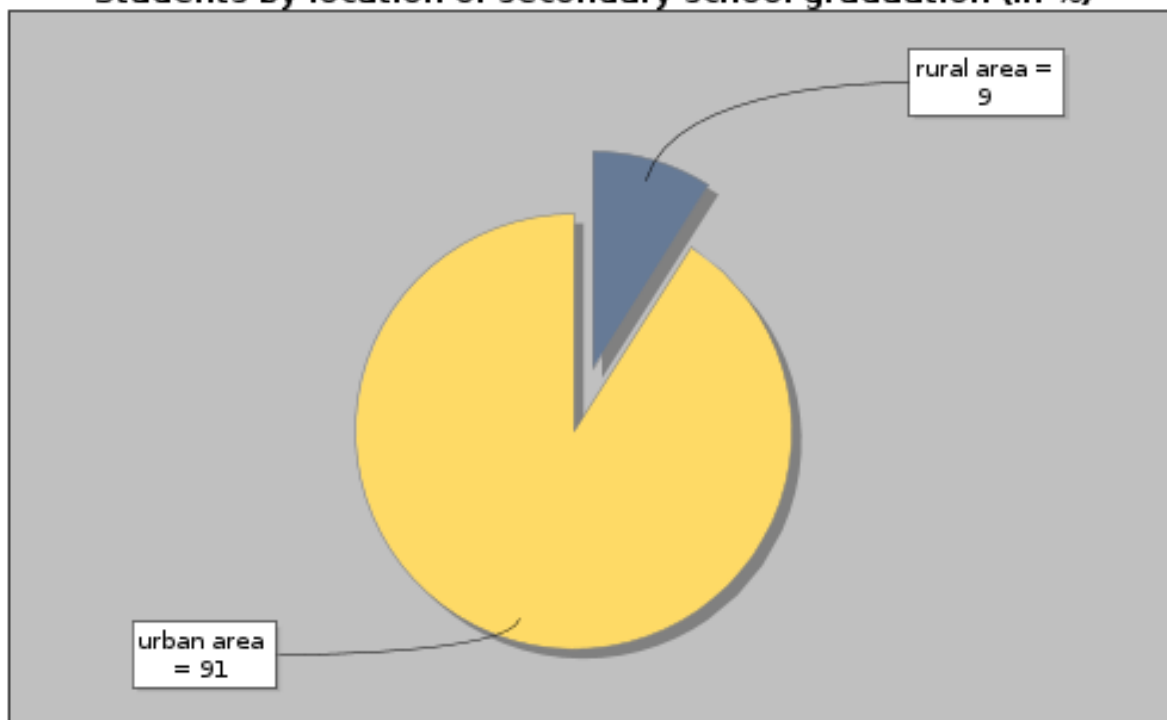
Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from secondary education in rural areas, in %

8.8

Students by location of secondary school graduation (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

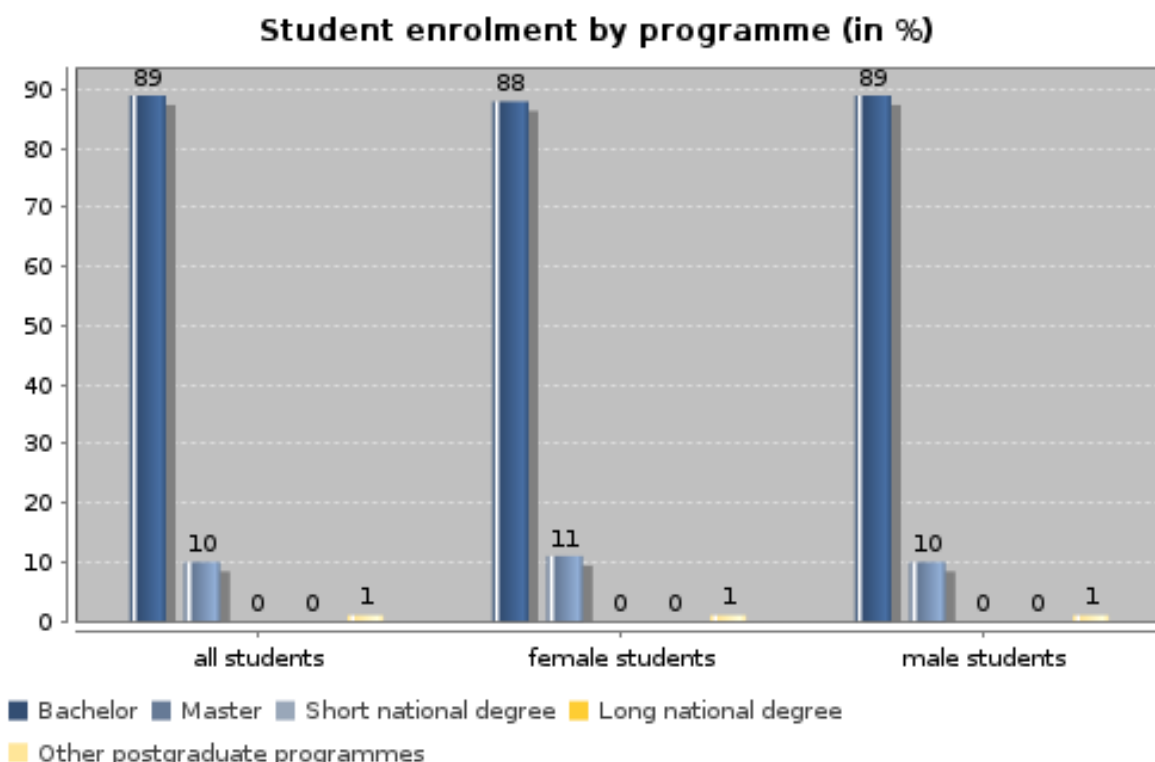
Share of students who graduated from secondary education in rural areas is 8.8 % whereas in urban areas 91.2 %. This indicates that students in rural areas are disadvantaged as they have very limited chance to enter university compared to the urban cohorts.

According to Turkish legislation rural areas refer to those with a population less than 20,000. 25% of population lives in rural areas whereas 75% in urban in Turkey.

Topic: B. Access and entry to higher education
Subtopic 7: Student enrolment by programme

Key Indicators

All students studying for BA, in %	88.5
All students studying for MA, in %	10.2
All students studying for other national degrees, in %	1.3



details on missing data:

There is 1 missing case in gender whereas 3 missing cases in "qualification being studied for"

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The percentage of the all students studying in first cycle is 88.5 % whereas it is 10.2 % for second cycle students. Those percentages are almost in parallel the actual student distribution (excluding long distance education and short cycle students) in Turkey.

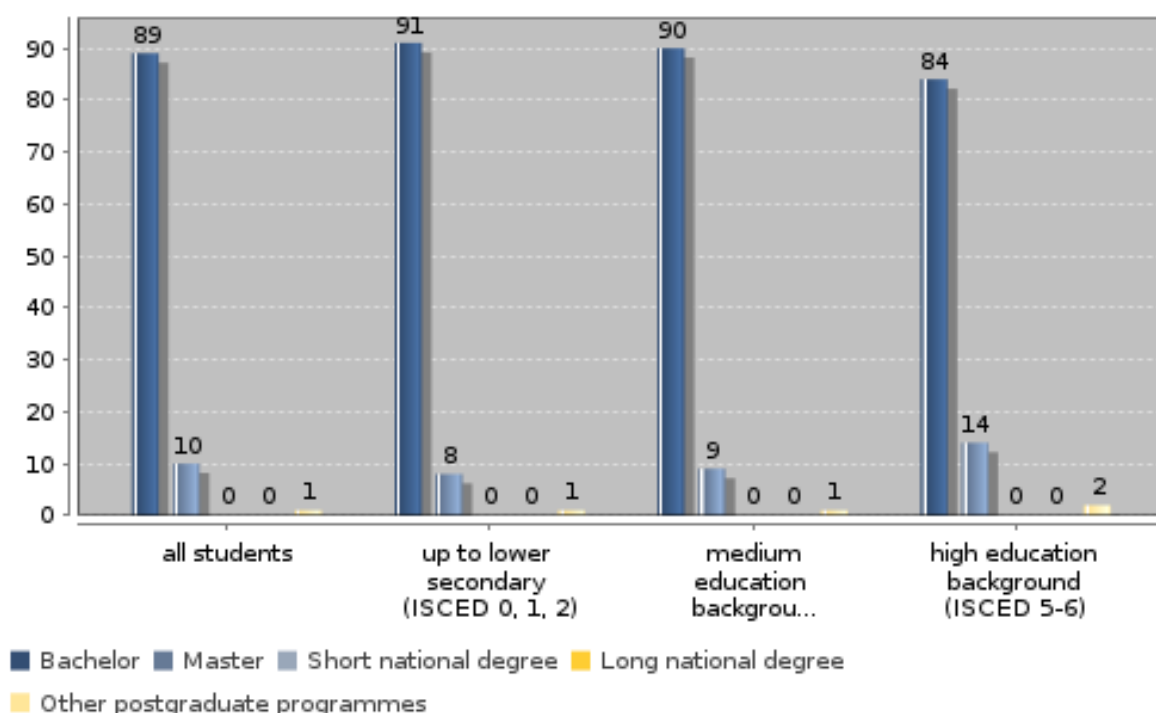
Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators

Students with low education background (ISCED 0-2) studying for BA, in %	90.7
Students with low education background (ISCED 0-2) studying for MA, in %	8.3
Students with high education background (ISCED 5-6) studying for BA, in %	84.1
Students with high education background (ISCED 5-6) studying for MA, in %	13.8

Student enrolment in programmes by social background (in %)



details on missing data:

There are 3 missing cases in "qualification being studied" whereas 2 missing cases in father's education level.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are slight differences between the percentage of the students with low and high education background studying for first and second cycles. The students with high education background continue studying MA more than the low education background students.

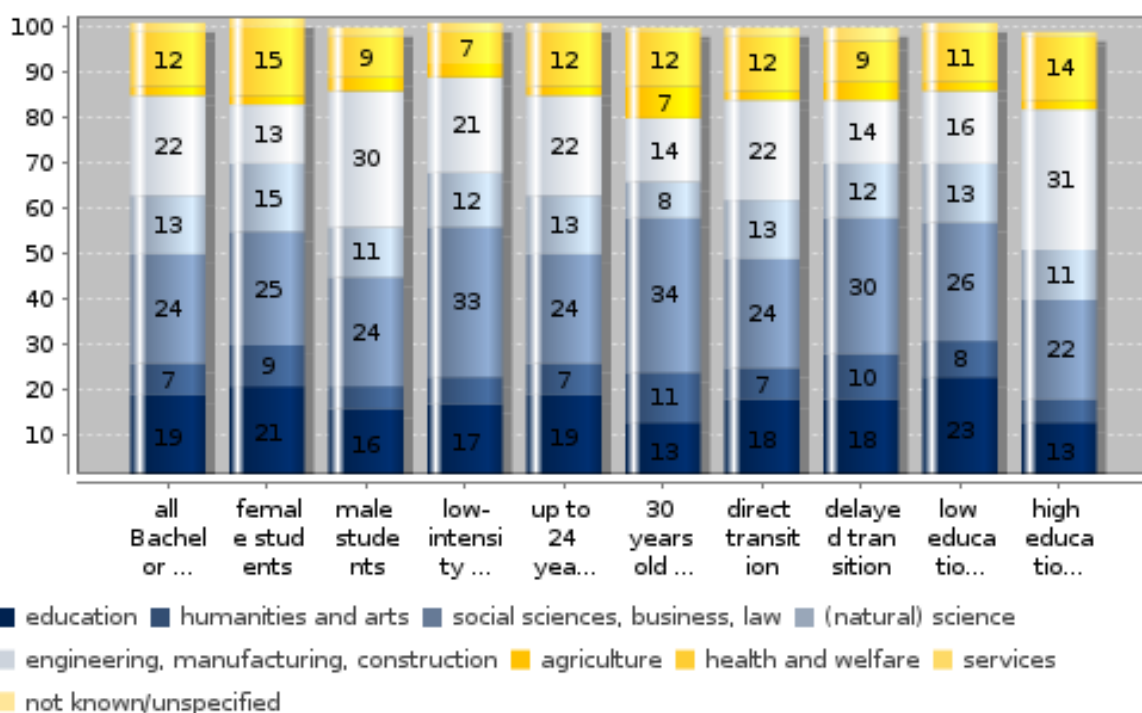
Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	21.7
Students in humanities and arts among all BA students, in %	7.0
Students in social sciences, business and law among all BA students, in %	24.3
BA students from lowest education backgrounds in engineering disciplines, in %	15.5
BA students from lowest education backgrounds in humanities and arts, in %	7.9
BA students from lowest education backgrounds in social sciences, business and law, in %	26.2

Field of study by characteristics of Bachelor students (in %)



details on missing data:

1 missing case in gender

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

26.2 % of the BA students with low education background prefer social sciences, business and law; 15.5 % engineering disciplines and 7.9 % humanities and art.

Survey results in this category do not represent the actual distribution in Turkey. According to national statistics, students in engineering disciplines among all first cycle students 8%; 6% in humanities; 54% in social sciences, business and law; 15% in education.

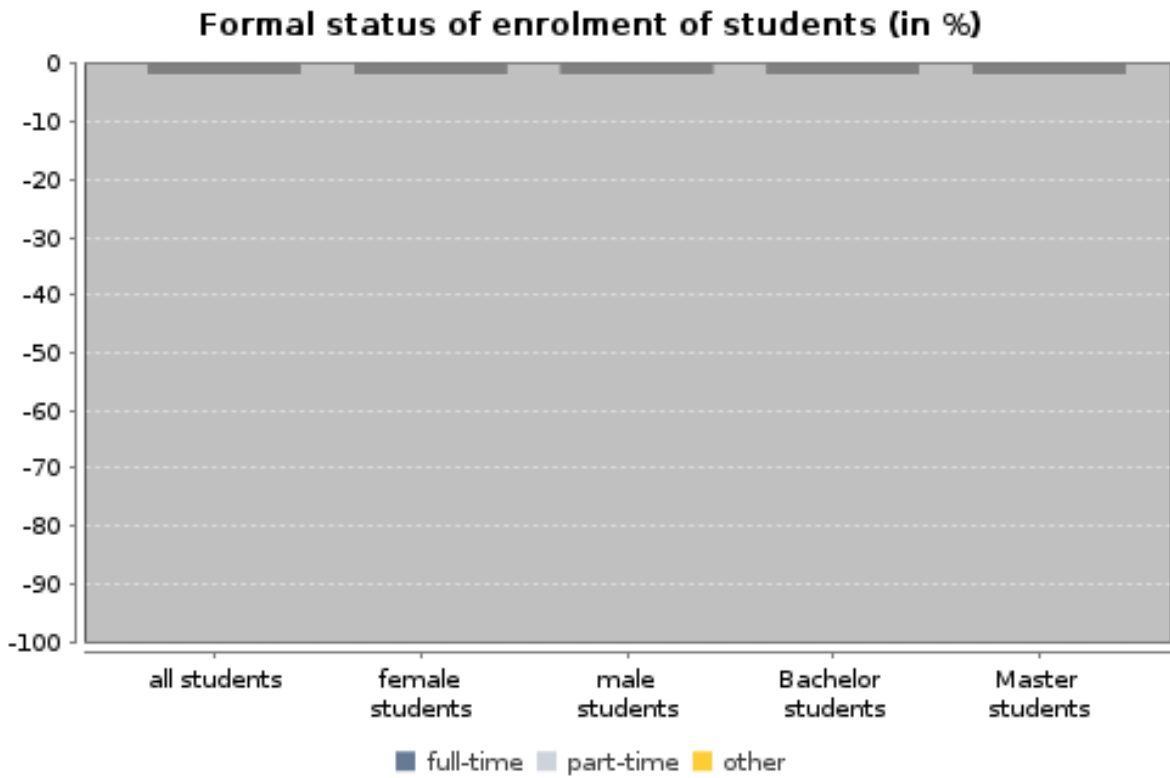
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

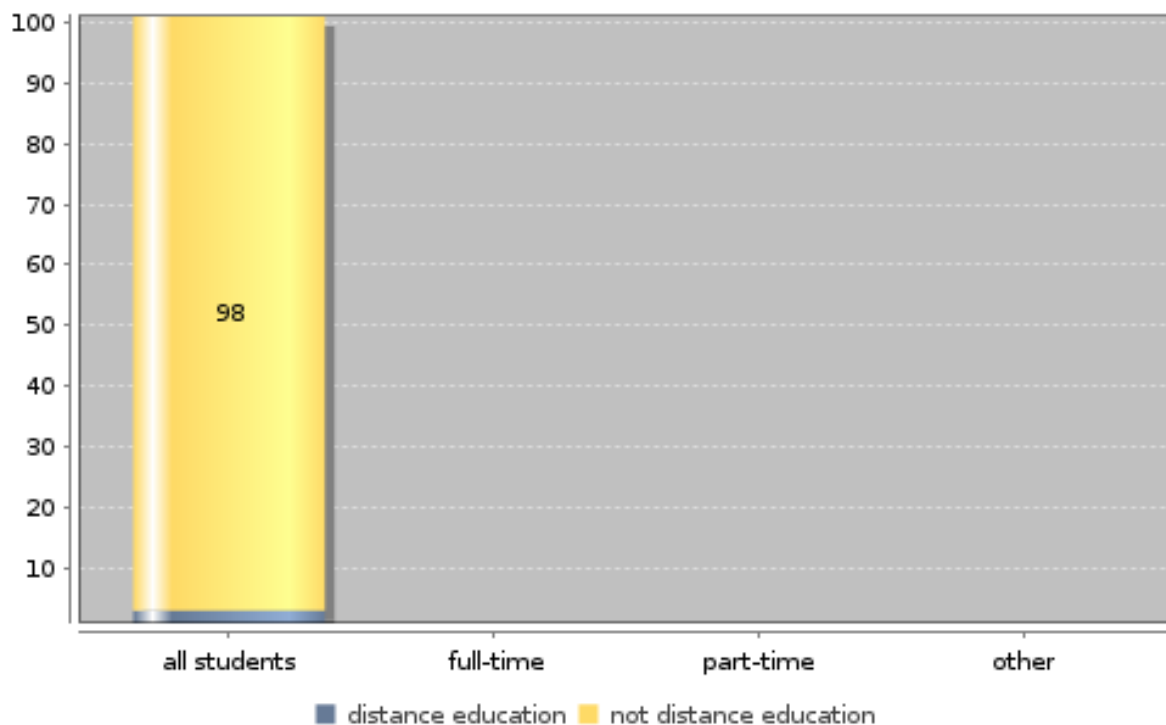
Key Indicators

Share of part-time students among all students, in %

Share of part-time students among BA students, in %



Formal status of enrolment and distance education (in %)



details on missing data:

3 missing cases in question "students of distance education by formal status".

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There is no part-time student status at universities in Turkey at bachelor level as university regulations require the "full course-load" in Turkey.

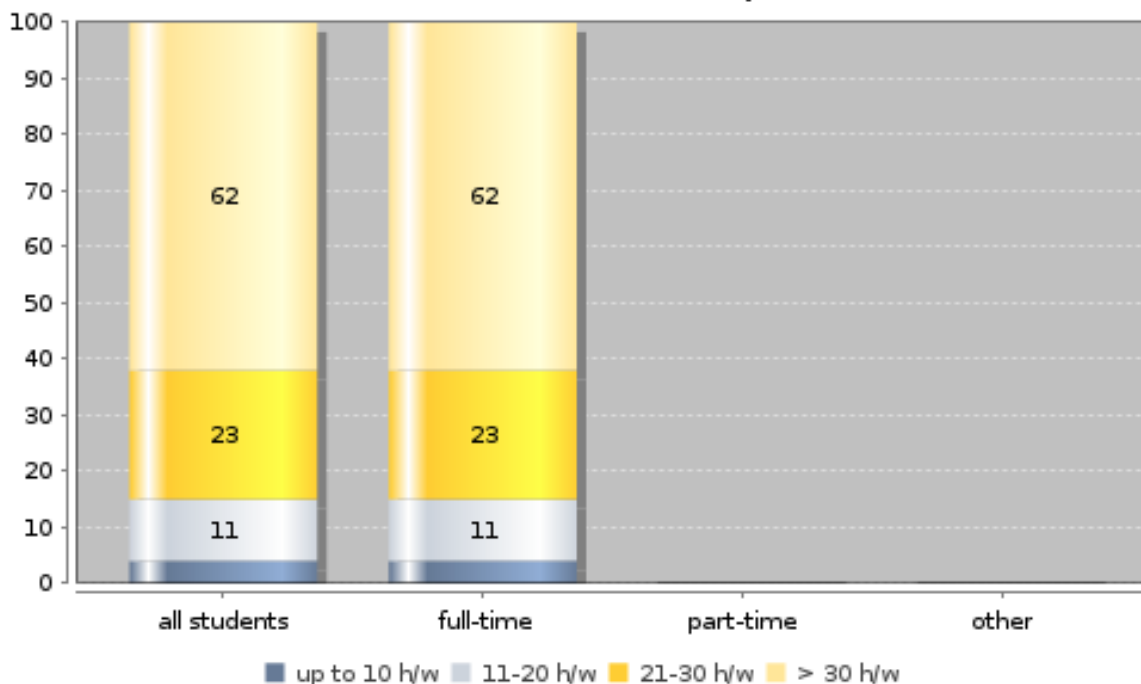
Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators

All students with study-related activities up to 20 hours per week, in %	14.9
Students with full-time status and study-related activities up to 20 hours per week, in %	14.9

Formal status of enrolment of students (in %) and size of effective academic workload (in hours per week)



details on missing data:

There are 37 missing cases in all students.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There is no part-time student status at universities in Turkey at first cycle as university regulations require the "full course-load" in Turkey.

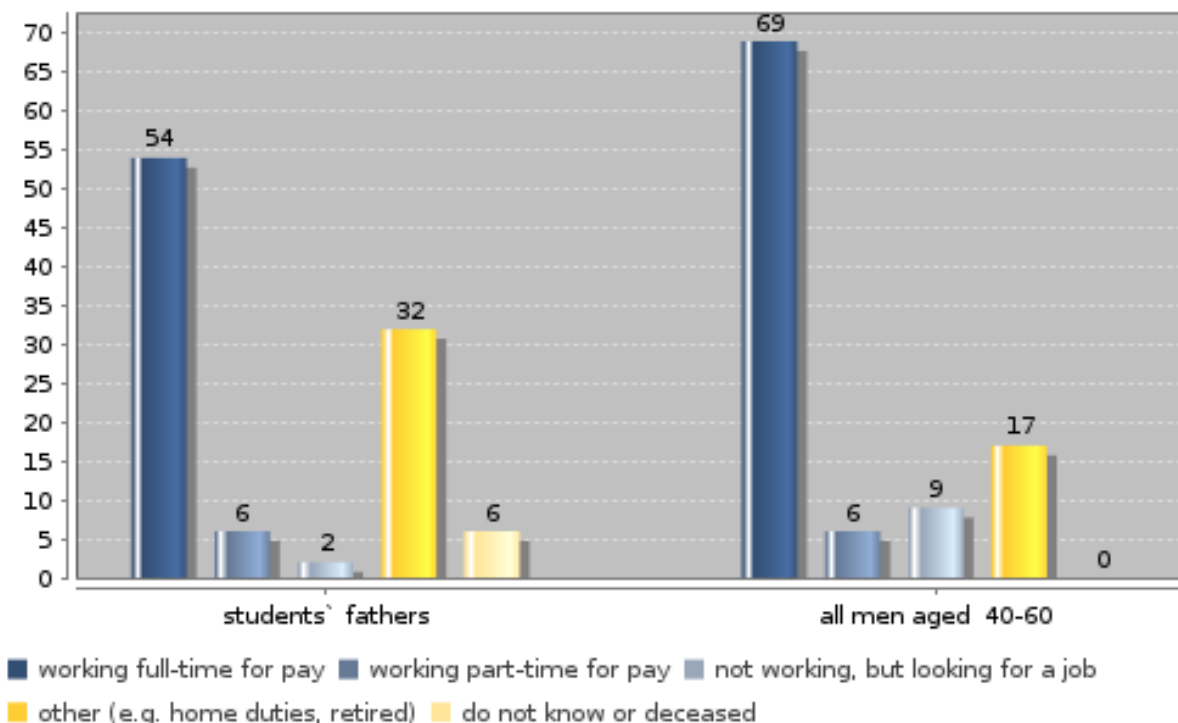
Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

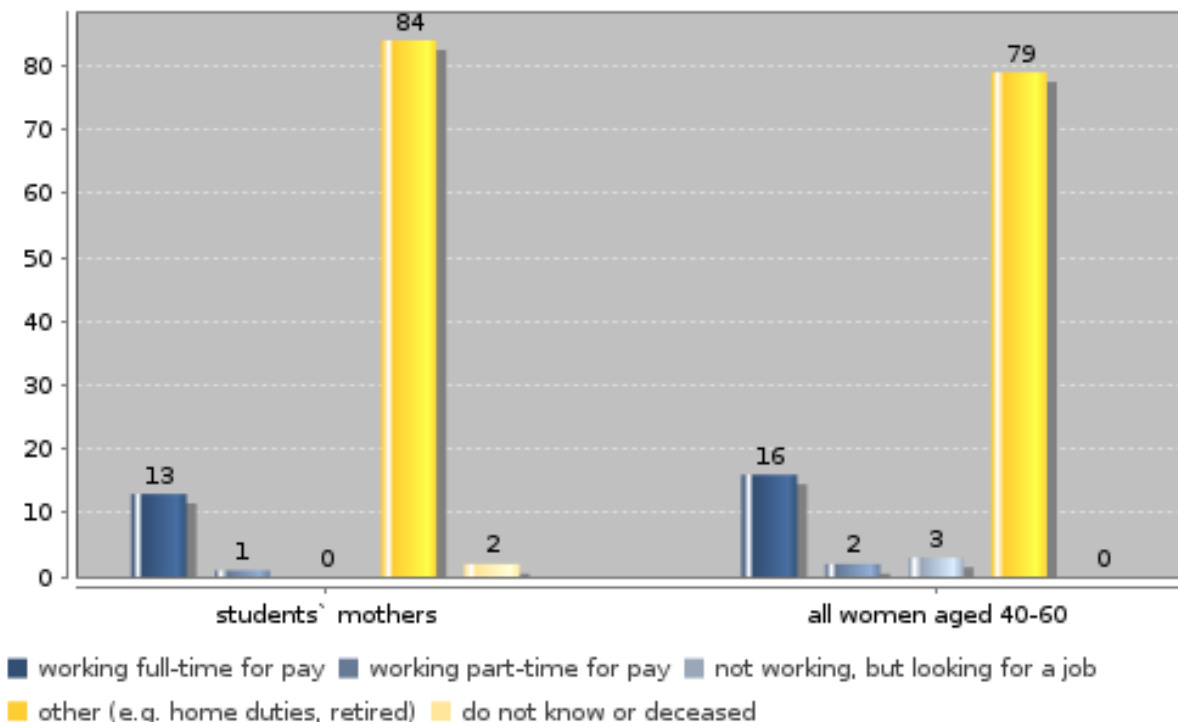
Key Indicators

Share of economically active students' fathers in %	60.1
Share of economically active students' mothers in %	13.9
Ratio of economically active students' fathers to corresponding male population	0.8
Ratio of economically active students' mothers to corresponding female population	0.8

Labour force activity of students' fathers (in %)



Labour force activity of students' mothers (in %)



details on missing data:

3 missing cases in activity of students' fathers and mothers in comparison to population.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The national statistics cover the percentage for the ages 15 + for year 2006. It is not possible to break down the data as 40-60. The category "working full time for pay" includes those who work as regular employee, employer, and self-employed. The category "part-time for pay" includes the casual employees. The category "other " includes retired, unpaid family workers and home duties.

source: Turkstat (2009), "Turkey's Statistical Yearbook, 2008" Turkstat: Ankara

In Turkey, the female labour force participation rate is 23%, half of them are engaged in agriculture (mostly in unpaid family work). Compared to these figures, the share of economically active students' mothers (%13,9) in the survey is not very low.

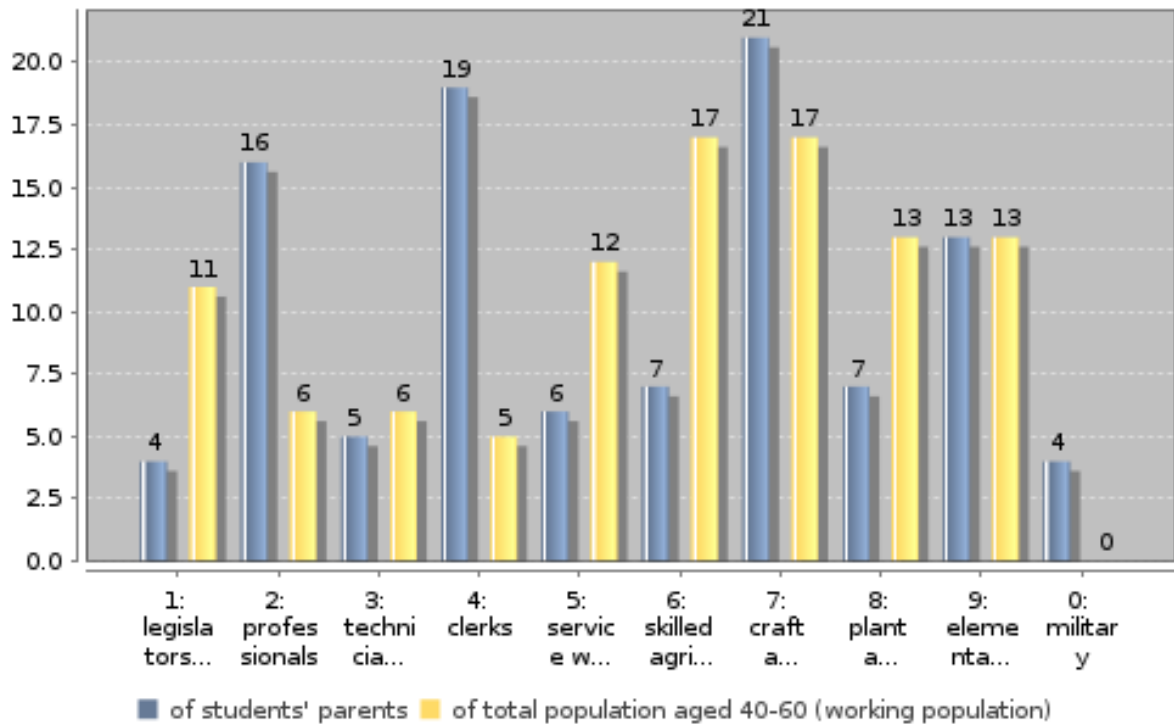
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

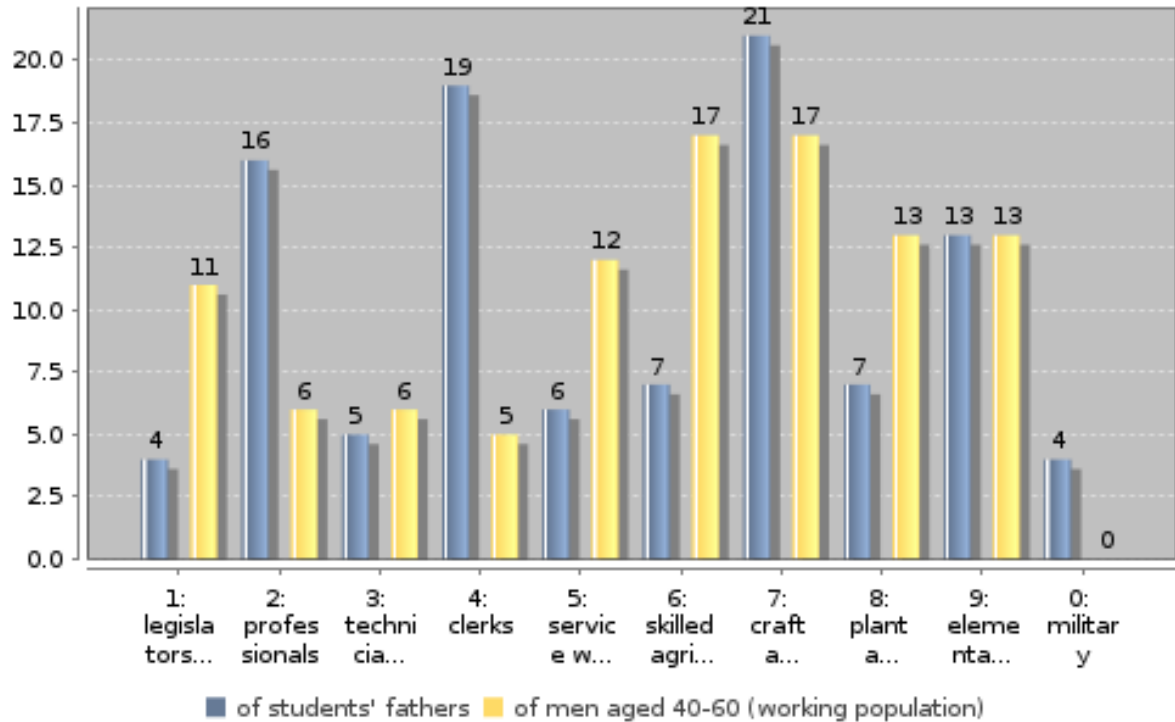
Key Indicators

Students' parents with blue-collar occupation in%	46.1
Students' fathers with blue-collar occupation in %	46.1
Students' mothers with blue-collar occupation in %	21.0
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.8
Ratio of students' mothers with blue-collar occupation to counterparts in working population	0.3

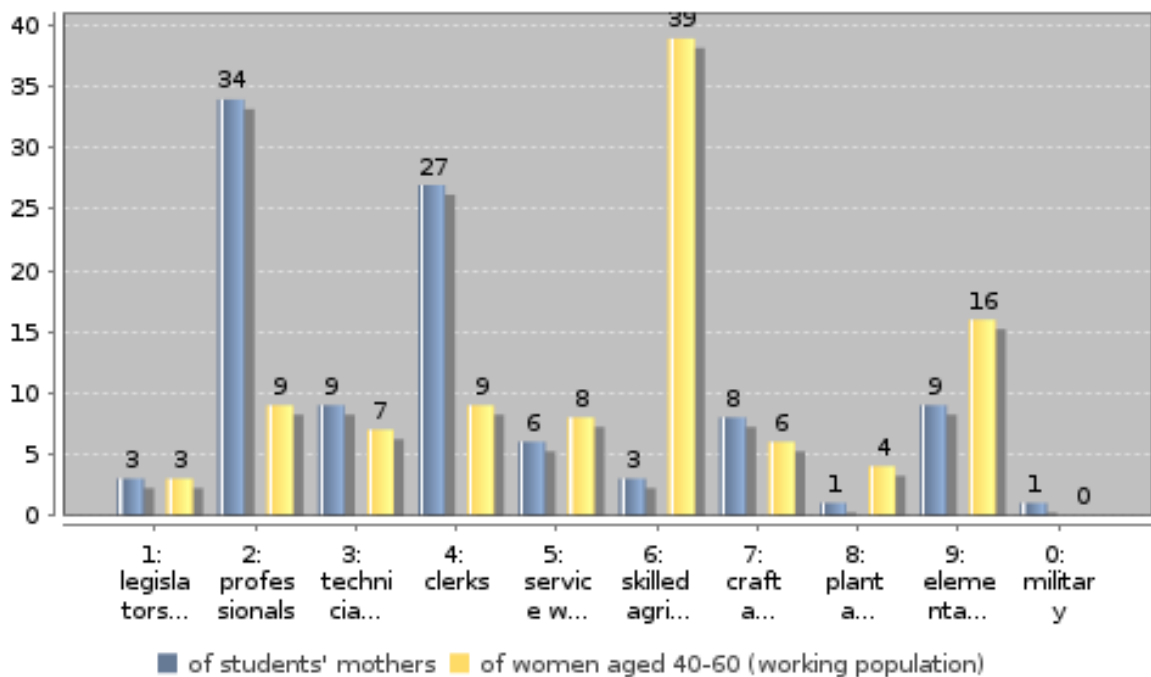
Occupational status of students' parents (in %)



Occupational status of students' fathers (in %)



Occupational status of students' mothers (in %)



details on missing data:

2 missing cases in father's occupation. 1131 cases are not represented in the table as they corresponds to the category that "housewise, unavailable to work etc.).

In mother's occupation, there are 14601 cases that corresponds to the category of "housewise". Also,

there are 2 missing cases in this category.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The national statistics cover the percentage for the ages 15 + for year 2006 in thousands. It is not possible to break down the data as 40-60. The data on the percentage of military occupation is not available at national statistics. Almost half of the students' fathers have blue-collar occupation.

source: Turkstat (2009), "Turkey's Statistical Yearbook, 2008" Turkstat: Ankara

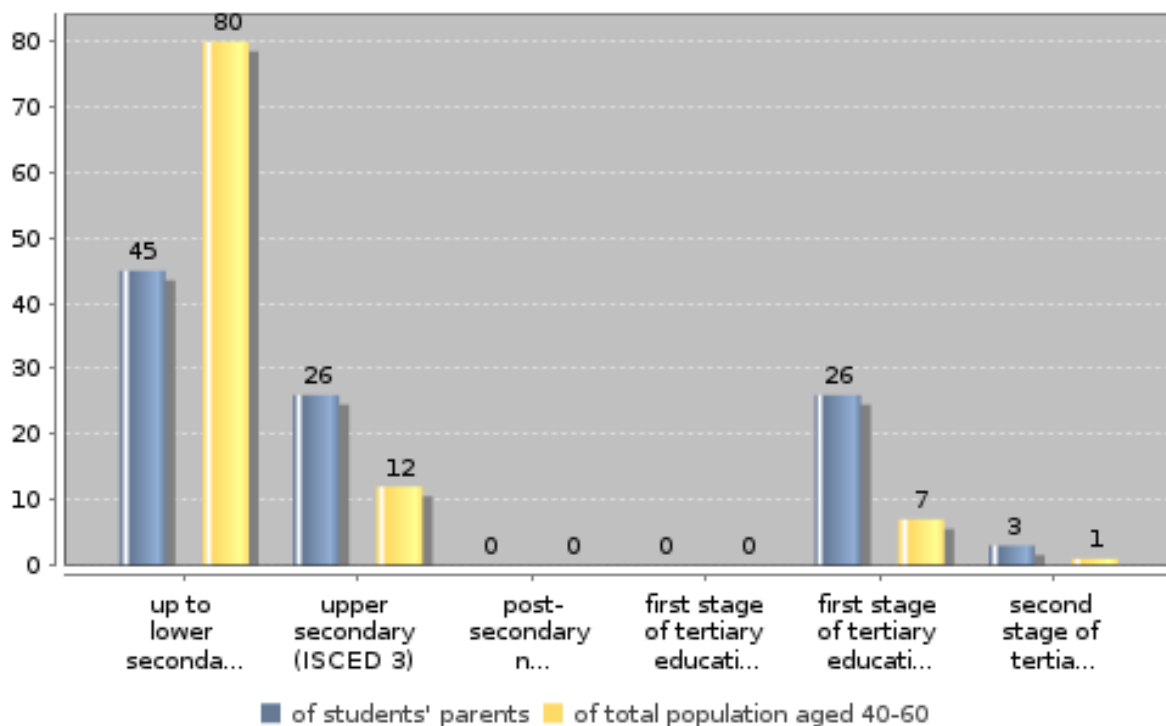
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

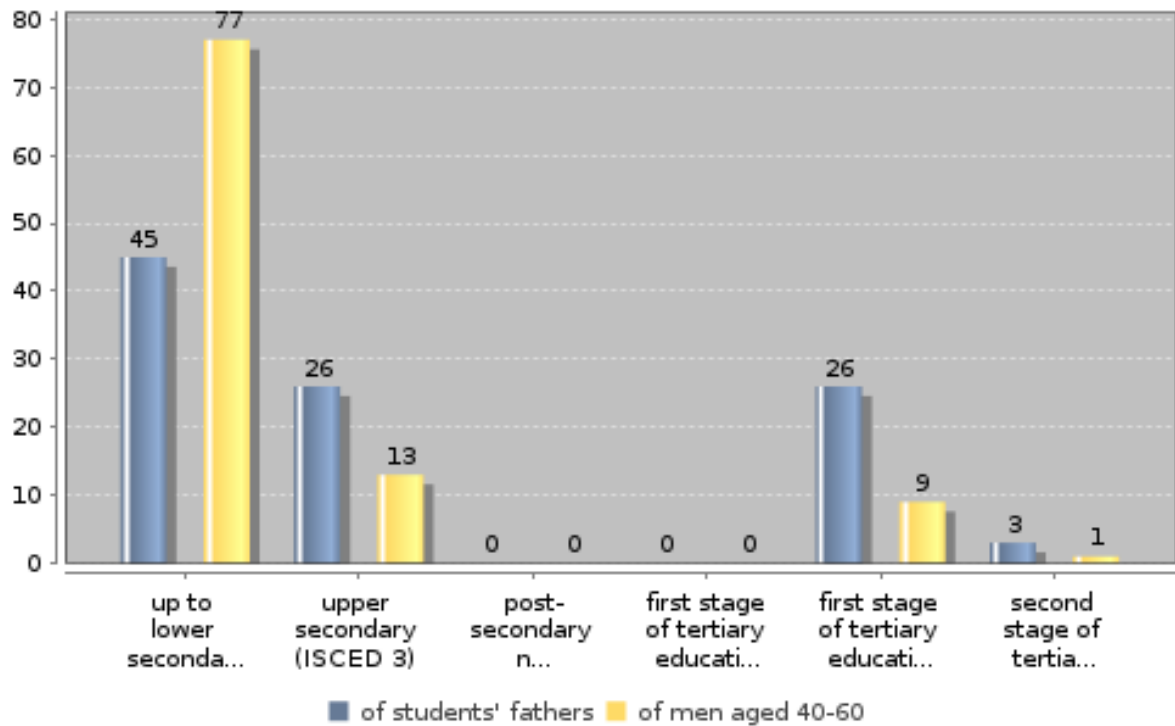
Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	70.8
Students' fathers without tertiary education (not ISCED 5-6) in %	70.8
Students' mothers without tertiary education (not ISCED 5-6) in %	86.2
Ratio students' fathers without tertiary education to counterparts in total population	0.8
Ratio students' mothers without tertiary education to counterparts in total population	0.9

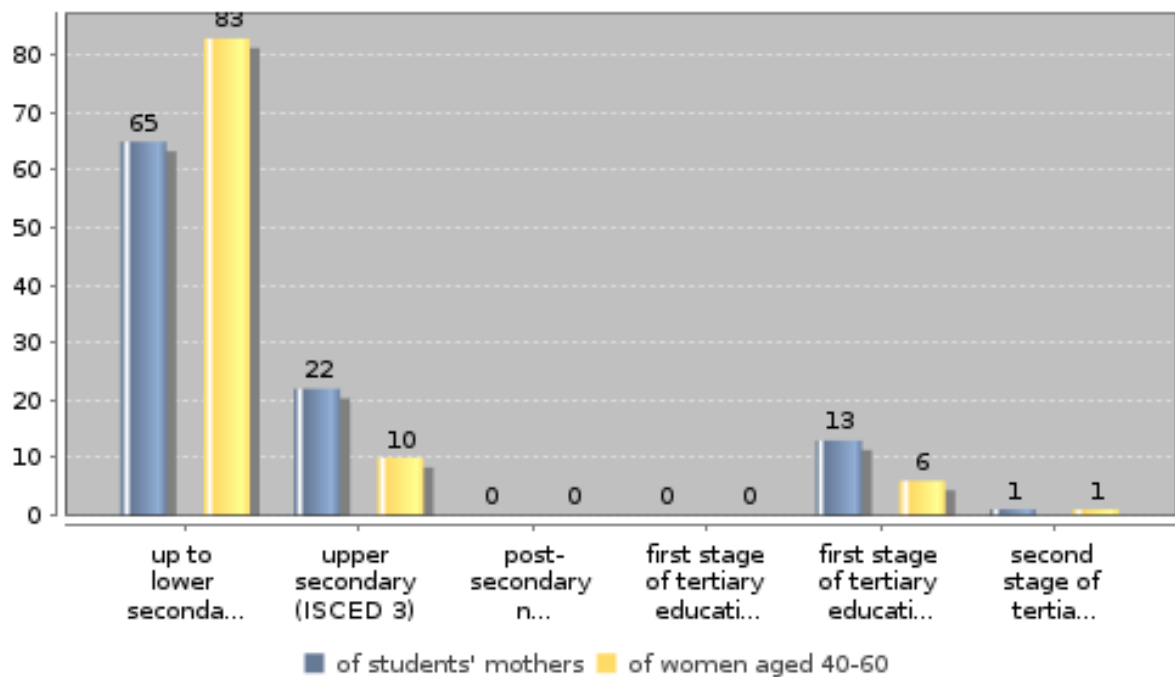
Highest educational qualification of students' parents (in %)



Highest educational qualification of students' fathers (in %)



Highest educational qualification of students' mothers (in %)



details on missing data:

35 missing cases in father's education whereas 26 missing cases in mother's occupation. Source: <http://tuikapp.tuik.gov.tr/adnksdagitapp/adnks.zul?kod=2>

methodical issues or considerations for data interpretation:

The national statistics cover the percentage for the ages 15 + for year 2006 in thousands. It is not possible to break down the data as 40-60. Hence limited comparability.

national interpretation of the results of the data analysis:

Numbers related to total population are in thousands.

The ratio of the students' parents without tertiary education to counterparts in total population (for the ages 15+) is 0.8.

The values for parents with tertiary education background (ISCED 5-6) is 29.2% which seems reasonable because the percentage of people with tertiary education in Turkey in the overall population is about 10%.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators

Students' parents with blue collar status and ..

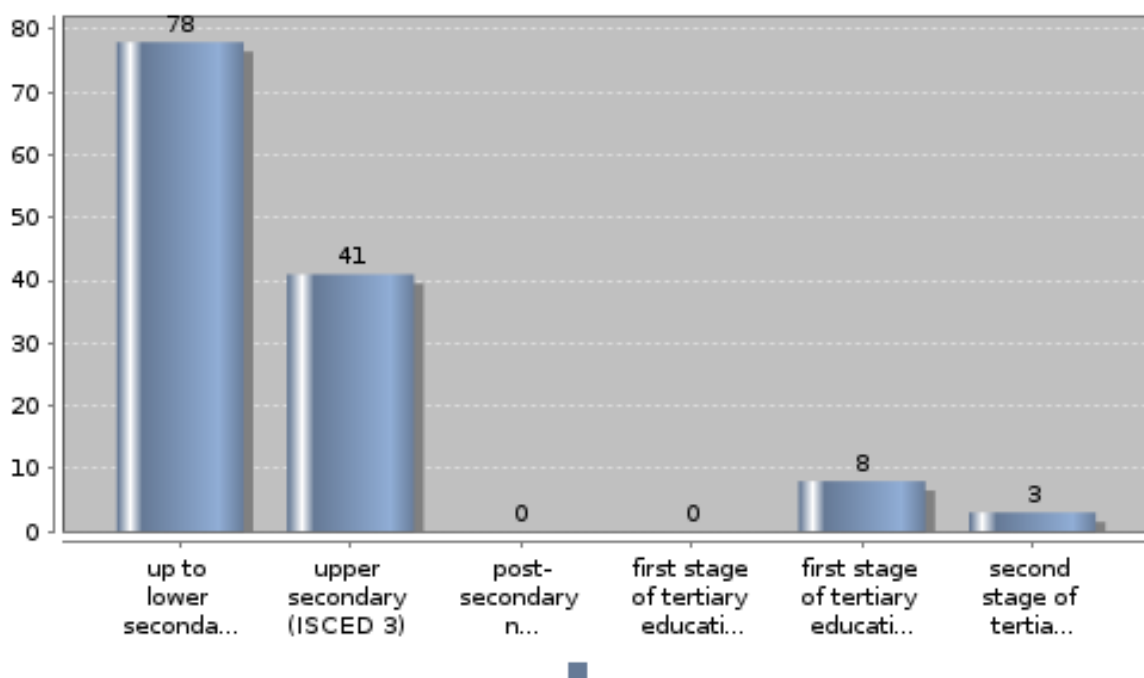
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %

95.1

with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %

71.5

Blue collar status of students' parents and educational attainment(in %)



details on missing data:

2 missing cases in father's occupation whereas 35 missing cases in educational attainment and occupation.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

As expected the education level of blue collar fathers is low. Only 5% of them are university graduates.

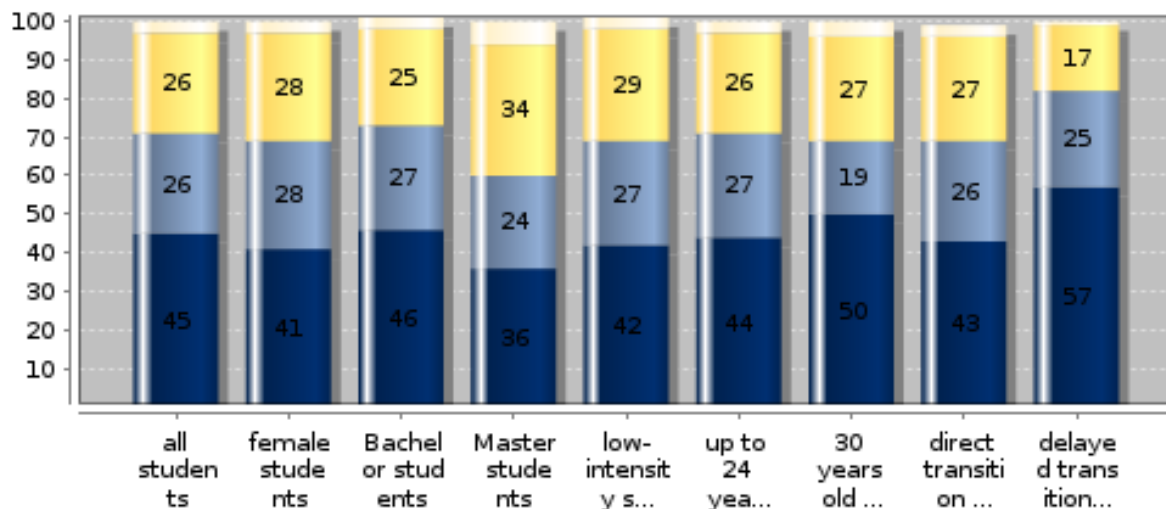
Topic: C. Social background of student body

Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators

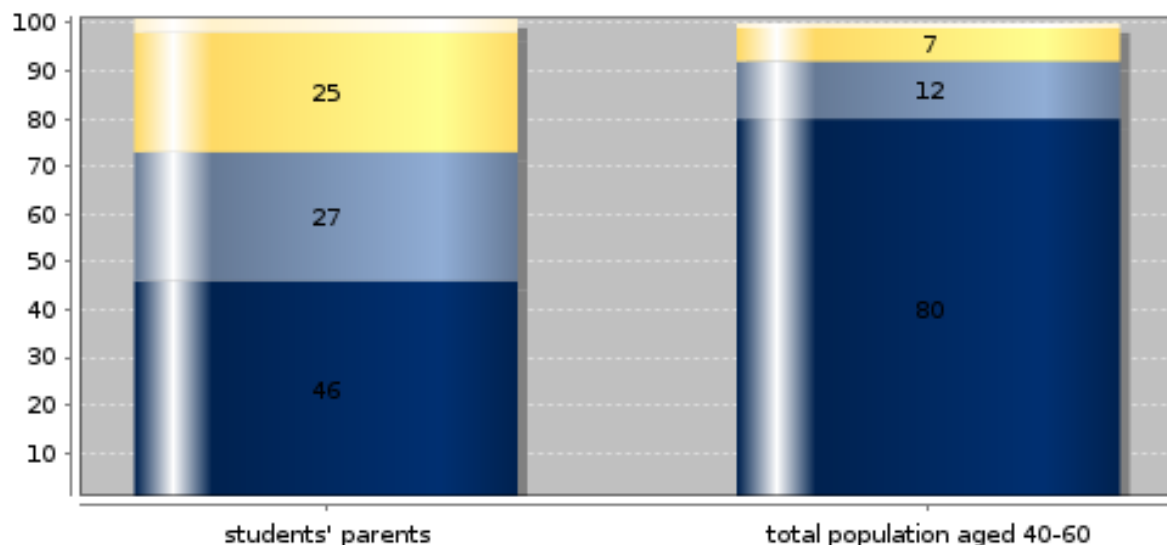
Share of all students' parents without tertiary education (ISCED 5-6), in %	70.8
Share of BA students' parents without tertiary education (ISCED 5-6), in %	72.2
Share of MA students' parents without tertiary education (ISCED 5-6), in %	60.6
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	68.5
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	69.0
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	82.1

Highest educational qualification of students' parents by characteristics of students (in %)



- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5A, academic)
- first stage of tertiary education (ISCED 5B, vocational)
- second stage of tertiary education (ISCED 6)

Highest educational qualification of Bachelor students' parents (in %)



- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

details on missing data:

35 missing cases in father's educational background.

15 cases are unknown in female.

6 missing cases in low-intensity.

31 missing cases in upto 24 years old.

34 missing cases in direct transition.

1 missing case in delayed students.

32 cases are missing in bachelor.

1 missing cases in master students.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The national data for men of 40-60 aged indicate that 77% of men aged 40-60 (total population) has up to secondary education background; 13.3% has upper secondary education background; 9.4% has higher education background.

In our survey we found out that share of all students' parents with tertiary education background is 29.2%. These results indicate that social upward mobility through education in Turkey depends heavily on fathers' occupational status and educational background. Students whose fathers have higher education background have more chances in accessing universities.

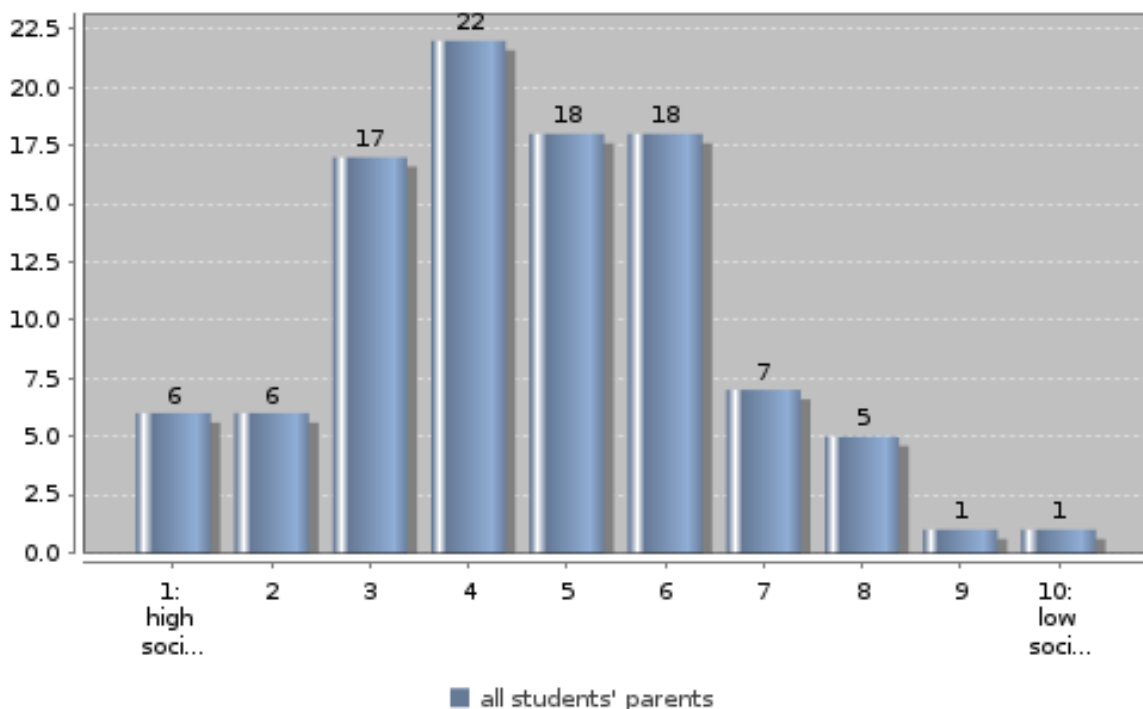
Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	68.1
Students' parents with lower social standing (6-10)	31.9

Students' assessment of the social standing of their parents (in %)



details on missing data:

2 missing cases in subjective assessment of social standing.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

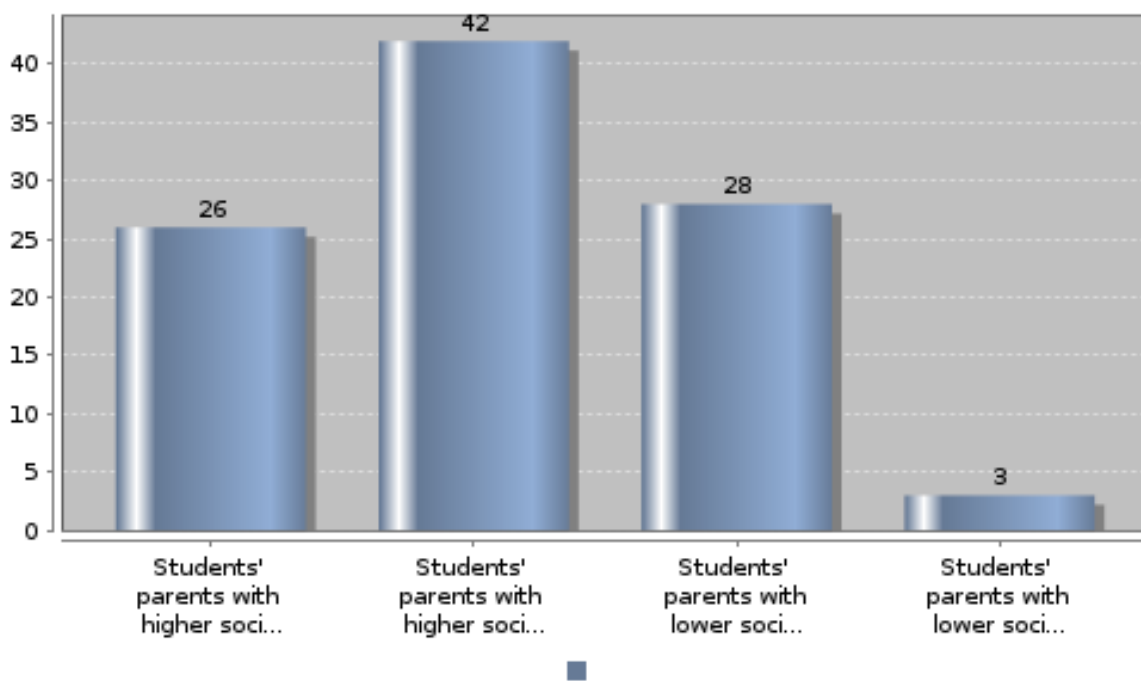
Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	25.7
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	42.3
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	28.4
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	3.4

Students' assessment of their parents' social standing by parental education level (in %)



details on missing data:

35 missing cases in total.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The results indicate that if the parents hold higher education degree, the students do not evaluate themselves in the low social standing. Our analysis show that students' assessment of social standing increases with the education levels of the parents ($F=1406,5$; $p=0,001$). The mean of the assessment is 5.7 for ISCED (0,1,2); 6.5 for ISCED (3) and 7.3 for ISCED (5,6). (1 refers to lowest social standing).

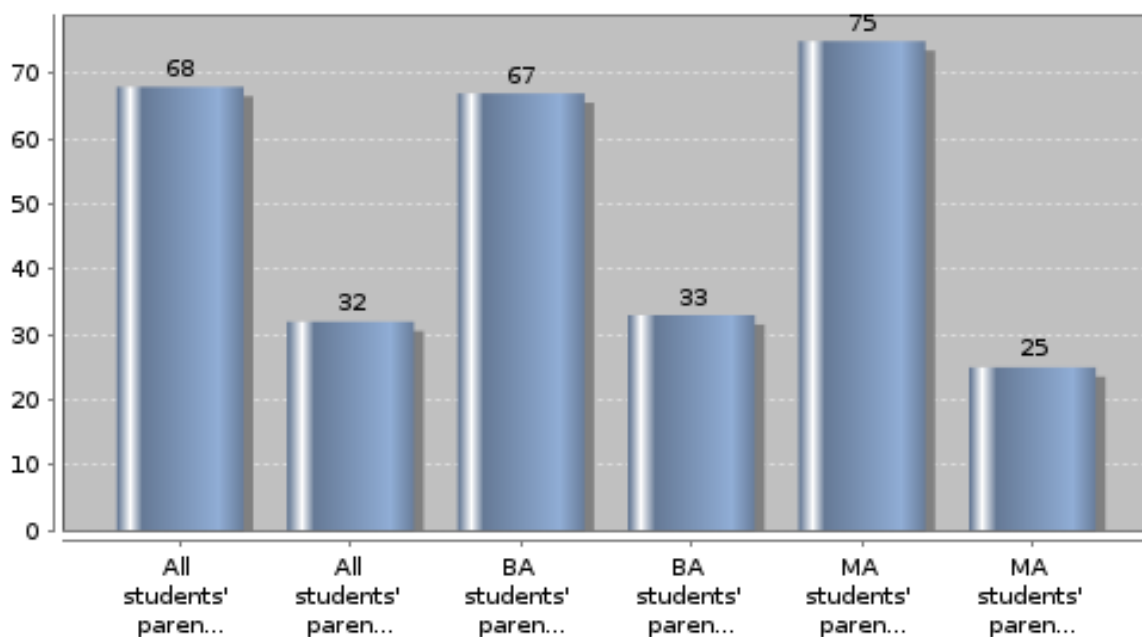
Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators

All students' parents with higher social standing (1-5), in %	68.1
All students' parents with lower social standing (6-10), in %	31.9
BA students' parents with higher social standing (1-5), in %	67.1
BA students' parents with lower social standing (6-10), in %	32.8
MA students' parents with higher social standing (1-5), in %	75.2
MA students' parents with lower social standing (6-10), in %	24.8

Subjective assessment of parents' social standing by characteristics of students (in %)



details on missing data:

2 missing cases in all students. 1 missing cases in gender. 2 missing cases in bachelor students. 1 missing case in age up to 24. 2 missing cases in direct transition.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

42.6

Share of all students not living with parents, in %

57.4

Share of all students living in student halls, in %

33.1

Share of students up to 24 years old living in the most frequent type of housing, in %

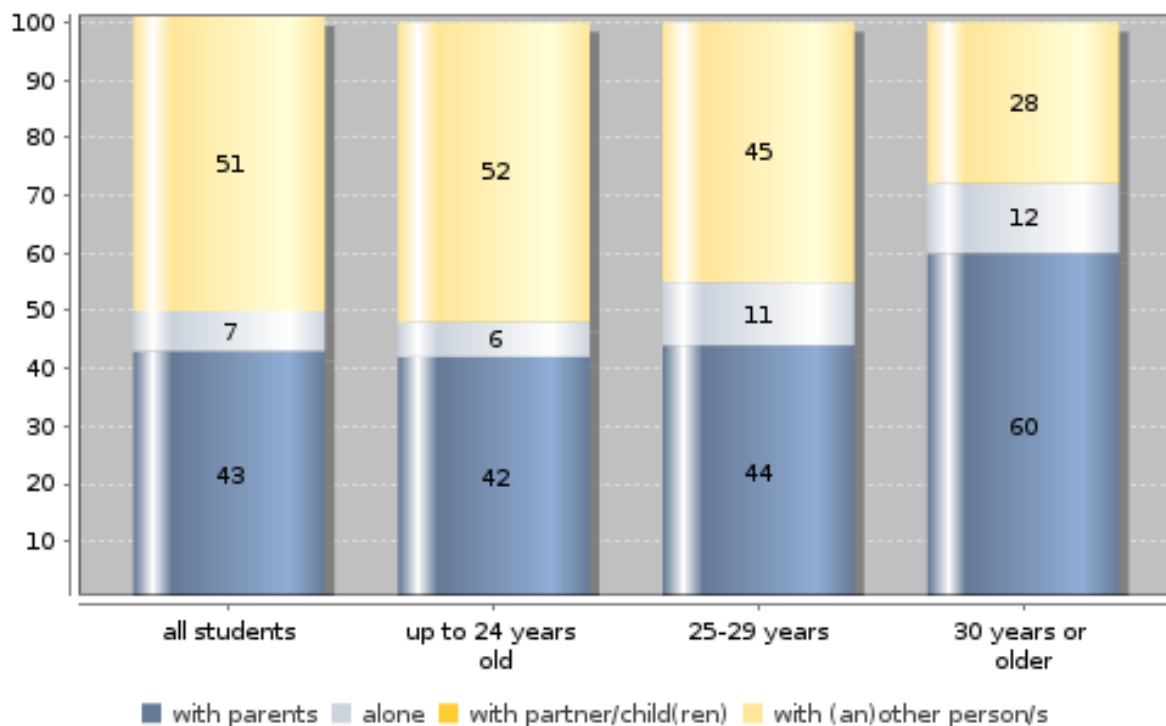
4.0

52.0

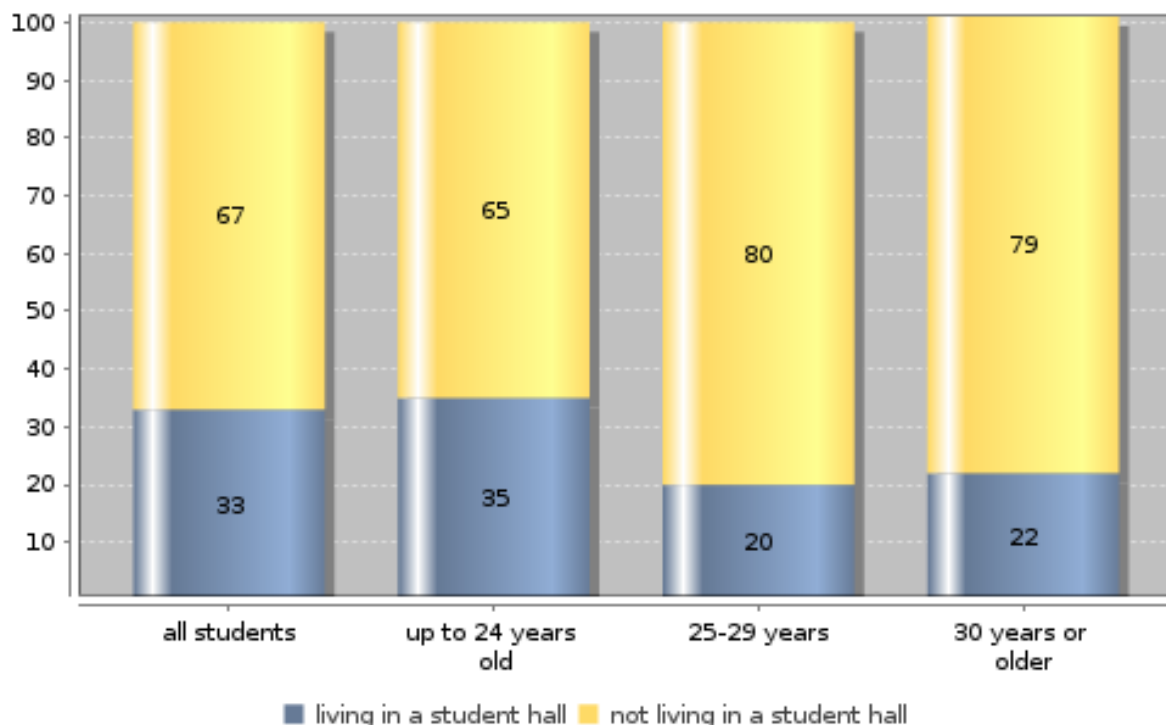
Share of students 30 years or older living in the most frequent type of housing, in %

1.0

Form of housing by age (in %)



Students living in a student hall (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In our questionnaire "living with family" was one of the answer categories and hence this category included the students' "living with parents" and "living with partner/children". For this reason value of "living with partner/children" category is zero. However in Turkey living with partner without marriage is not common and may correspond to only a few percent of all university students. In the survey the percentage of married students is 2.3 (444 students out of 19479).

The percent value of students living with parents at all categories is relatively high compared to other European countries due to financial dependency on families and social norms in Turkey.

33.1% of all students live in student halls whereas 42.6% of them live with their parents, 24.3% of them live in own lodging/sublet/private flat (alone or with another person). These values differ considerably from the results of E:III. The influencing factors could be:

1. Our sample in this round (E:IV) included master students as well. Therefore comparison of E:III and E:IV results in this category may not be very meaningful.
2. Due to high demand for HE in Turkey, the quotas for undergraduate programs have been increasing steadily. New universities have been established even in small cities in countryside and hence student composition also has been changing.
3. Recent global economic crisis might have forced students to live with their families or student halls.

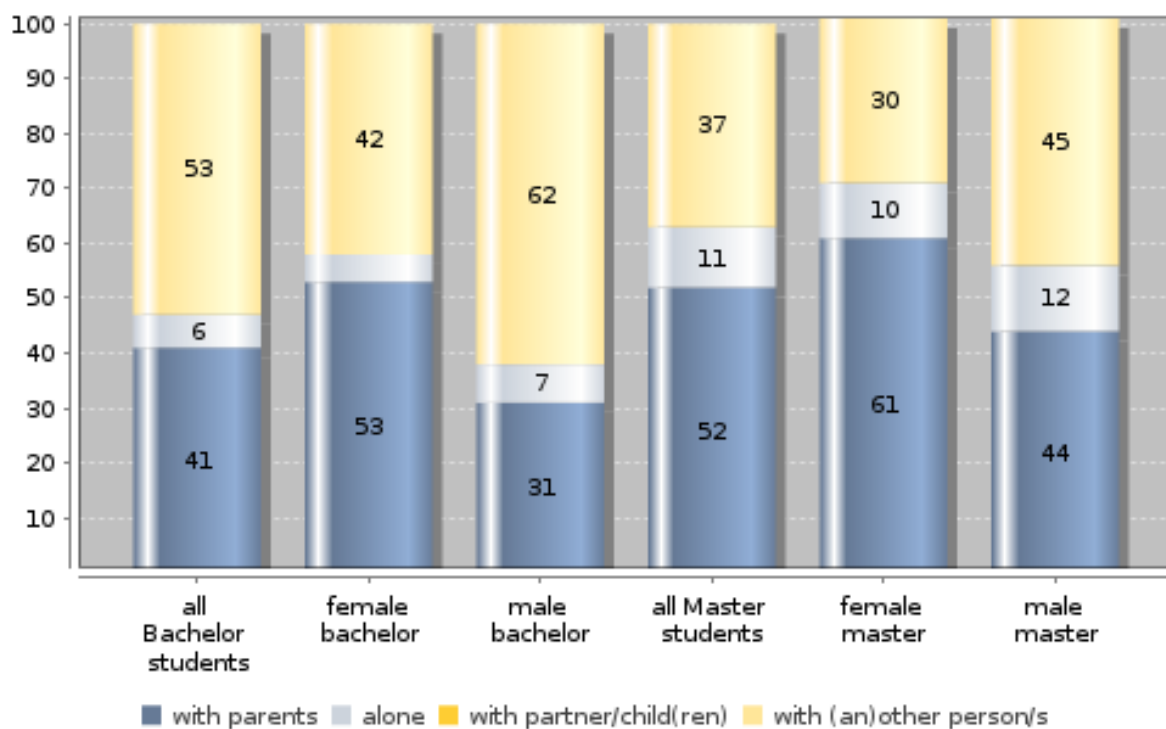
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

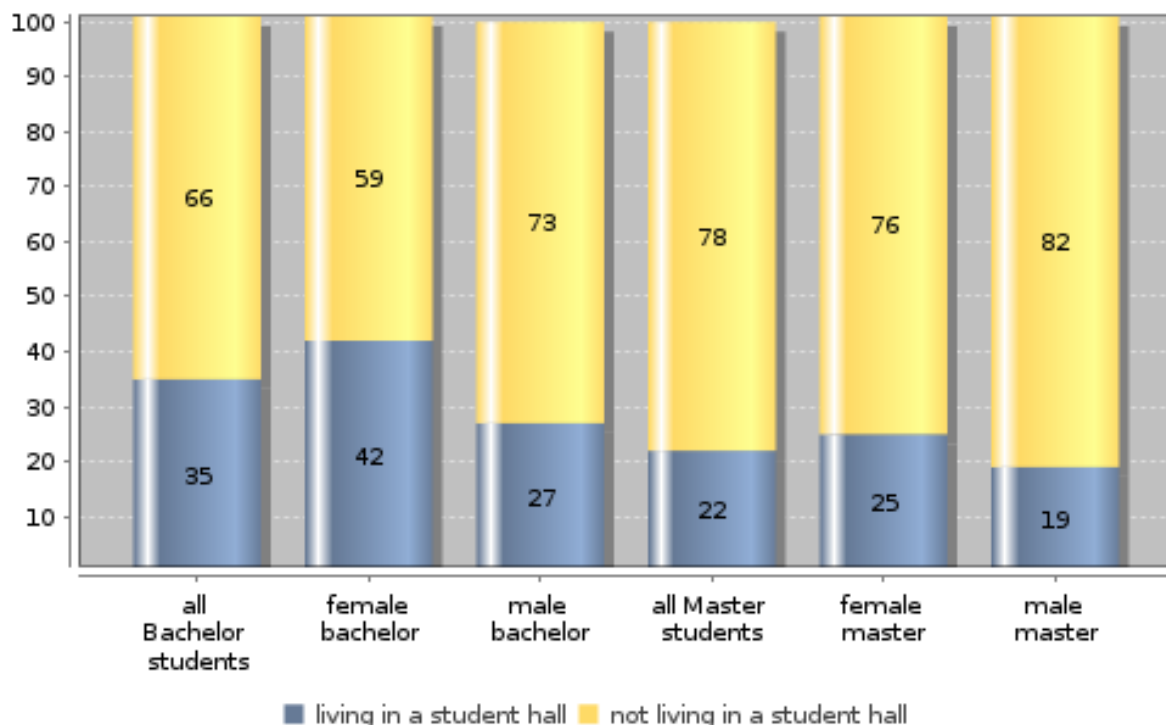
Key Indicators

Share of all Bachelor students living with parents, in %	40.9
Share of all Bachelor students living in student halls, in %	34.5
Share of all Master students living with parents, in %	52.4
Share of all Master students living in student halls, in %	21.7

Type of housing of Bachelor and Master students by gender (in %)



Bachelor and Master students living in a student hall by gender (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Distribution for first cycle female students: 41.5% live in student halls, 31.0% live with parents, 27.5% live in own lodging/sublet/private flat (alone or with another person).

Most female students either live with their parents or prefer student halls whereas half of male students live in lodging/sublet/private flat.

Distribution for first cycle male students: 27.5% live in student halls, 22.5% live with parents, 50.0% live in own lodging/sublet/private flat (alone or with another person).

The percent value of students living with parents at all categories is relatively high compared to other European countries due to financial dependency on families and social norms in Turkey.

Values obtained in this round differ considerably from the results of E:III. The influencing factors could be:

1. Due to high demand for HE in Turkey, the quotas for undergraduate programs have been increasing steadily. New universities have been established even in small cities in countryside and hence student composition also has been changing.
2. Recent global economic crisis might have forced students to live with their families or student halls.

Share of MA students living with parents is higher than the share of BA students living with parents. This could be related with the facts that graduate programs are located in big cities and graduate studies bring an extra cost for both students and families. Thus students prefer attending graduate programs where their parents live. Hence students who live in big cities and have higher socio economic profile attend graduate programs.

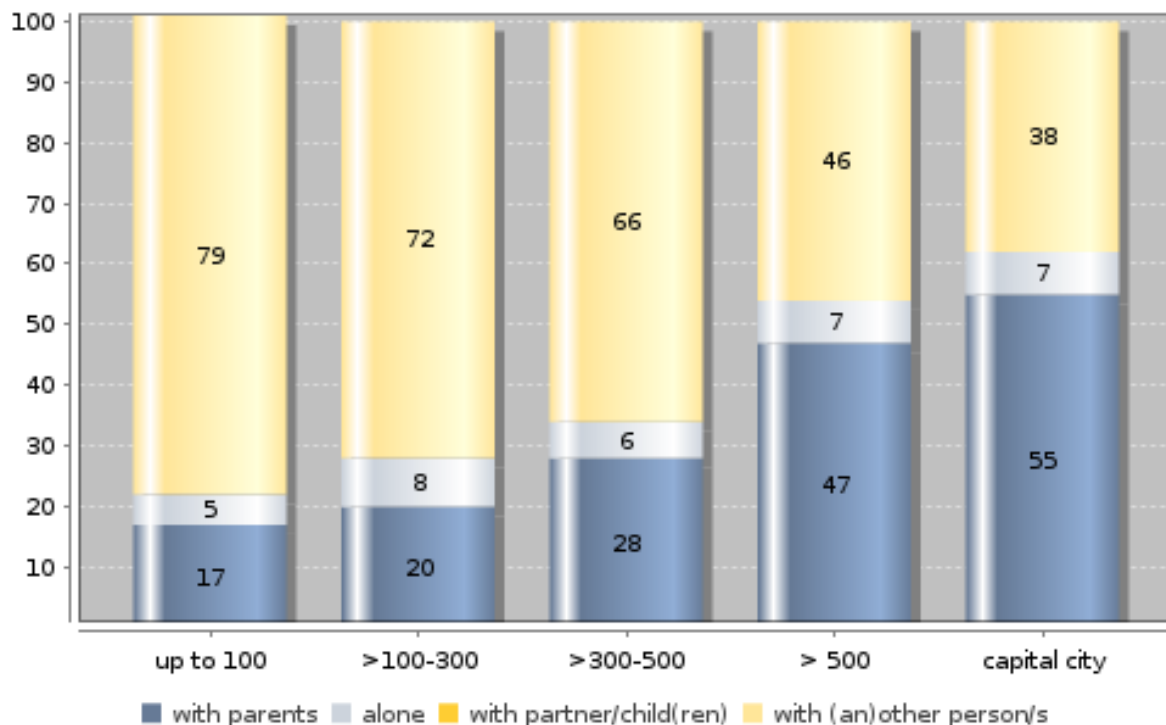
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

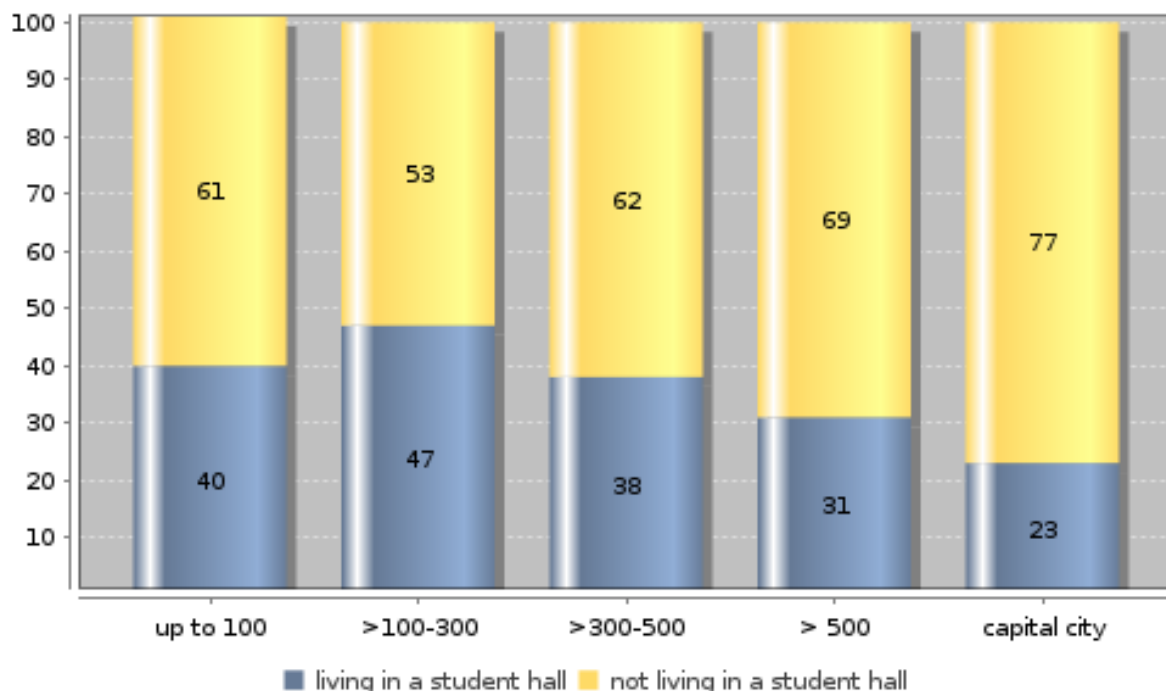
Key Indicators

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	4.9
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	4.1
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	2.5
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	1.1
Ratio of students living (not with parents)/(with parents) in capital city	0.8

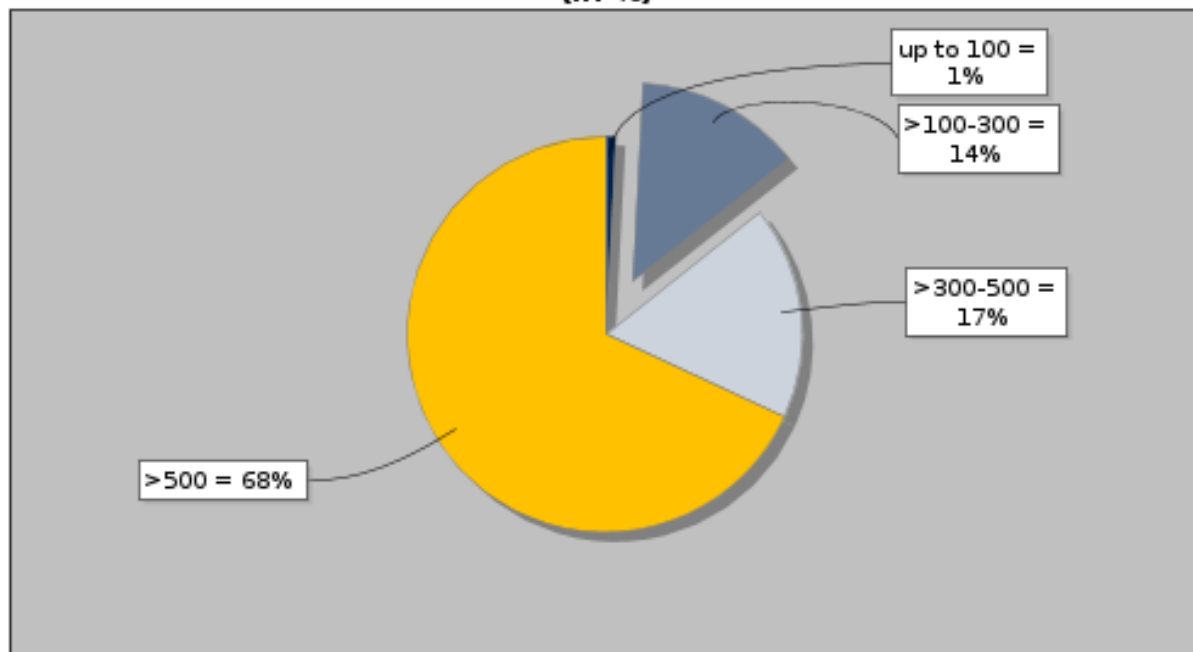
Type of housing by size of study location by 1,000 inhabitants (in %)



Students living in a student hall by size of study location by 1,000 inhabitants (in %)



Share of all students by size of study location by 1,000 inhabitants (in %)



details on missing data:

3 missing cases in study location.

methodical issues or considerations for data interpretation:

Istanbul is considered as "the capital city" since its population is 12,782,960.

national interpretation of the results of the data analysis:

Istanbul is considered as "the capital city" since its population is 12,782,960. Also almost one third of all universities are in Istanbul. Hence students whose parents live in Istanbul do not have any reason and motivation to attend a university out of Istanbul.

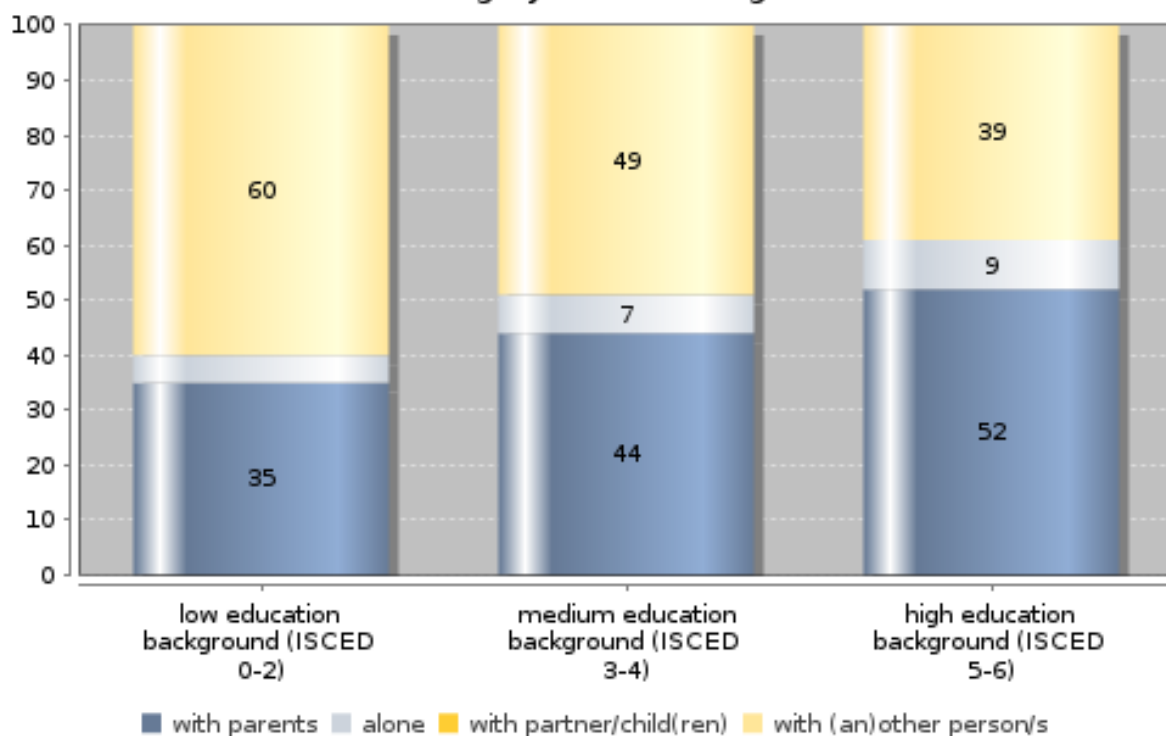
Topic: D. Accommodation

Subtopic 4: Form of housing by social background

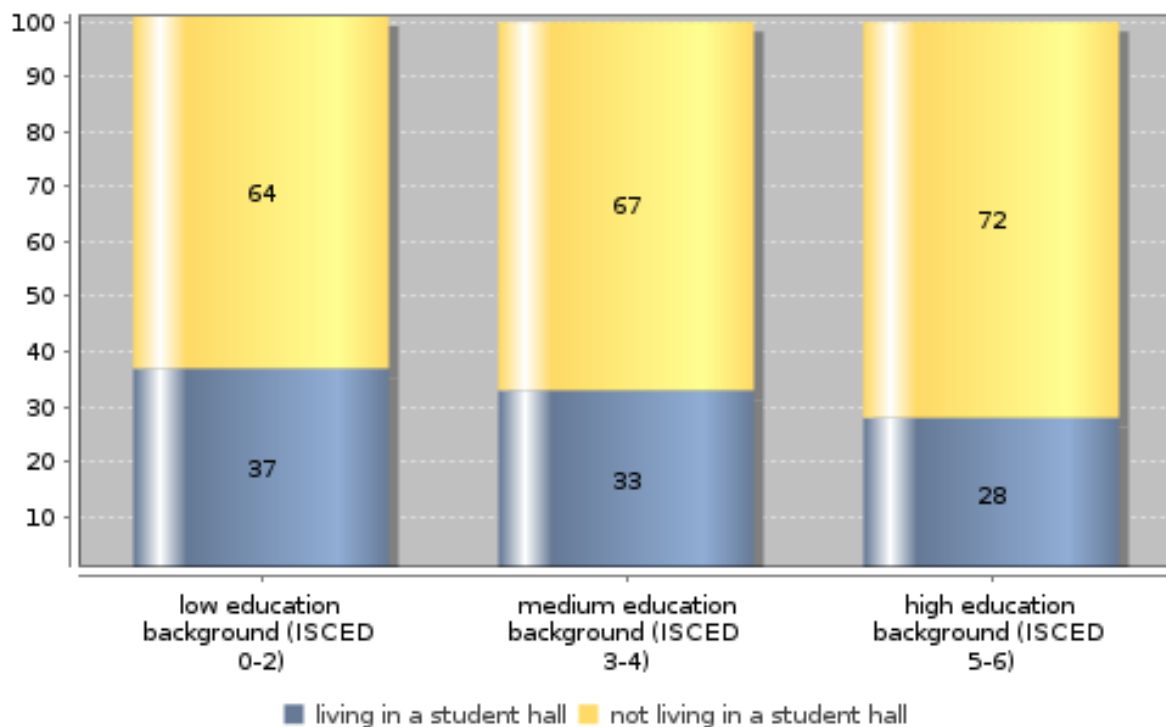
Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	34.7
Share of all students from low education background (ISCED 0-2) living in student halls, in %	36.5
Share of all students from high education background (ISCED 5-6) living with parents, in %	52.0
Share of all students from high education background (ISCED 5-6) living in student halls, in %	27.6

Form of housing by social background (in %)



Students living in a student hall by social background (in %)



details on missing data:

35 missing cases in total including the ones who do not know the father's education.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

As the level of education of parents increases, the percentage of students living in halls decreases whereas the percentage of students living with parents increases.

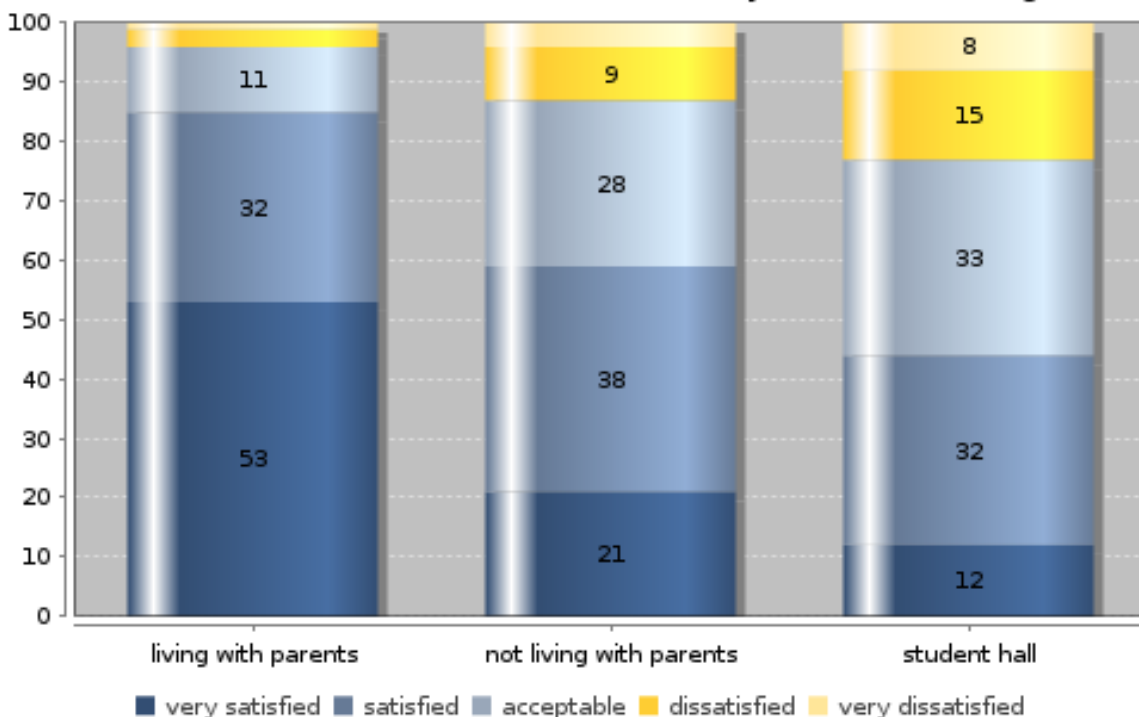
Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	85.1
Students not living with parents, who are (very) satisfied in %:	59.2
Students residing in student halls, who are (very) satisfied in %:	44.3
Students living with parents, who are (very) dissatisfied in %:	4.2
Students not living with parents, who are (very) dissatisfied in %:	12.5
Students residing in student halls, who are (very) dissatisfied in %:	22.3

Students' assessment of accommodation by form of housing (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students living with parents/relatives or in own lodging are more satisfied than the students living in student-halls.

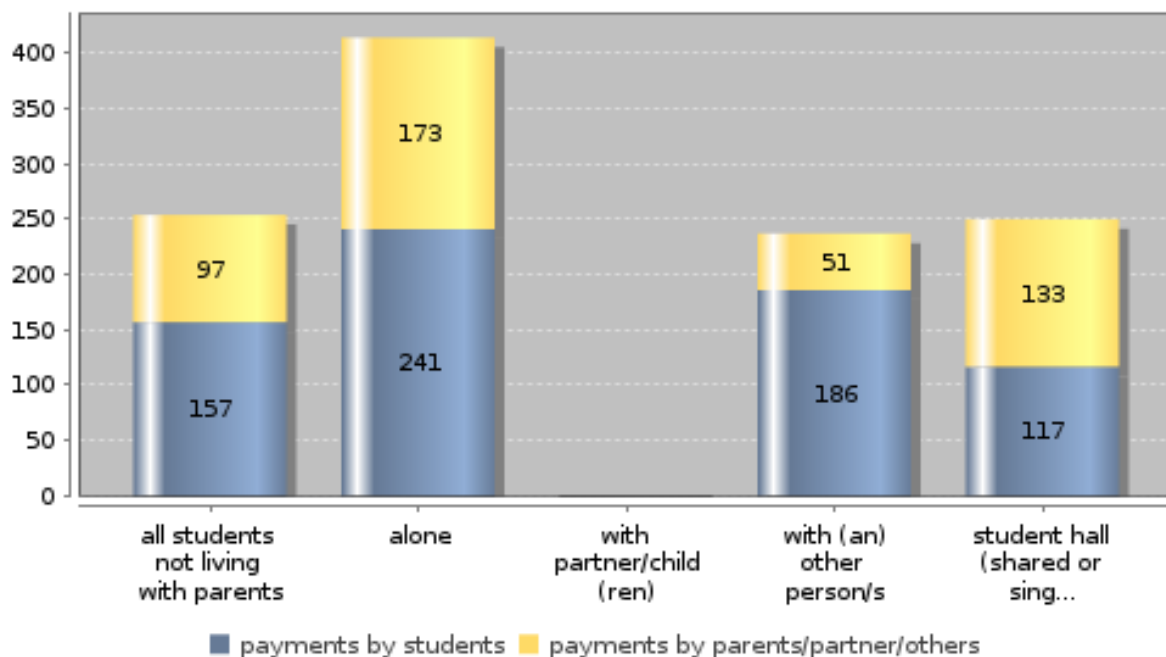
Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

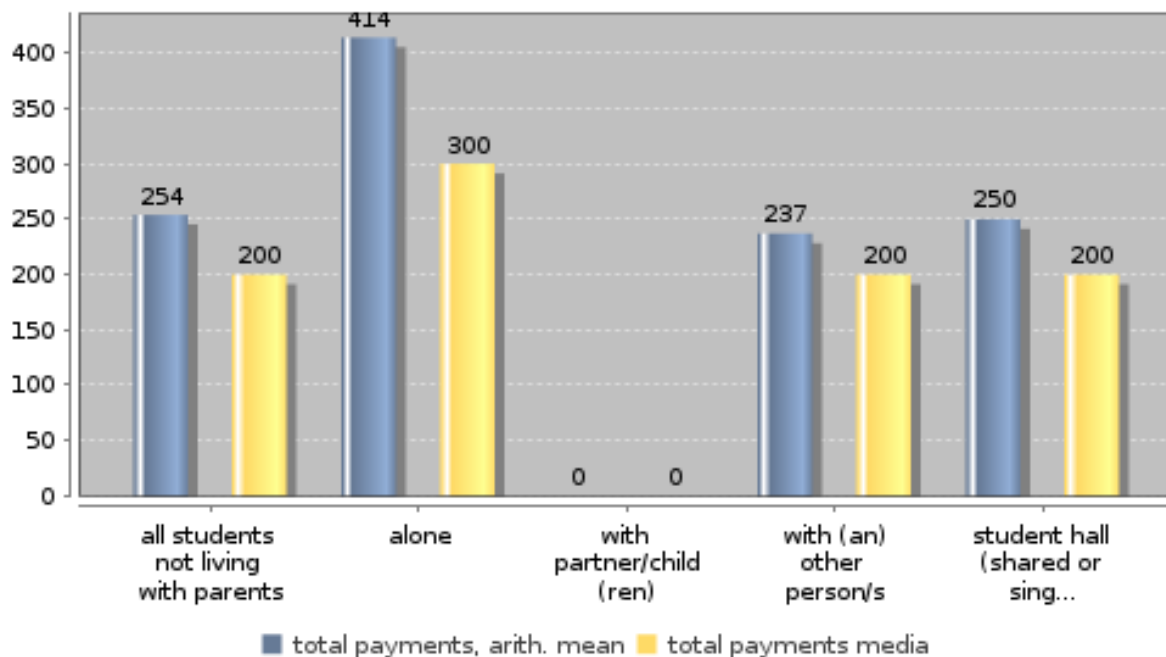
Key Indicators

Average monthly rent (total payments, median)	
all students not living with parents	101.7
student hall	101.7
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	129.2
student hall	127.2
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.6

Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)



Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The cumulative inflation in three years between E:III and E:IV is approximately %30 in Turkey. So the increases in the cost of accommodation seem reasonable.

Topic: D. Accommodation

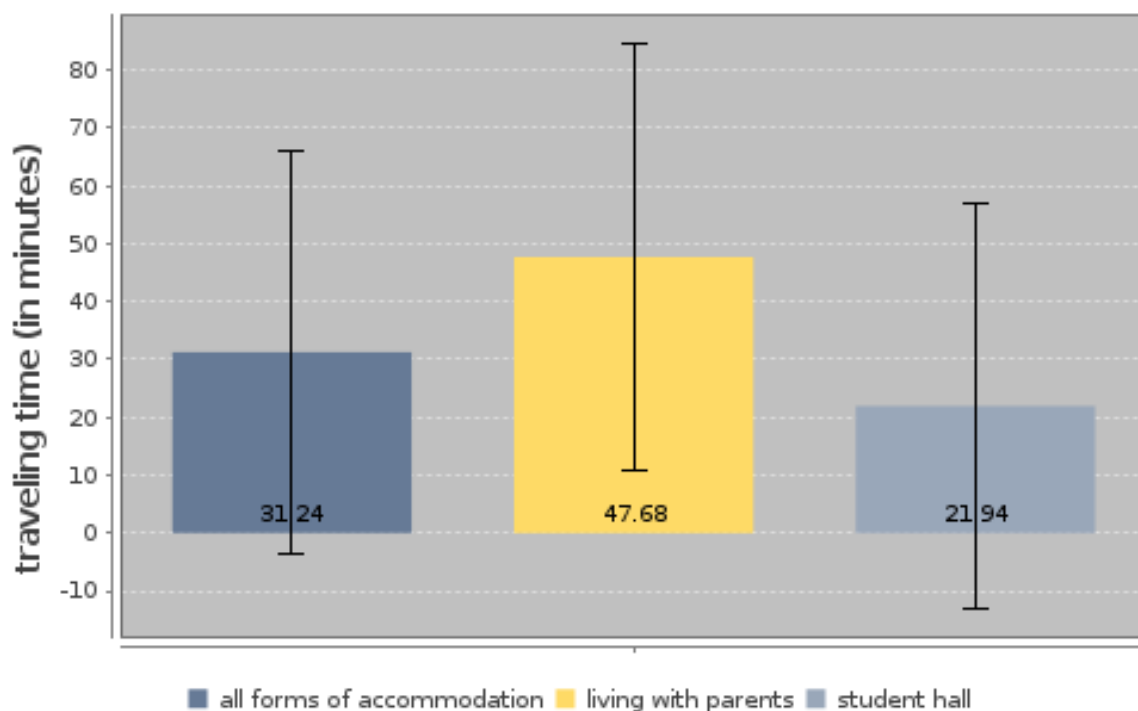
Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)

all forms of accommodation	25.0
living with parents	40.0
student hall	15.0

Average daily travelling time (in minutes) by form of housing



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

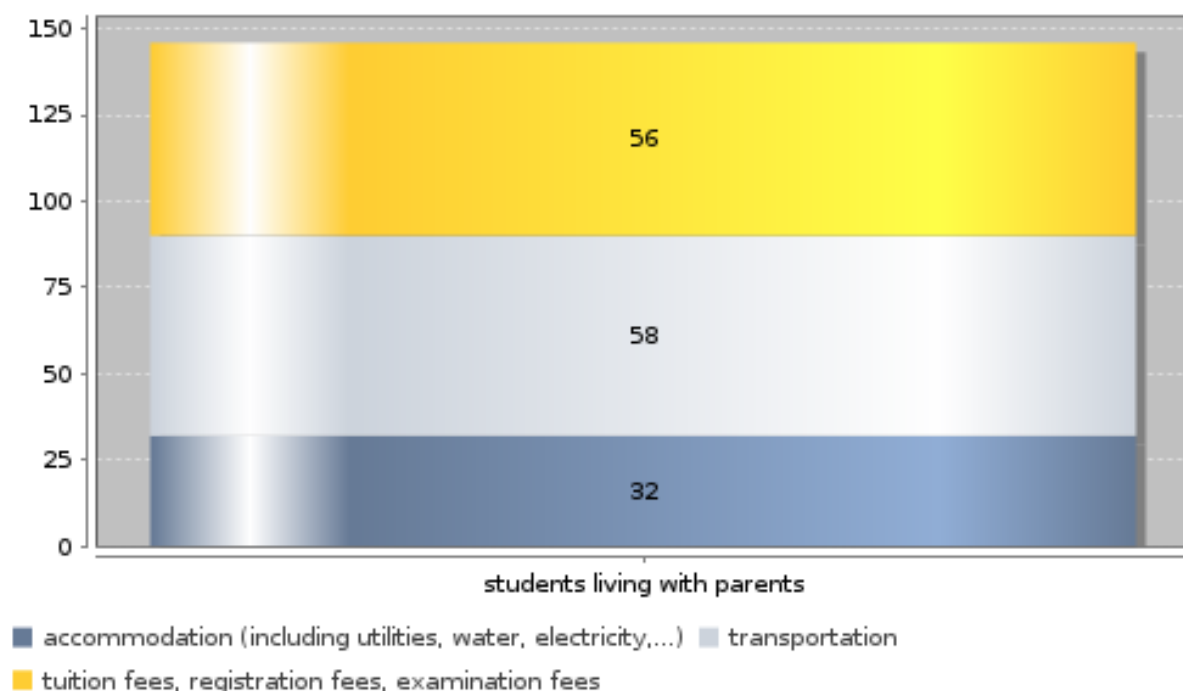
Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

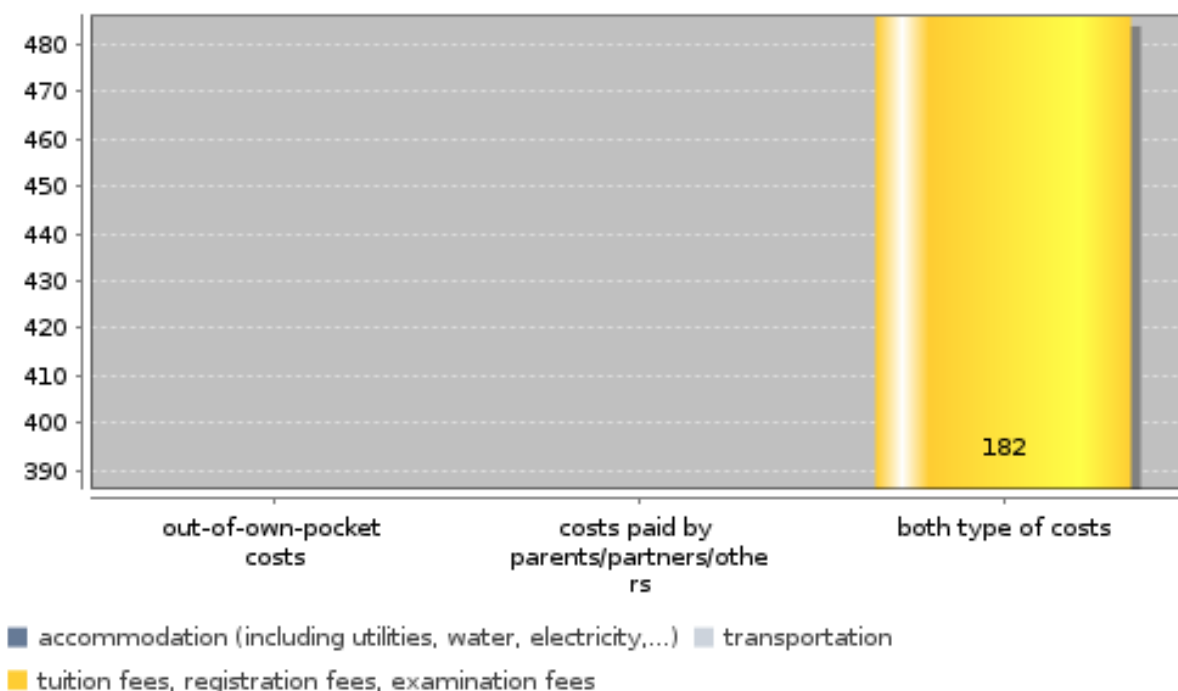
Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	16.1
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	14.8
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	16.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	8.3
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	9.1
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	29.5

Profile of students' monthly out-of-own-pocket key costs for students living with parents (in euros)



Profile of students' monthly key costs by payer for students not living with parents (in euros)



details on missing data:

The missing cases are interpreted as "0" for this module in the computation of expenditures.

methodical issues or considerations for data interpretation:

In the pilot application of the survey, it was observed that students had difficulty in breaking down the expenses. Hence, in our survey some items (expenses for social and leisure activities, communication, telephone, internet, child care, tobacco, pets) were not separately asked and it is assumed that these expenditure items are included in "other" expenses category.

national interpretation of the results of the data analysis:

Annual increases in fees and the annual inflation have been different in recent years in Turkey. Therefore the share of fees in students expenses may fluctuate.

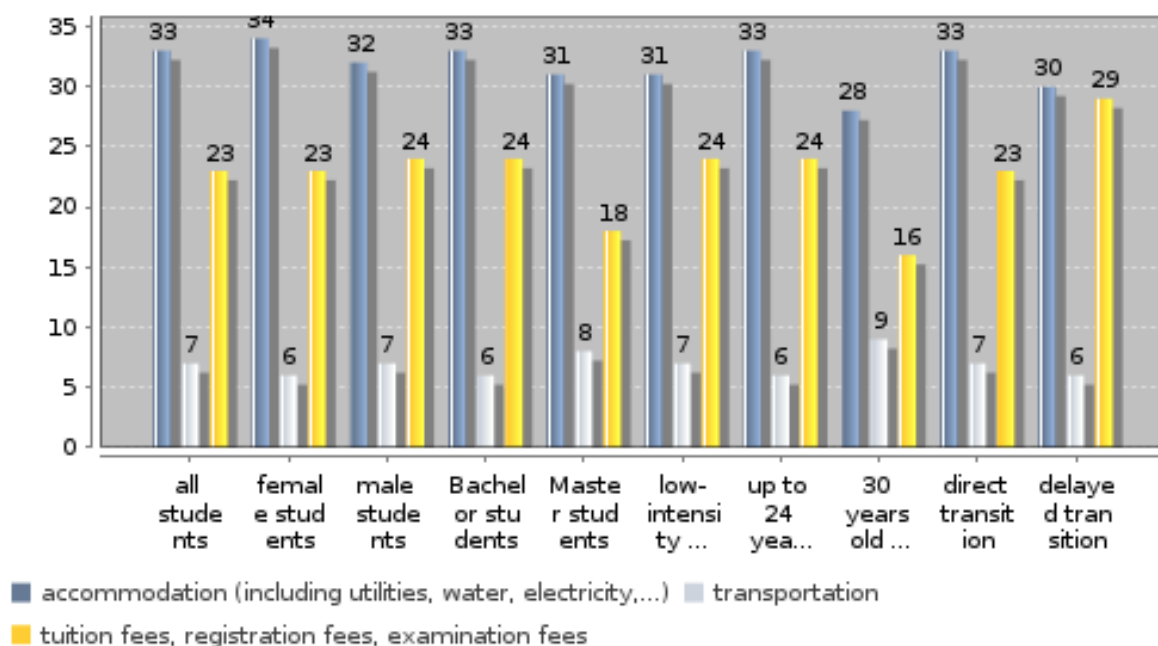
Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators

Fees to higher education institution as share of total costs for BA students, in %	24.4
Fees to higher education institution as share of total costs for MA students, in %	18.1
Fees to higher education institution as share of total costs for low-intensity students, in %	24.4
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	32.9
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	27.6

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with parents (in % of total expenditure)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

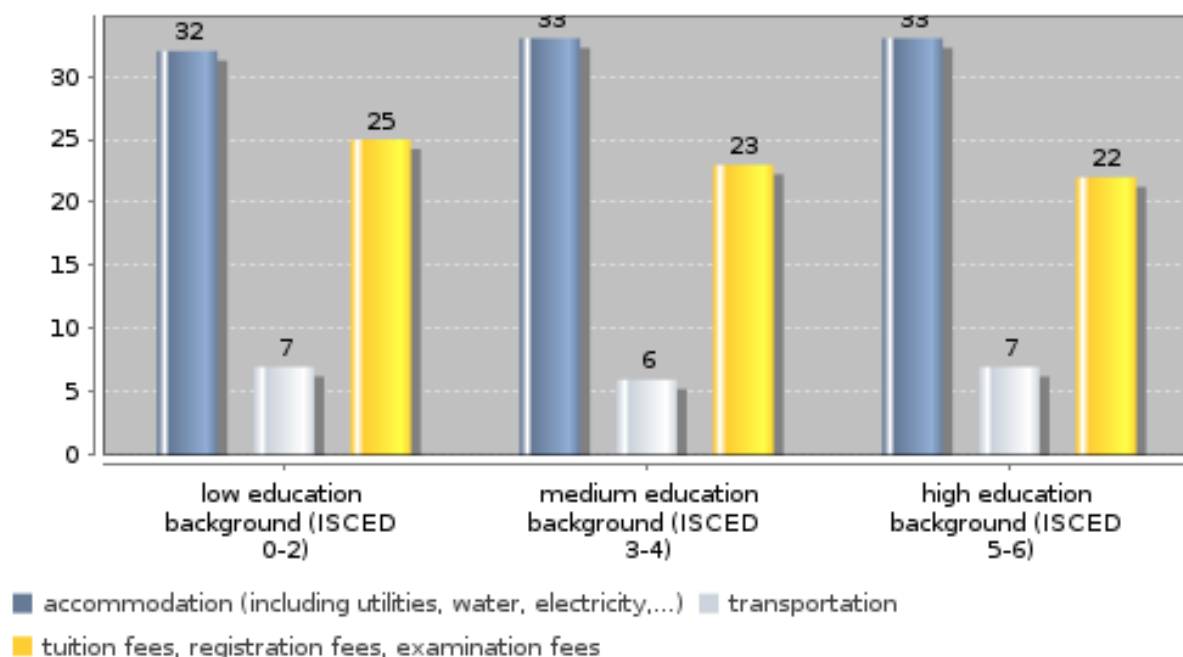
Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

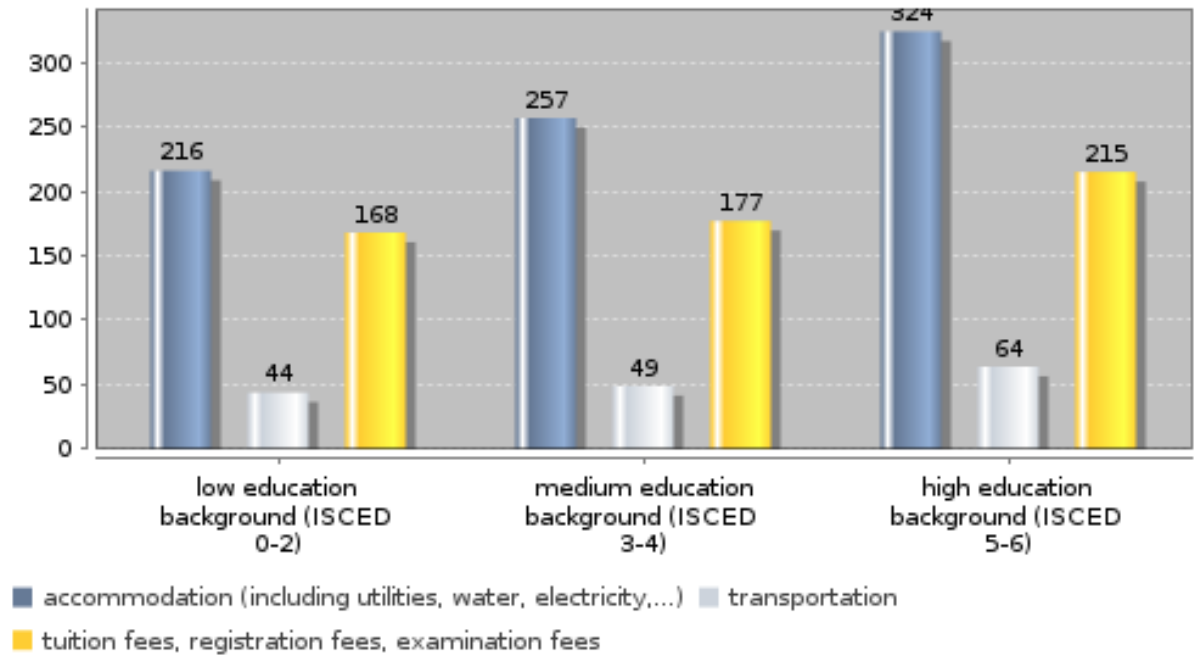
Key Indicators

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	24.7
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	21.9
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	31.9
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	33.0

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)



Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in euros)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

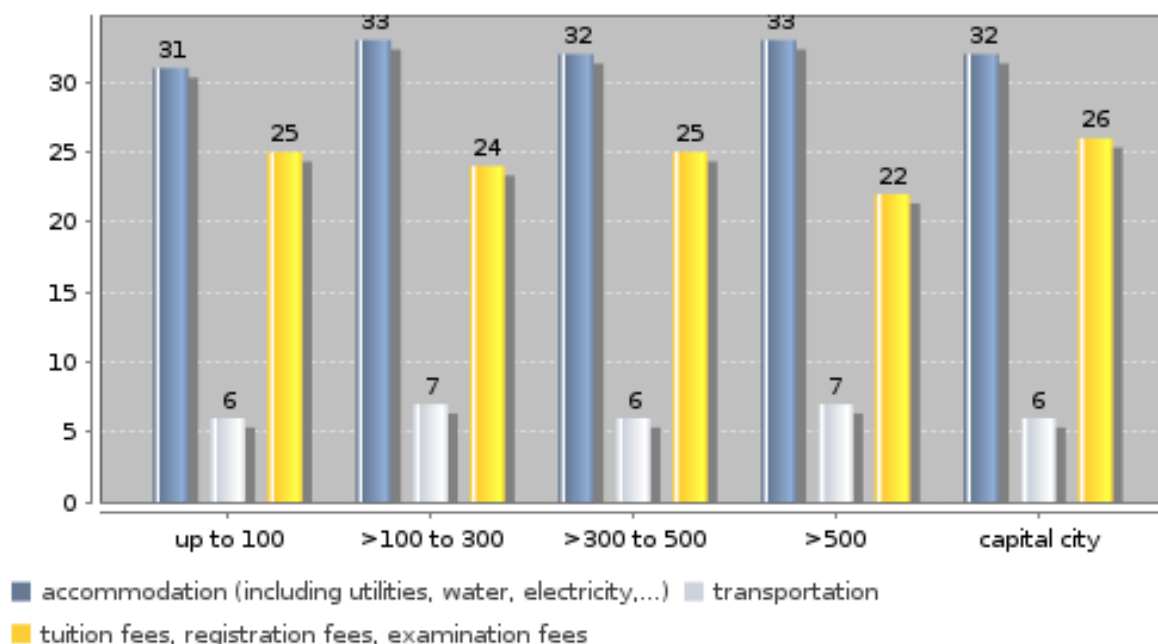
Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	574.9
Total expenditure for study locations in capital city, amount	1218.7
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	30.8
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	32.1

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by size of study location (by 1,000 inhabitants) for students not living with parents



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Monthly expenses in our assumed "capital city" (Istanbul, the largest city in Turkey) is much higher than that of all other cities.

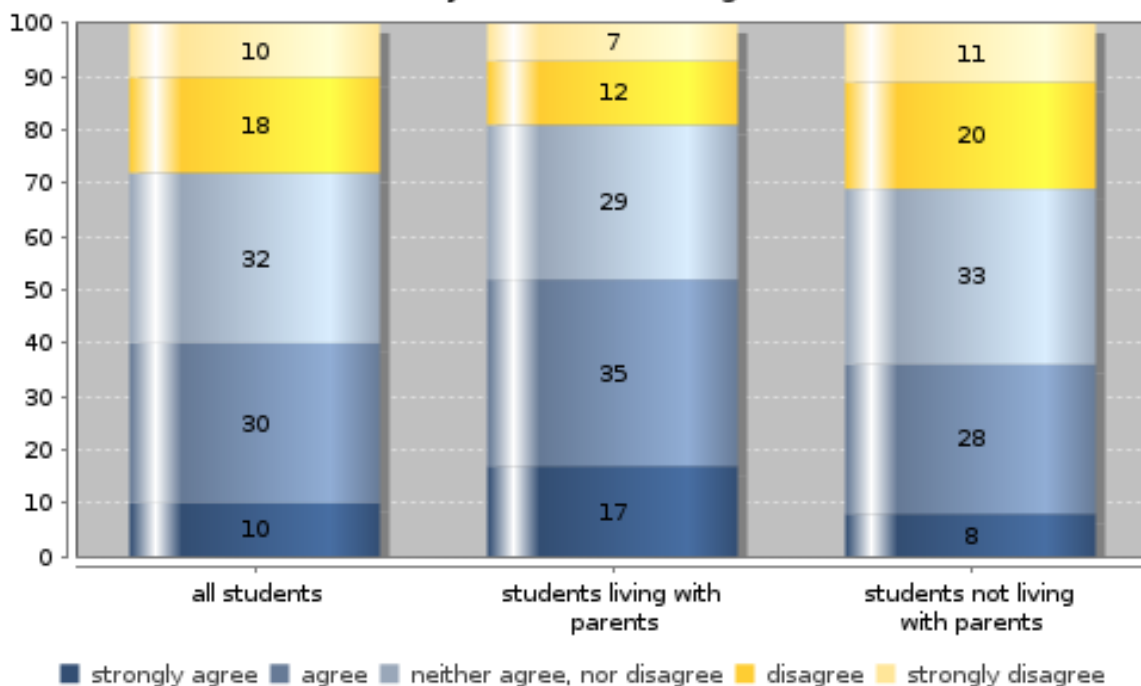
Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators

(Strong) agreement of all students that funding is sufficient, in %	40.1
(Strong) disagreement of all students that funding is sufficient, in %	27.7
(Strong) agreement of students living with parents that funding is sufficient, in %	51.7
(Strong) disagreement of students living with parents that funding is sufficient, in %	18.9
(Strong) agreement of students not living with parents that funding is sufficient, in %	35.5
(Strong) disagreement of students not living with parents that funding is sufficient, in %	31.2

Students' assessment of sufficiency of funding to cover monthly costs by form of housing (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Assessment of material well being of stundets living with their parents is more positive.

Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators

students living with parents

Median income of students with very strong agreement that funding is sufficient, amount 400.0

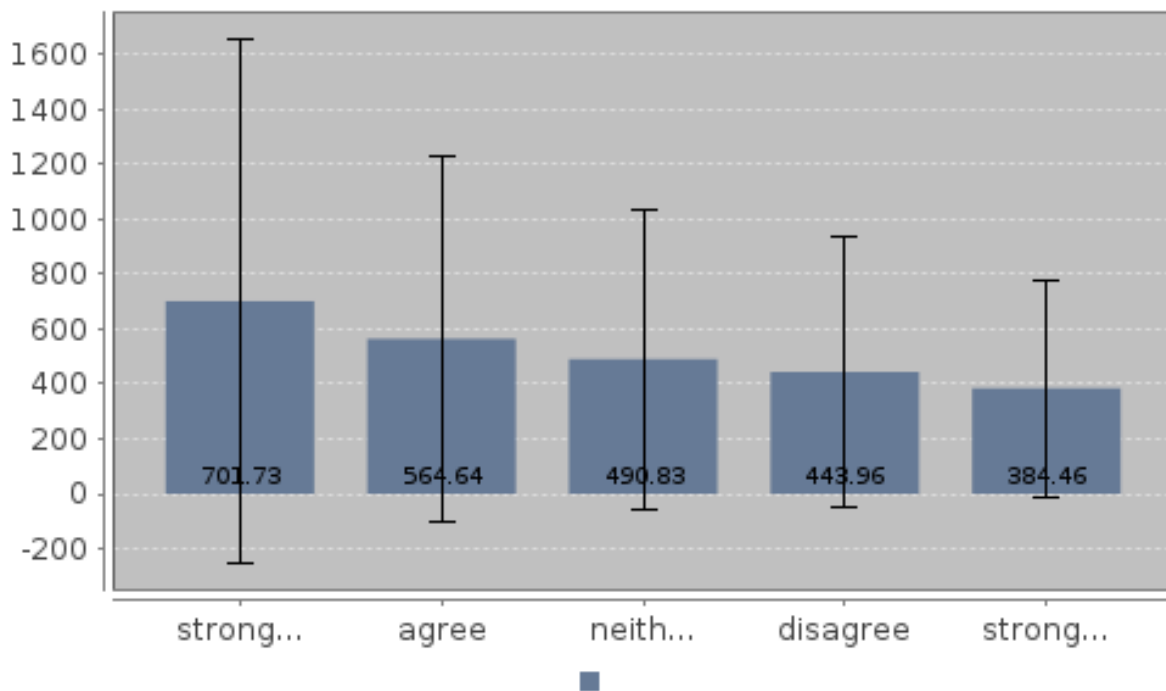
Median income of students with very strong disagreement that funding is sufficient, amount 300.0

Students not living with parents:

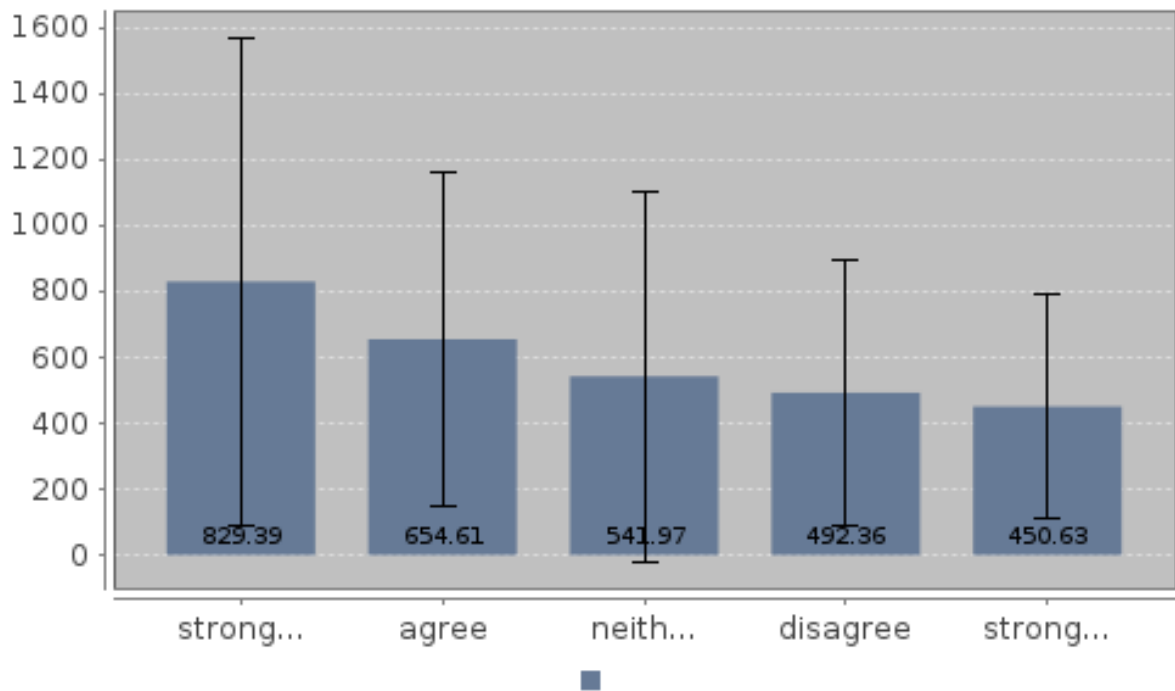
Median income of students with very strong agreement that funding is sufficient, amount 650.0

Median income of students with very strong disagreement that funding is sufficient, amount 400.0

Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students living with parents



Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students not living with parents



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

It seems that there is a clear positive association between material satisfaction and income.

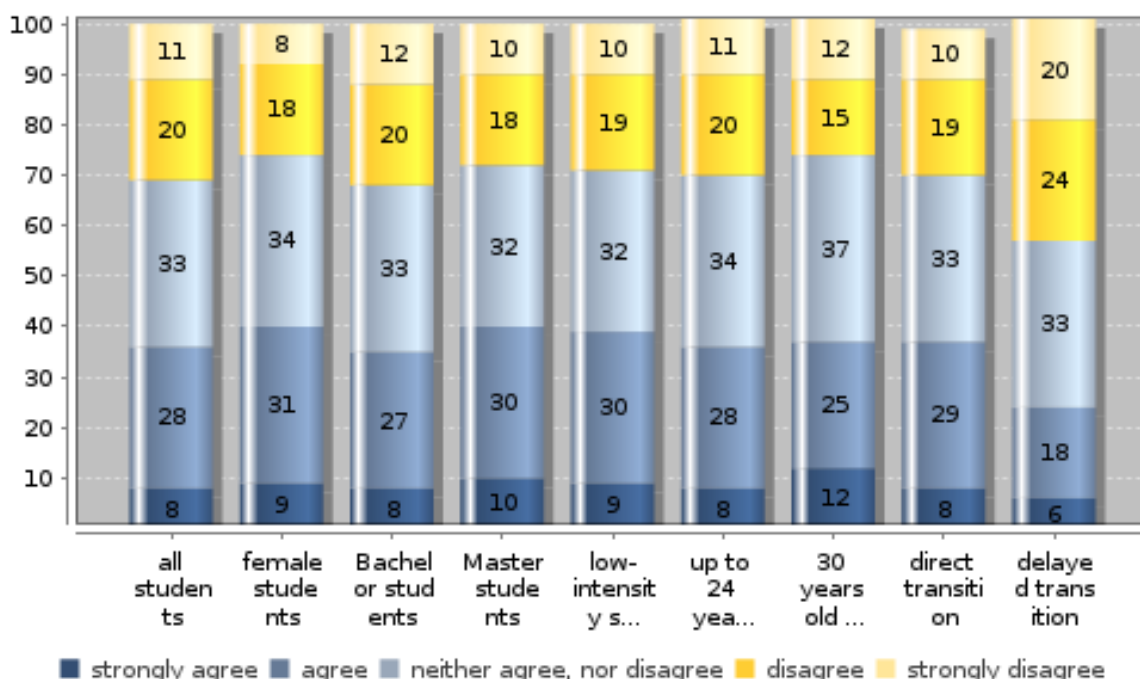
Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	39.1
(Strong) disagreement that funding is sufficient of low-intensity students, in %	28.9
(Strong) agreement that funding is sufficient of up to 24 years old, in %	35.9
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	30.7
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	36.7
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	26.6

Students' assessment of sufficiency of funding to cover monthly costs by characteristics of students not living with parents (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

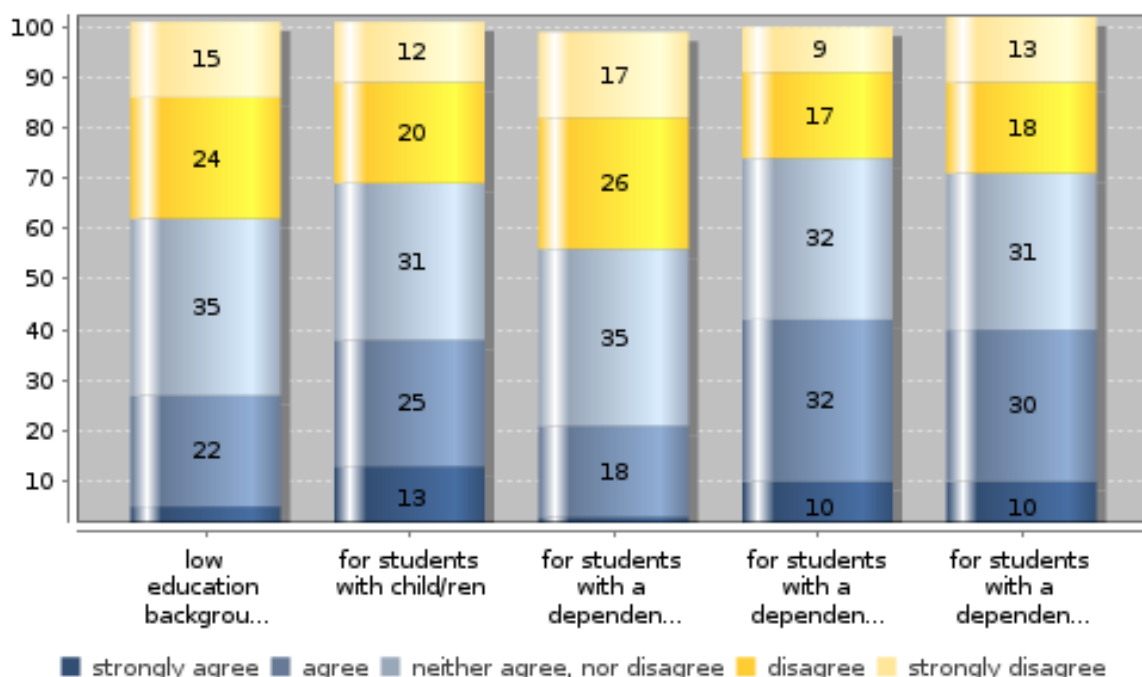
Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators

(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	38.8
(Strong) disagreement that funding is sufficient for students with child/ren, in %	31.4
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	43.5
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	30.1

Students' assessment of sufficiency of funding to cover monthly costs by social background for students not living with parents (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

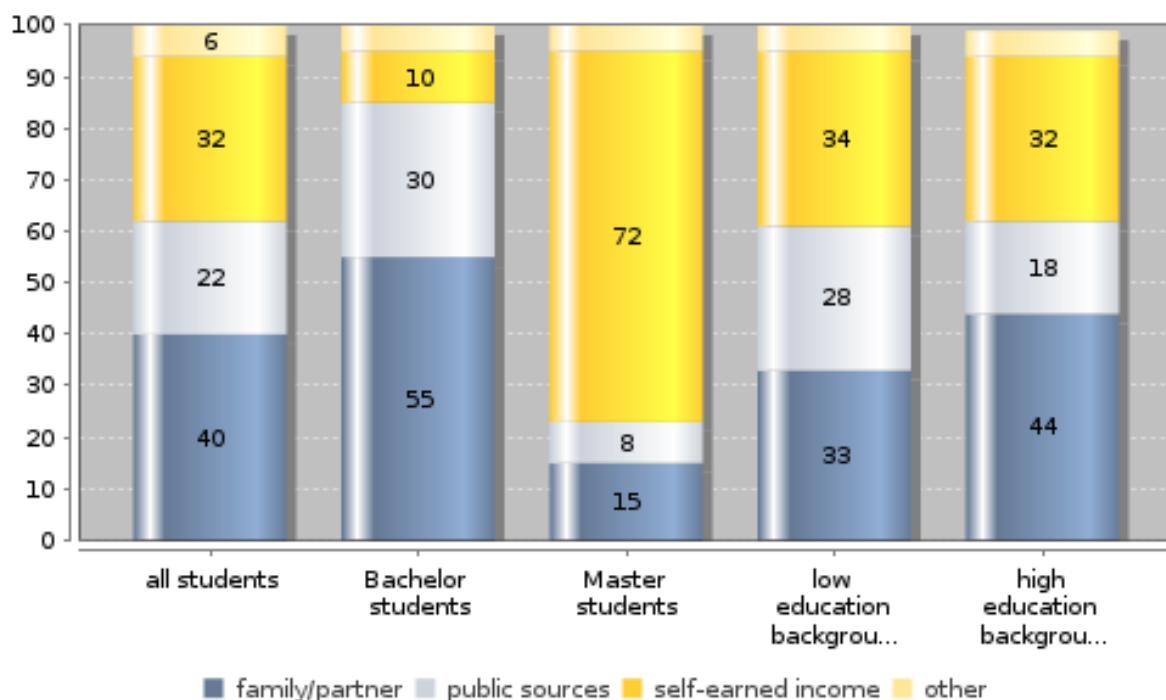
Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators

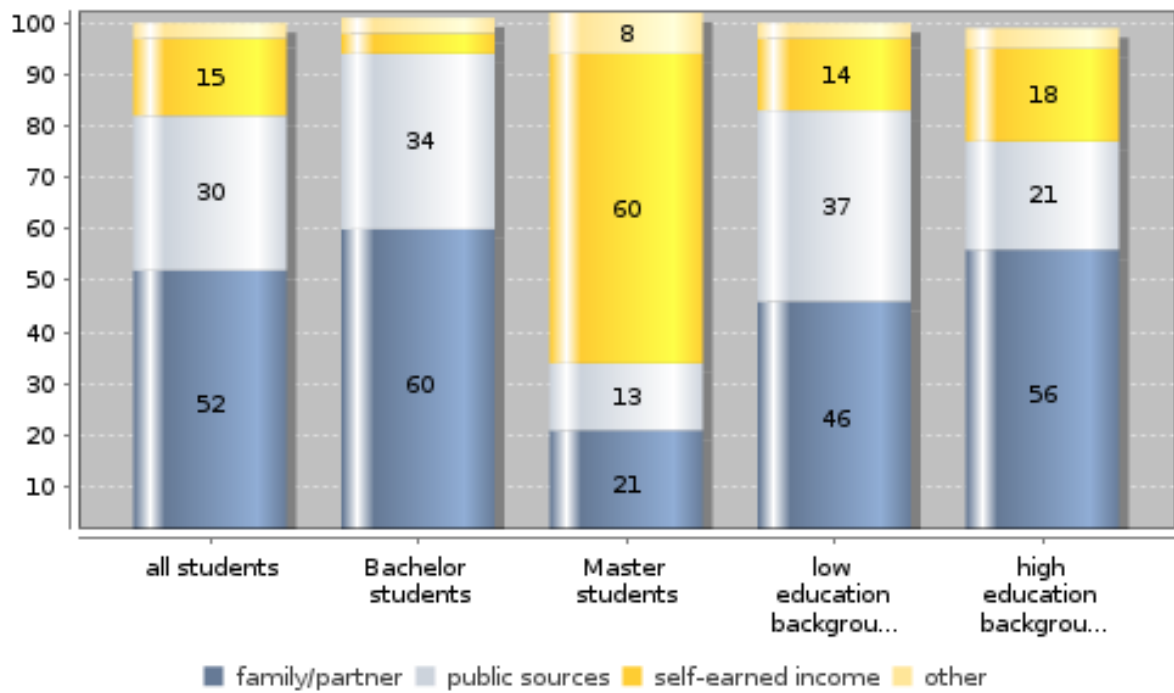
Composition of monthly income for students not living with parents

Family/partner contribution for all students, in %	51.9
Family/partner contribution for Bachelor students, in %	59.8
Family/partner contribution for students with low education background (ISCED 0-2), in %	46.1
Family/partner contribution for students with high education background (ISCED 5-6), in %	56.3
Job contribution for all students, in %	15.2
Job contribution for Bachelor students, in %	4.0
Job contribution for students with low education background (ISCED 0-2), in %	14.3
Job contribution for students with high education background (ISCED 5-6), in %	18.4

Students' monthly income by source for students living with parents (in %)



Students' monthly income by source for students not living with parents (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

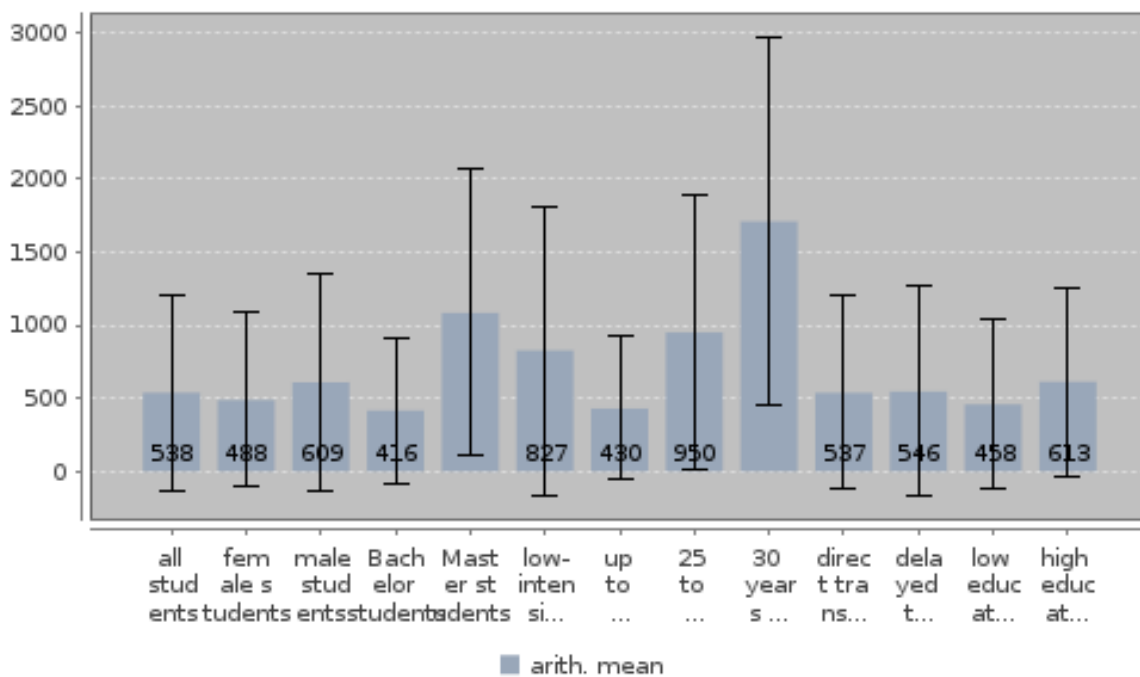
Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators

median income all students, amount	178.1
median income Bachelor students, amount	152.6
median income Master students, amount	381.6
median income low-intensity students, amount	203.5
median income 25-29 years old, amount	305.3

Students' average total income per month by characteristics of students (in euros)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

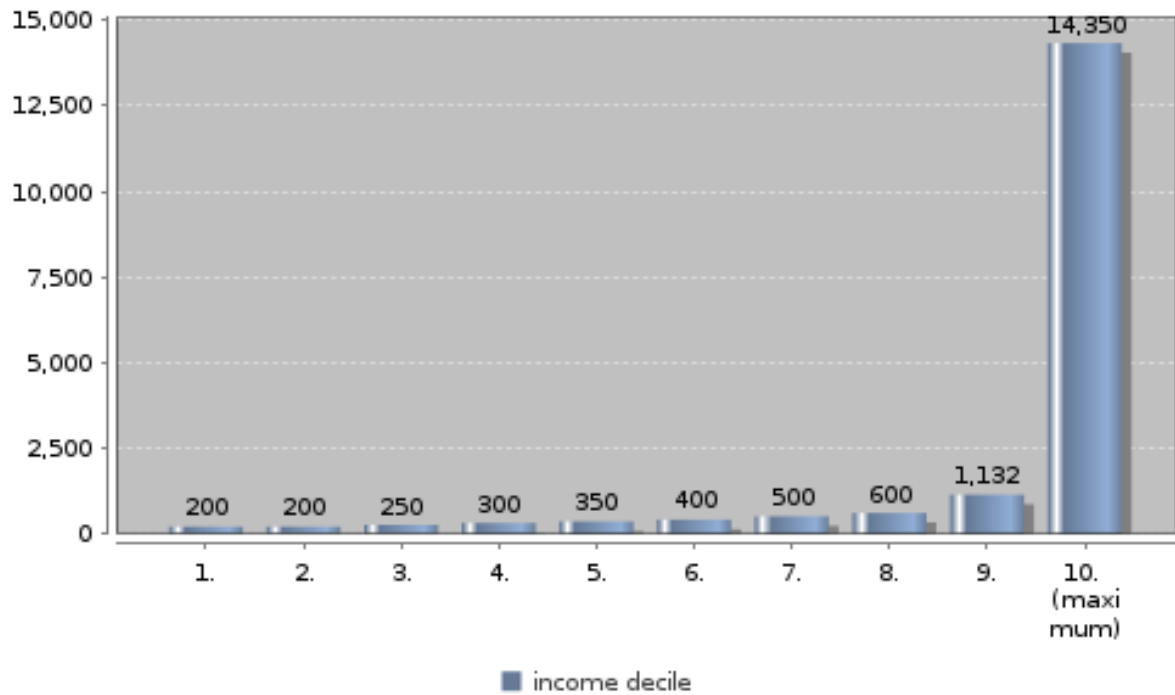
Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

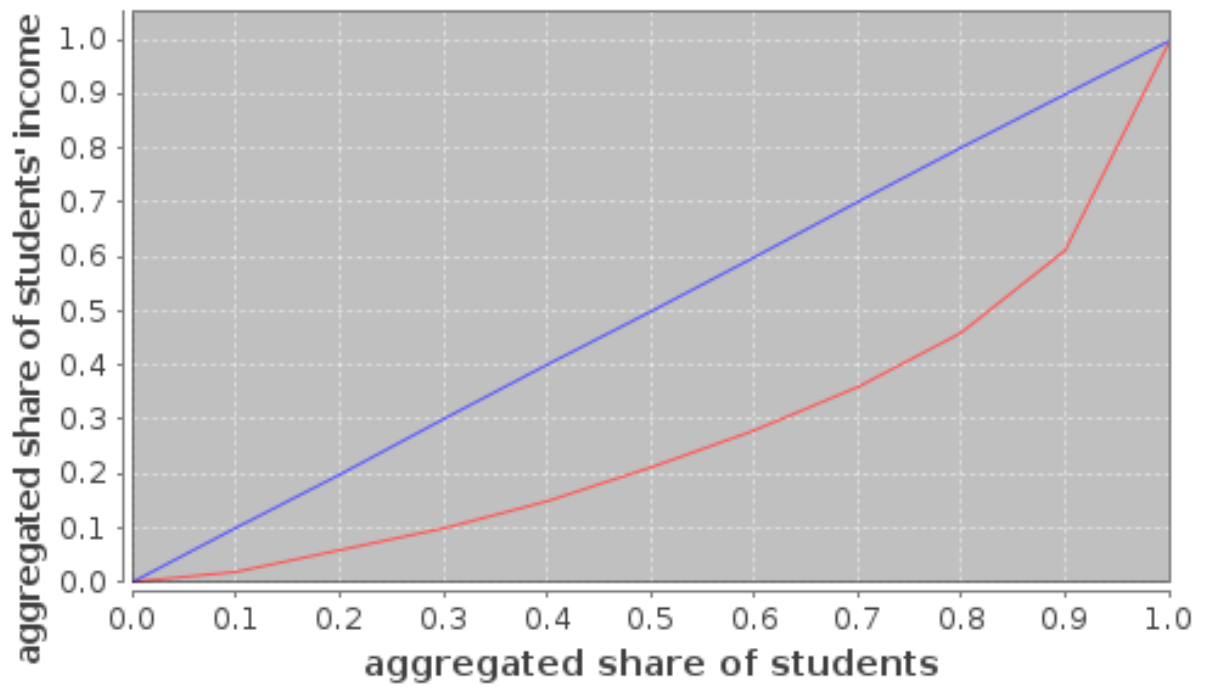
Key Indicators

Income cut-off point for lowest 20% of students, amount	101.7
Gini coefficient	0.42

Distribution of students' total income per month by income decile (in euro)



Concentration of students' monthly total income per month (Lorenz curve, decimal fraction)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

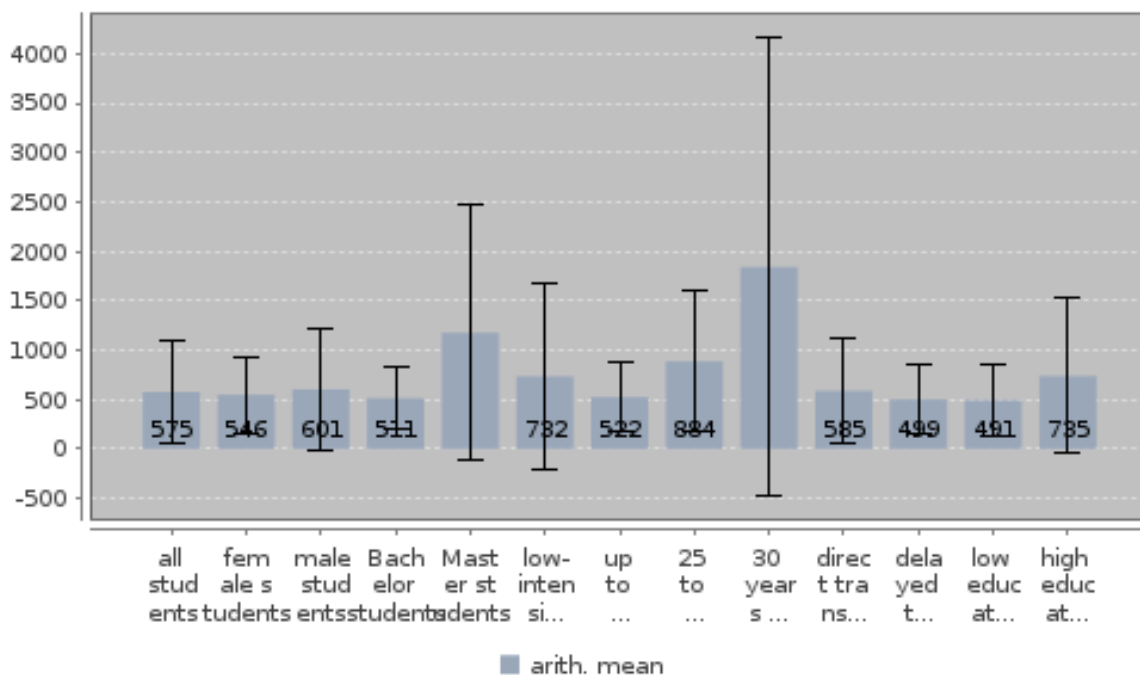
Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

Key Indicators

median income all students, amount	241.7
median income Bachelor students, amount	229.0
median income Master students, amount	407.1
median income low-intensity students, amount	254.4
median income 25-29 years old, amount	305.3

Students' average total income per month by characteristics of students (in euros)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

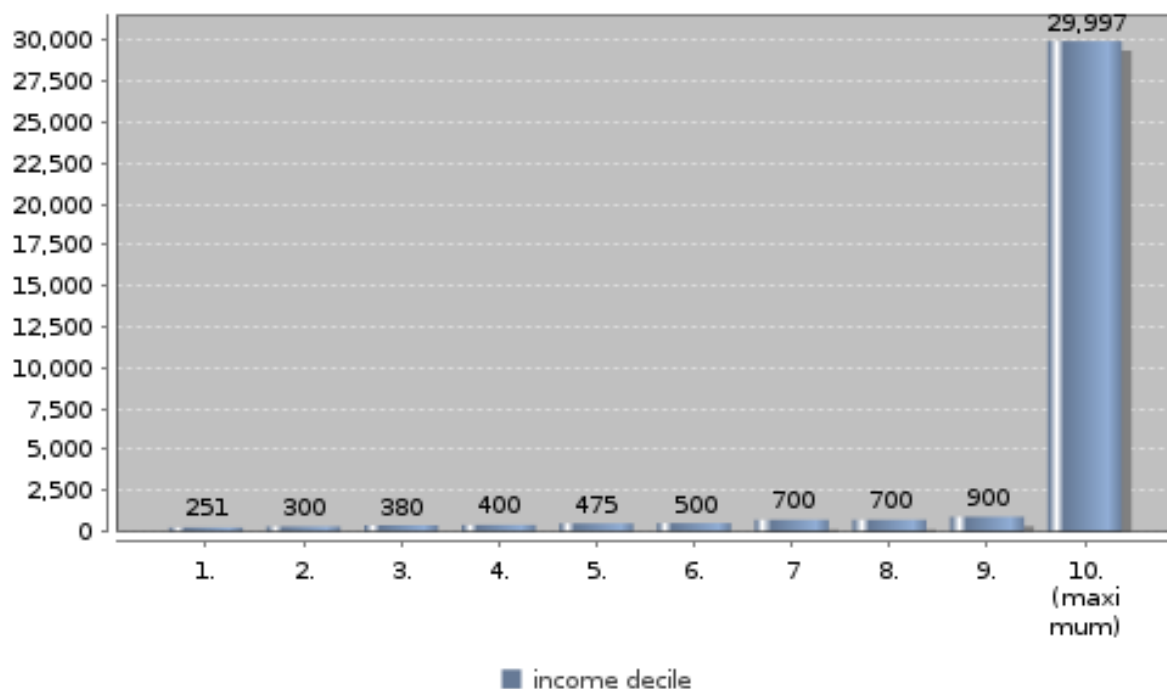
Topic: F. Funding and state assistance

Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

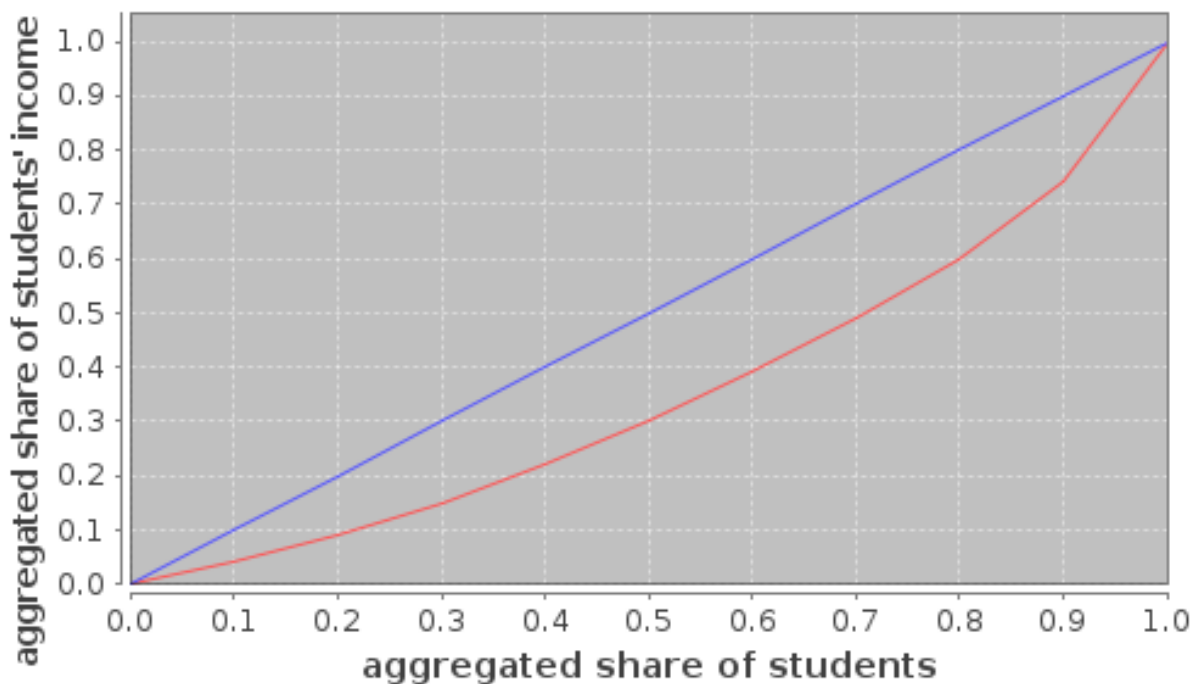
Key Indicators

Income cut-off point for lowest 20% of students, amount	152.6
Gini coefficient	0.32

Distribution of students' total income per month by income decile (in euros)



Concentration of students' monthly total income (Lorenz curve, decimal fraction)



details on missing data:

There are 11 missing cases in income.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators

Family/partner contribution for students not living with parents

Share of recipients of all students, in % 85.6

Share of recipients of Bachelor students, in % 89.2

Share of recipients of students with low education background, in % 82.2

Share of recipients of students with high education background (ISCED 5-6), in % 89.2

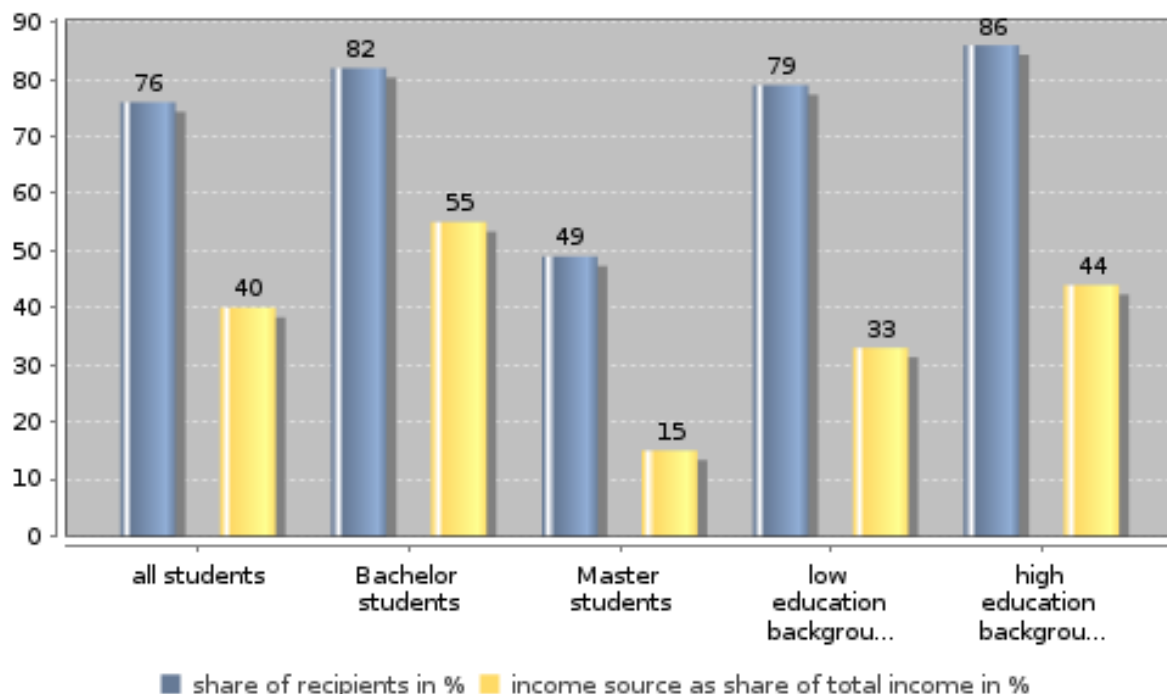
Contribution to total monthly income of all students, in % 51.9

Contribution to total monthly income of Bachelor students, in % 59.8

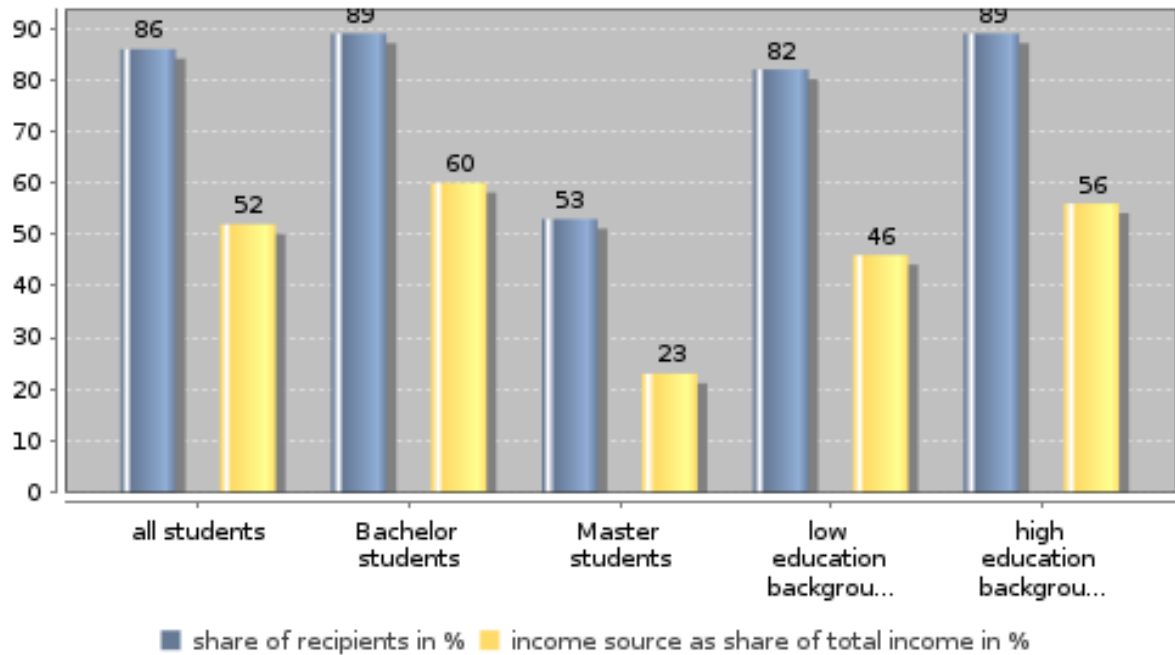
Contribution to total monthly income of students with low education background (ISCED 0-2), in % 46.1

Contribution to total monthly income of students with high education background (ISCED 5-6), in % 56.2

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)



Family/partner contribution: Share of recipients and financial importance of income source for students not living with parents (in %)



details on missing data:

There are 11 missing cases in income living with parents whereas 20 missing cases in income not living with parents.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators

Public support for students not living with parents

Share of recipients of all students, in % 69.1

Share of recipients of Bachelor students, in % 72.7

Share of recipients of students with low education background, in % 74.2

Share of recipients of students with high education background (ISCED 5-6), in % 59.9

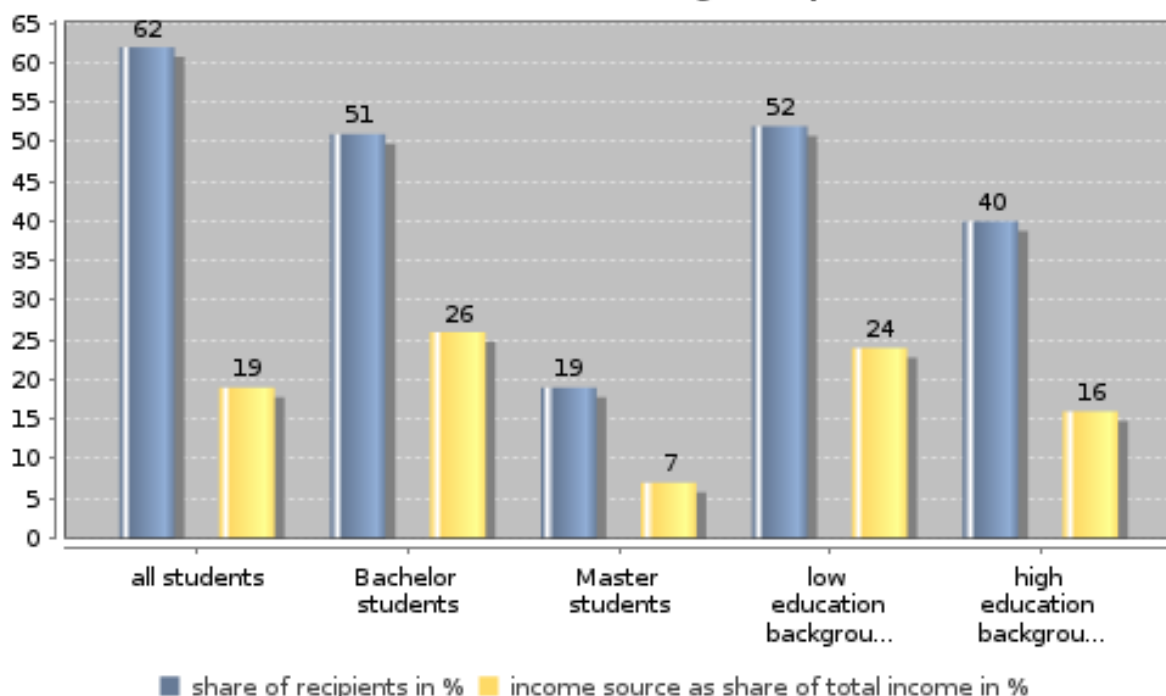
Contribution to total monthly income of all students, in % 25.6

Contribution to total monthly income of Bachelor students, in % 29.2

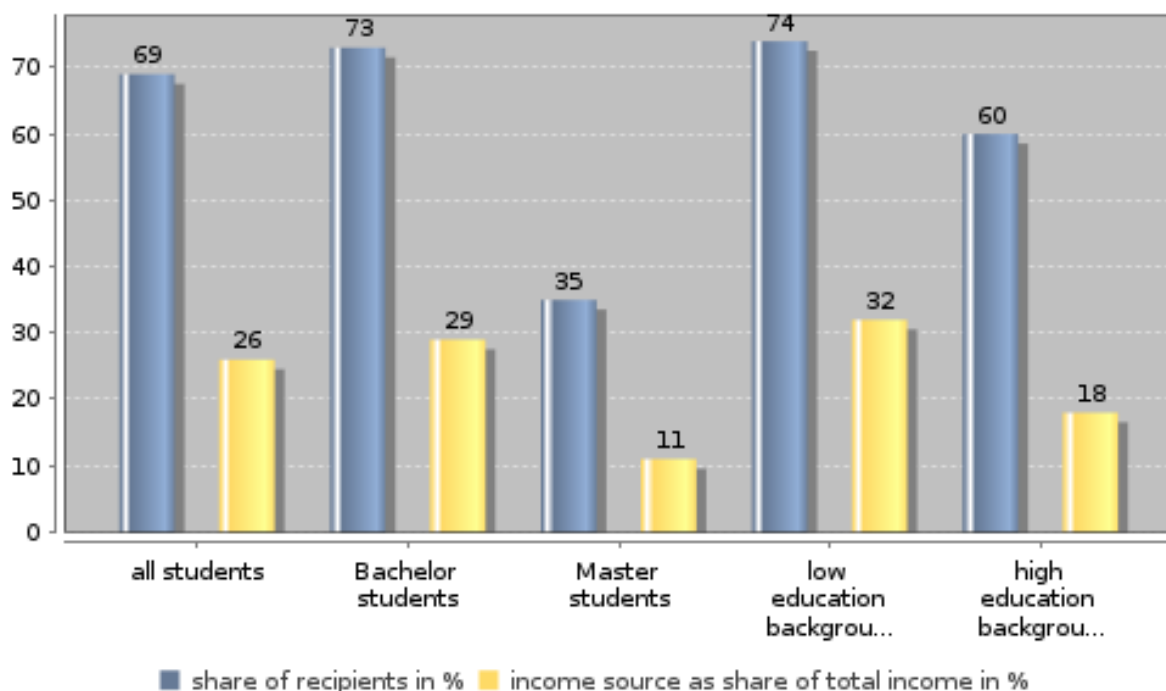
Contribution to total monthly income of students with low education background (ISCED 0-2), in % 31.9

Contribution to total monthly income of students with high education background (ISCED 5-6), in % 17.7

Public support: Share of recipients and financial importance of income source for students living with parents (in %)



Public support: Share of recipients and financial importance of income source for students not living with parents (in %)



details on missing data:

There are 11 missing cases in income living with parents whereas 20 missing cases in income not living with parents.

methodical issues or considerations for data interpretation:

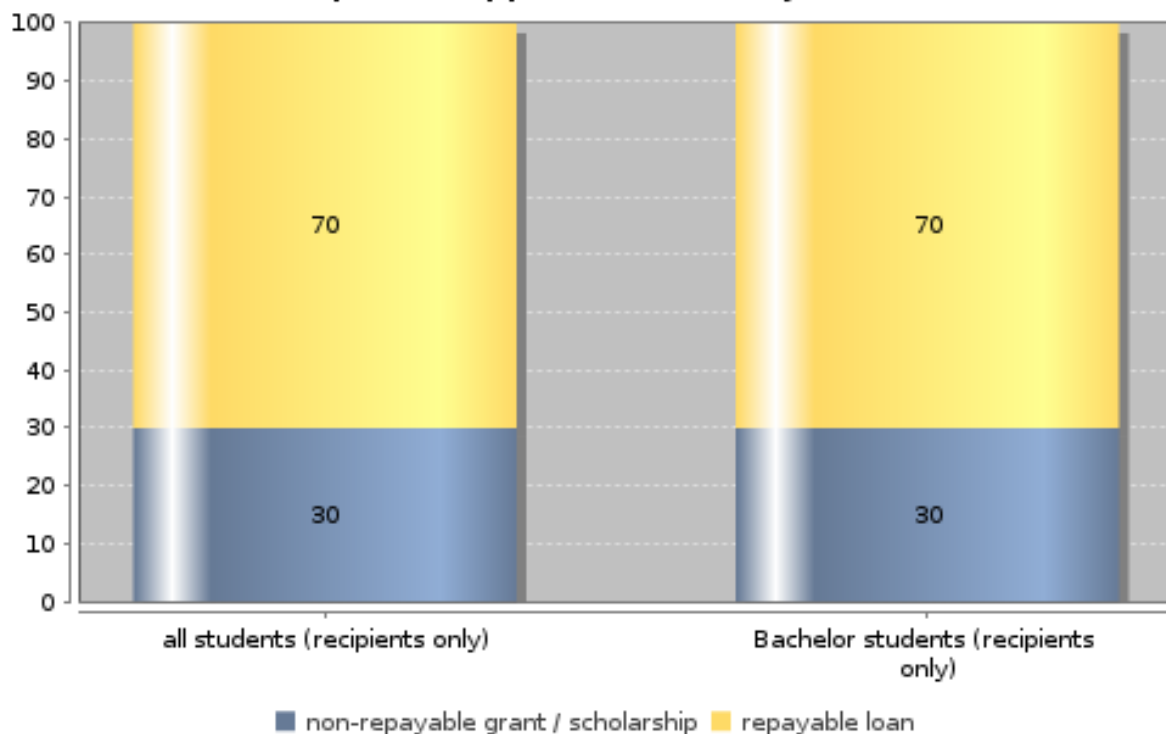
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance
Subtopic 8: Make-up of public support

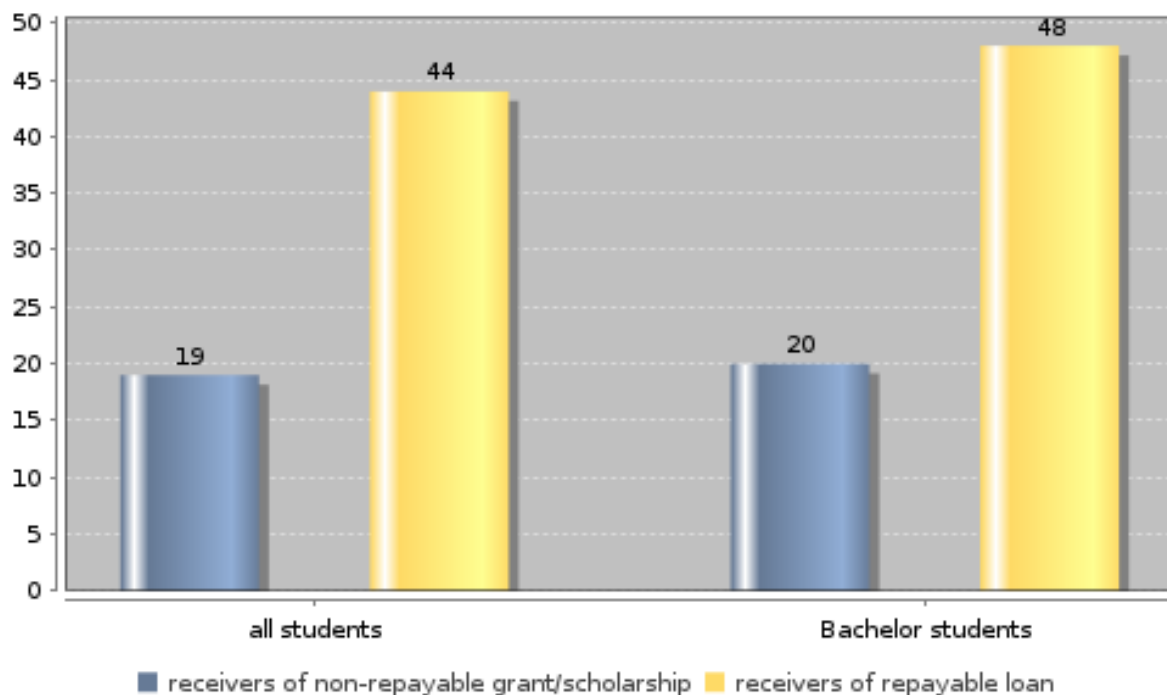
Key Indicators

Non-repayable public support as share of total public support for all students (recipients only), in %	30.4
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	29.8
Students who receive non-repayable support as share of whole student body, in %	19.2
Students who receive non-repayable support as share of all Bachelor students, in %	20.2
Students who receive repayable loans as share of whole student body, in %	44.1
Students who receive repayable loans as share of all Bachelor students, in %	47.6

Share of total public support allocated by instrument (in %)



Share of recipients of public support among whole student body by instrument (in %)



details on missing data:

methodical issues or considerations for data interpretation:

Public support corresponds to state support.

national interpretation of the results of the data analysis:

A state agency provides repayable loans (for both fees and monthly expenses) for almost all BA students.

Topic: F. Funding and state assistance

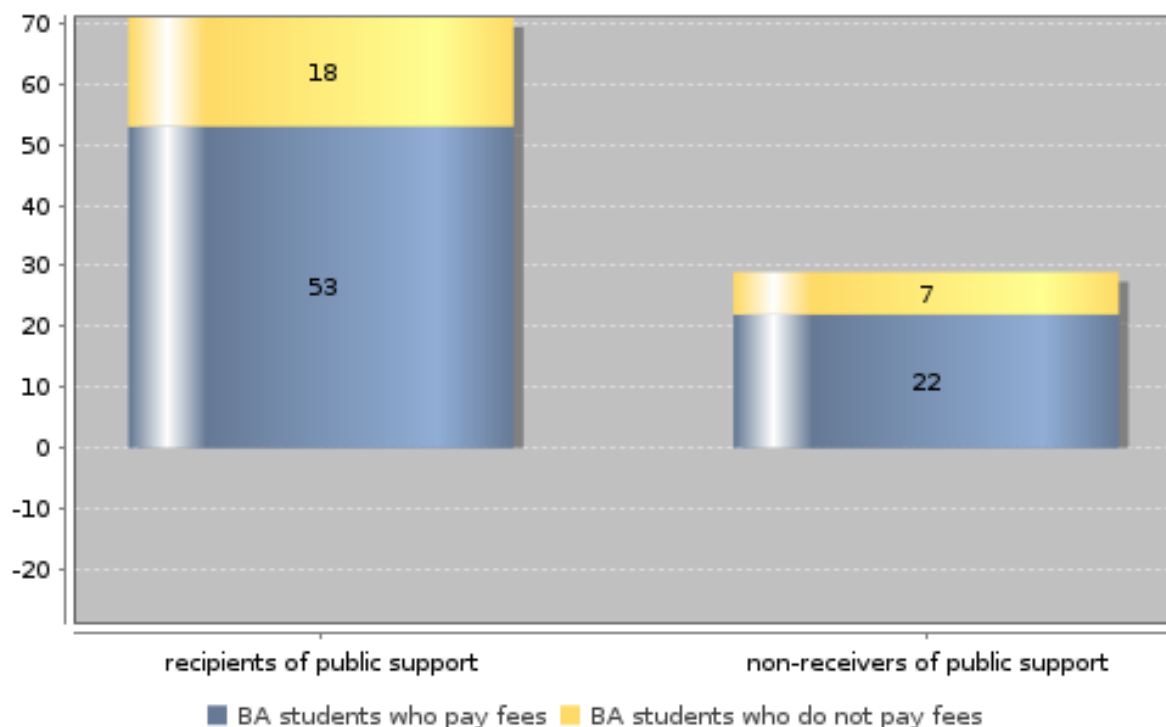
Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators

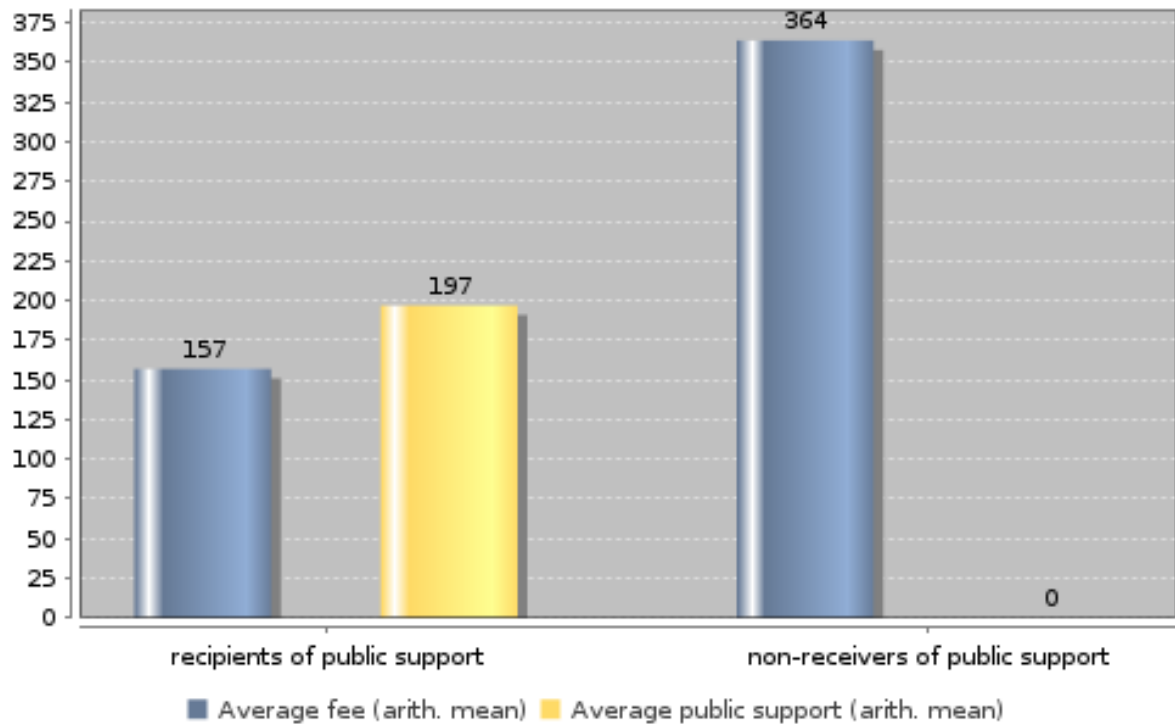
Recipients of public support who pay fees, in % 52.7

Share of public support which covers fees for recipients of public support, in % 79.8

Recipients of public support by payment of fees (in %)



Impact of fees for receivers of public support (amounts in euros)



details on missing data:

methodical issues or considerations for data interpretation:

It seems that loans for the fee given by the state does not appear in these tables.

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

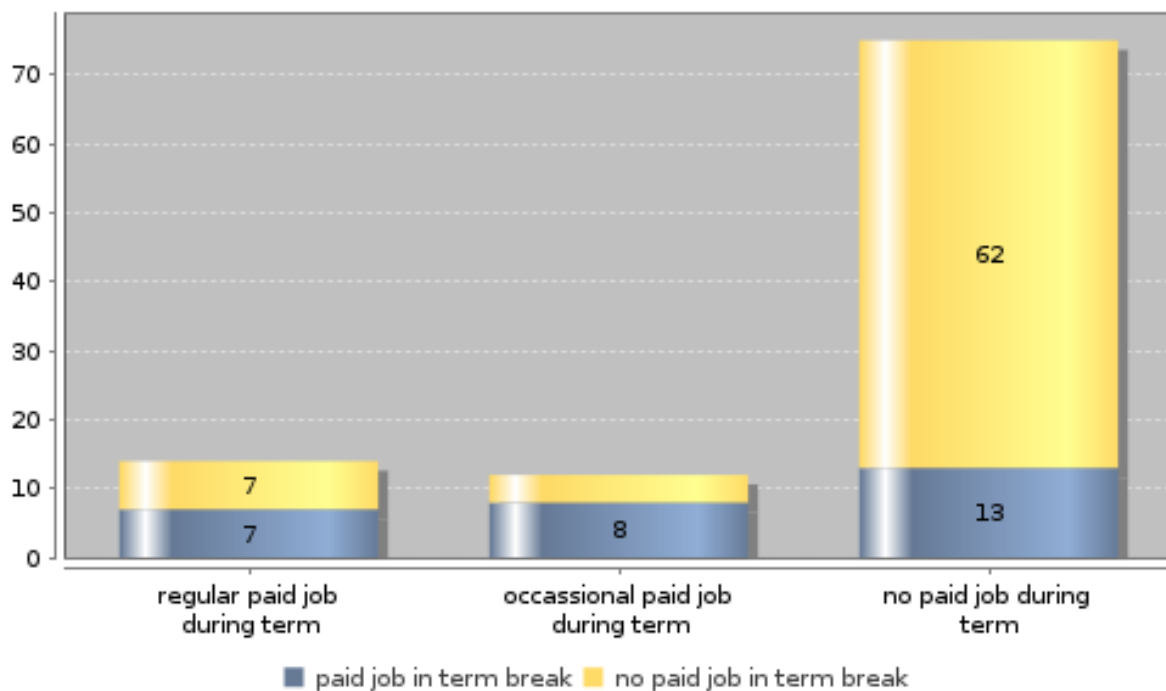
Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators

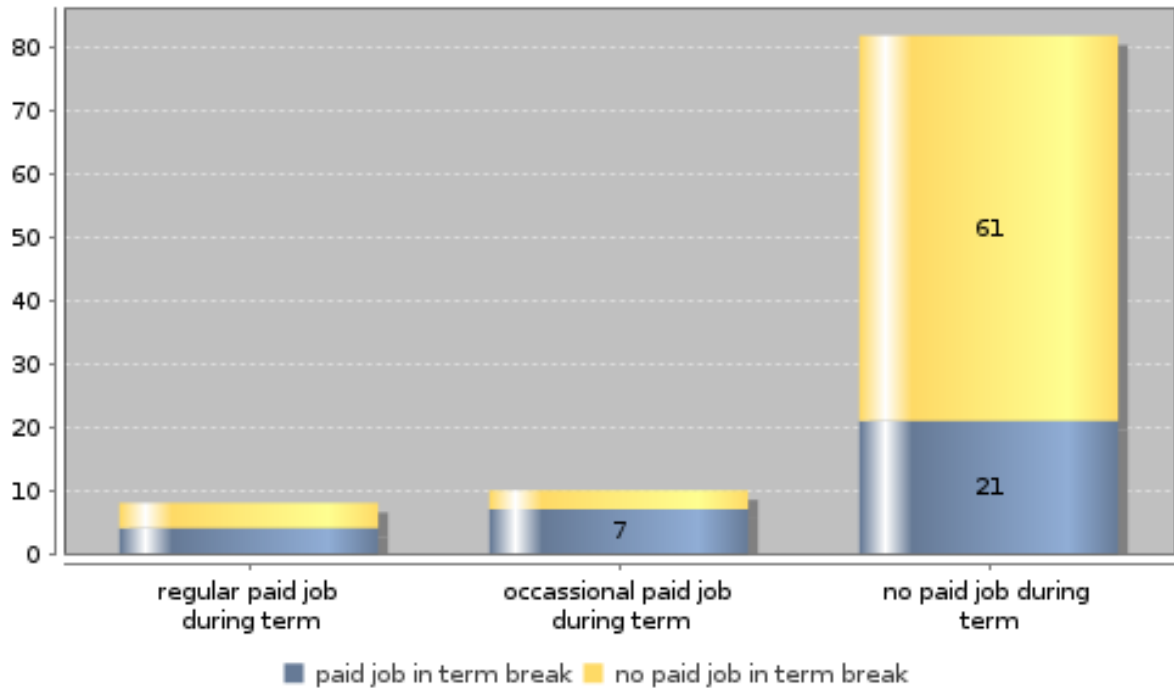
Employment rate of students not living with parents by type of employment:

Regular paid job during term, in %	8.2
Occasional paid job during term, in %	9.9
Regular paid job during term and in term break, in %	4.2
Occasional paid job during term and in term break, in %	6.6
No paid job at any time, in %	61.4

Employment rate of students living with parents by type of employment (in %)



Employment rate of students not living with parents by type of employment (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

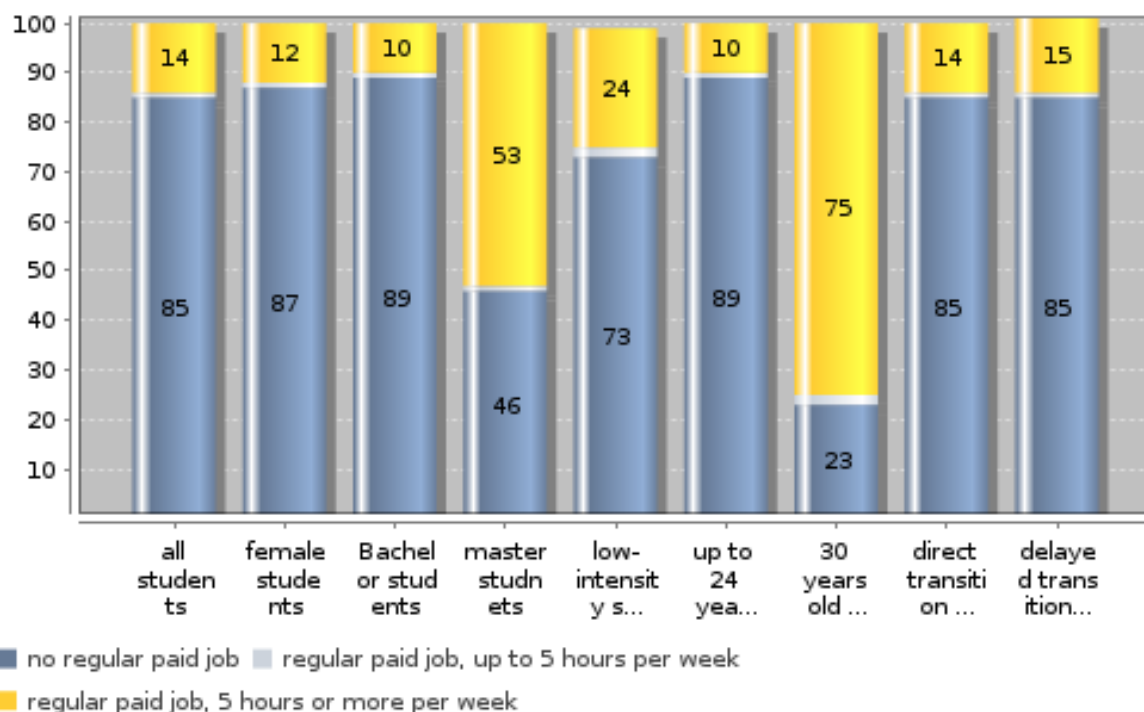
Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators

Regular paid job, 5 hours or more per week, all students, in %	14.1
Regular paid job, 5 hours or more per week, BA students, in %	10.0
Regular paid job, 5 hours or more per week, low-intensity students, in %	24.4
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	74.8

Job activity during term-time, students not living with parents (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

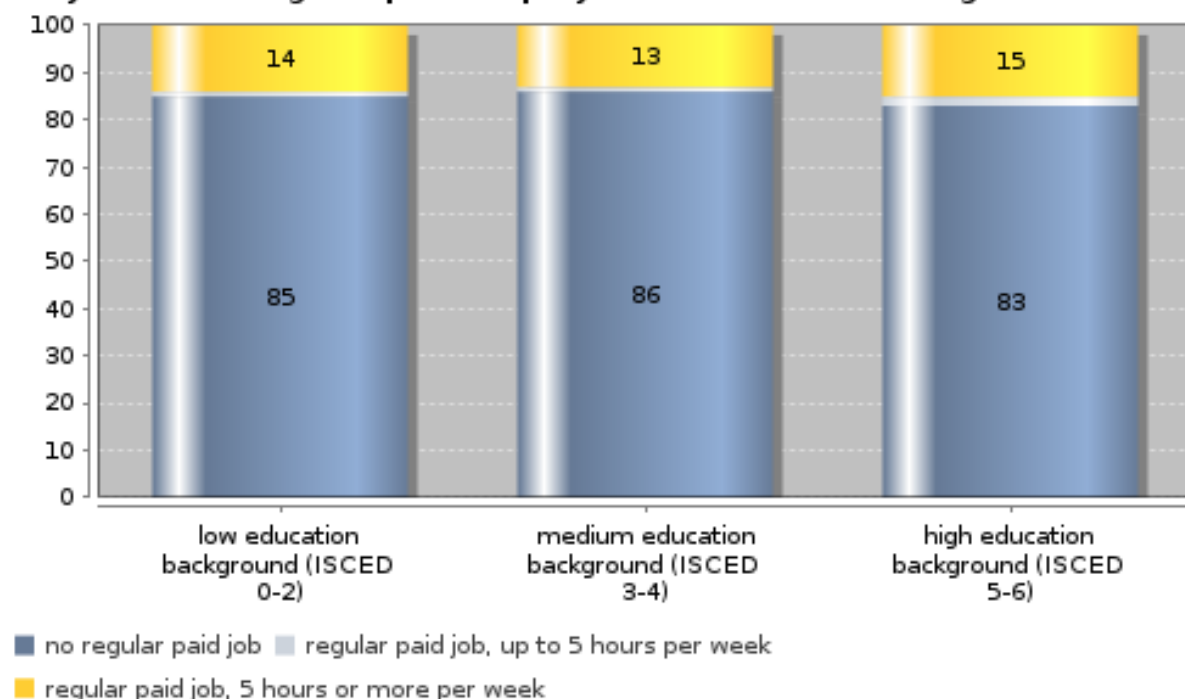
Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

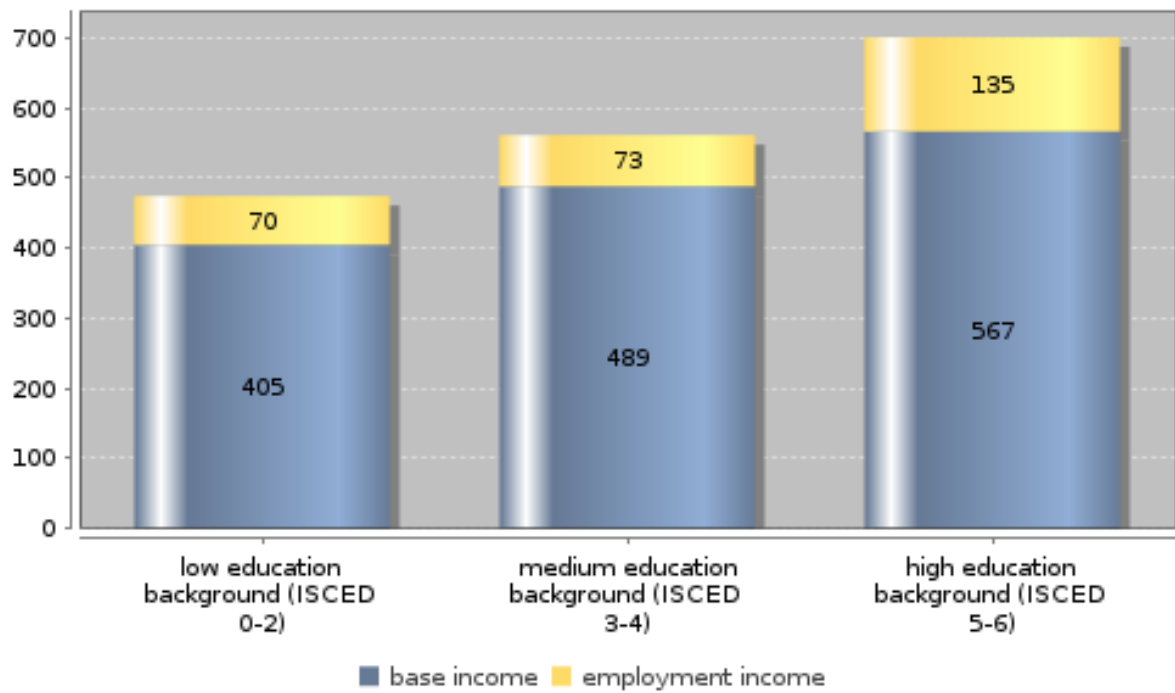
Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	14.2
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	15.4
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	14.7
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	19.2

Employment rate during term-time of students not living with parents by hours of regular paid employment and social background (in %)



Income from regular paid employment of students not living with parents by income source (in euros)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The employment income of the ones who are coming from high education background is much higher than the others. This may be associated with having high social capital.

Topic: G. Time budget and employment

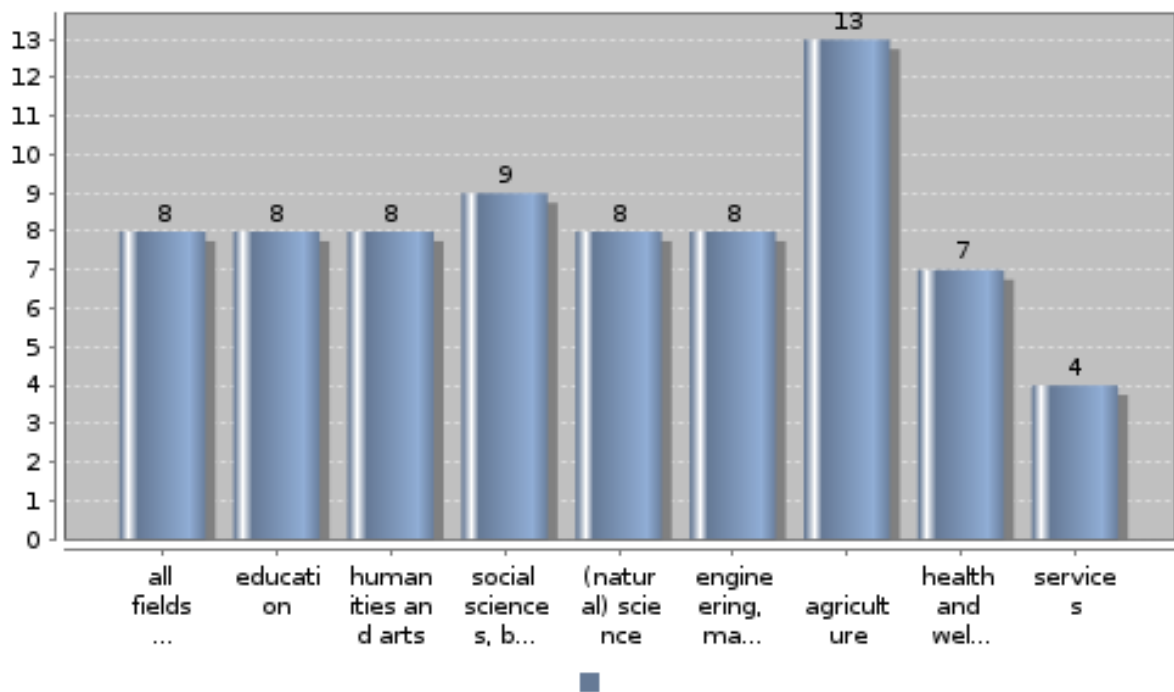
Subtopic 4: Employment rate during term-time by field of study

Key Indicators

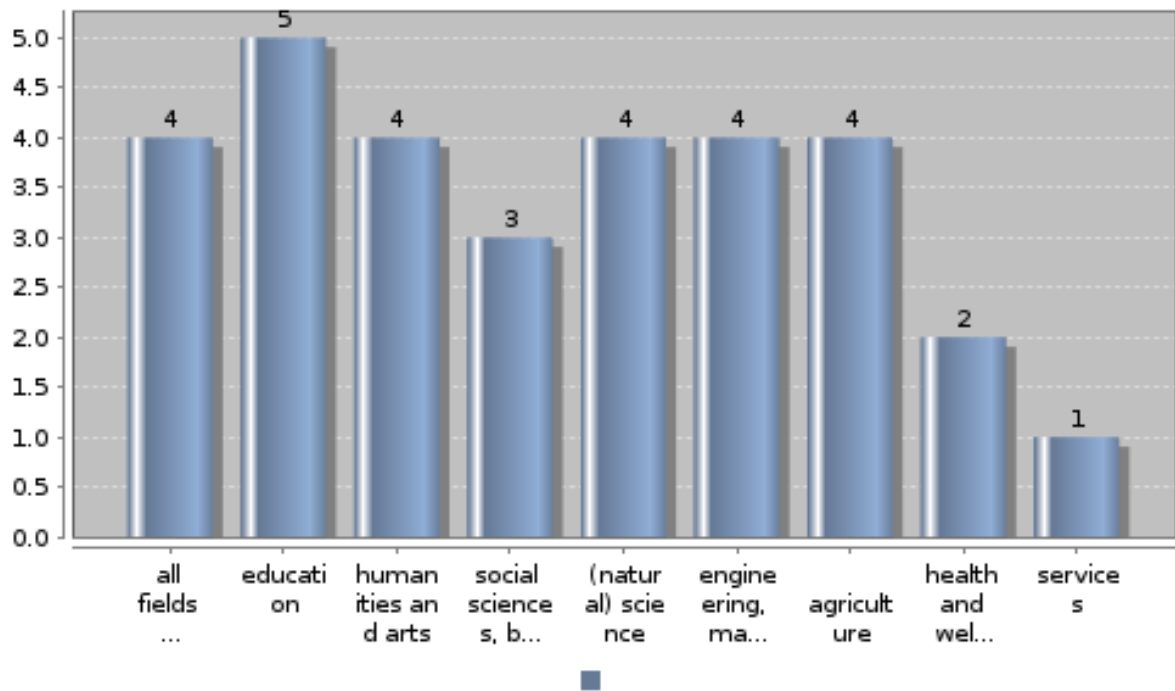
Employment rate of:

all students in engineering disciplines, in %	8.3
all students in humanities and arts, in %	7.5
BA students in engineering disciplines, in %	3.6
BA students in humanities and arts, in %	4.3

Employment rate during term-time of all students not living with parents by field of study (in %)



Employment rate during term-time of Bachelor students not living with parents by field of study (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

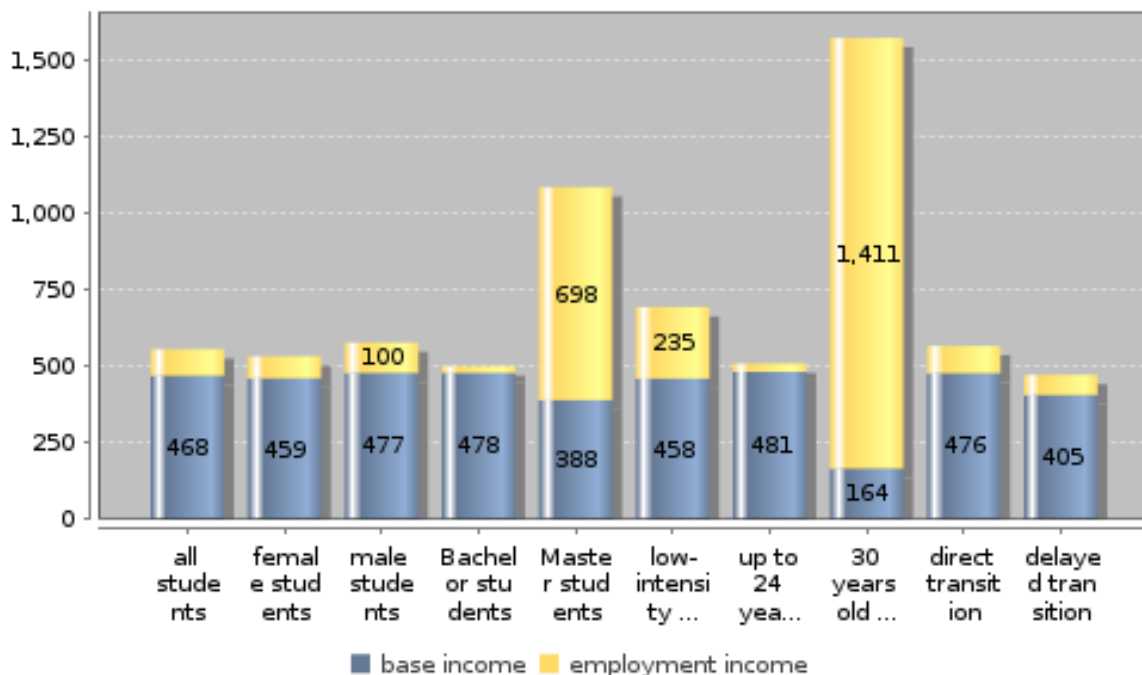
Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators

Income from employment as share of total income for all students, in %	15.7
Income from employment as share of total income for BA students, in %	4.1
Income from employment as share of total income for low-intensity students, in %	33.9
Income from employment as share of total income for 30 years old or above, in %	89.6

Reliance on paid employment by characteristics of students not living with parents (in euros)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

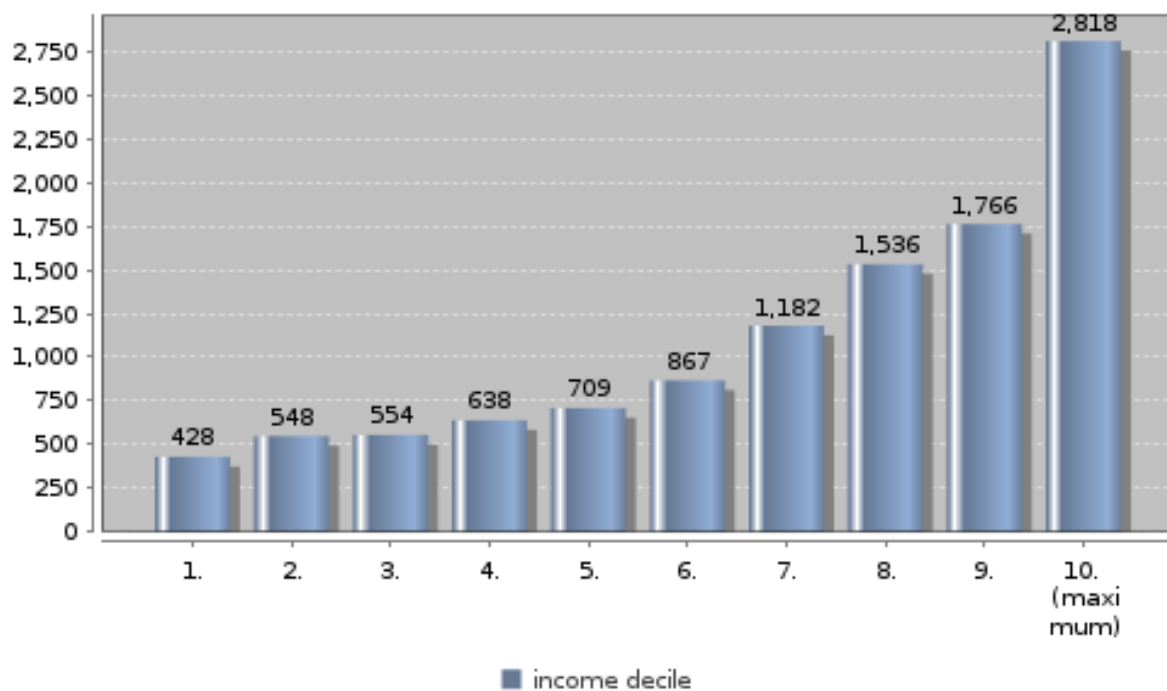
Topic: G. Time budget and employment

Subtopic 6: Distribution and concentration of students' monthly income from paid employment

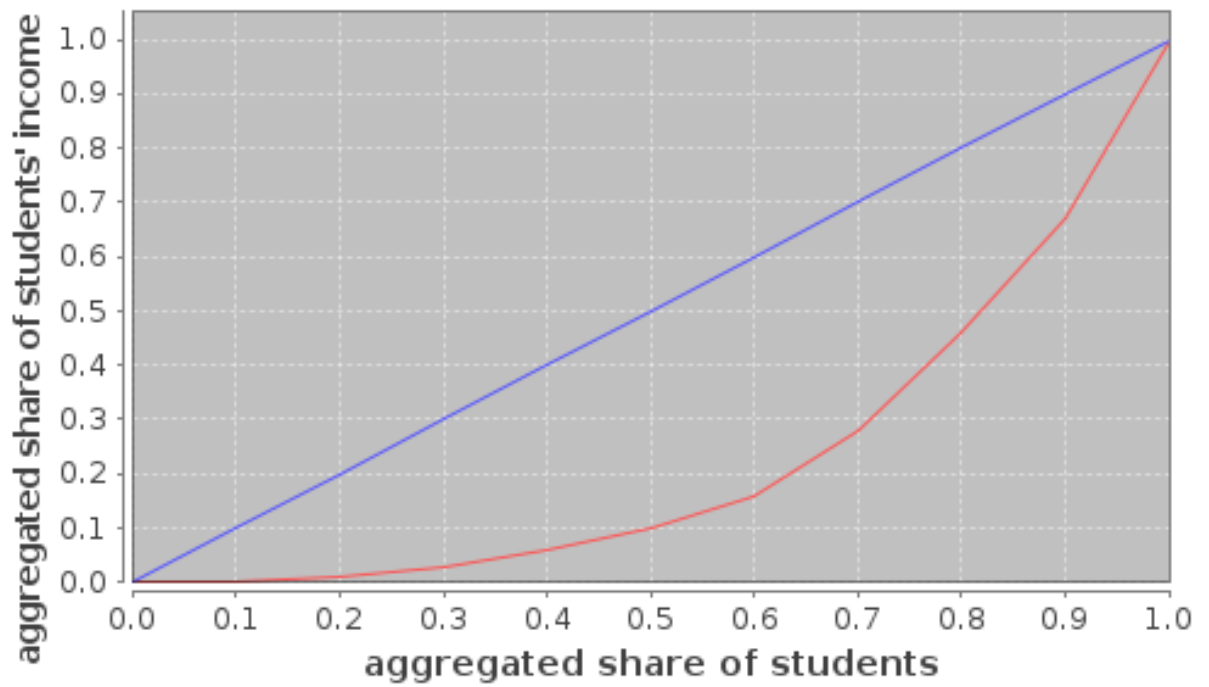
Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	278.8
Gini coefficient	0.56

Distribution of students' monthly income from employment by income decile, students not living with parents (in euros)



Concentration of students' monthly income from employment (Lorenz curve, decimal fraction)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

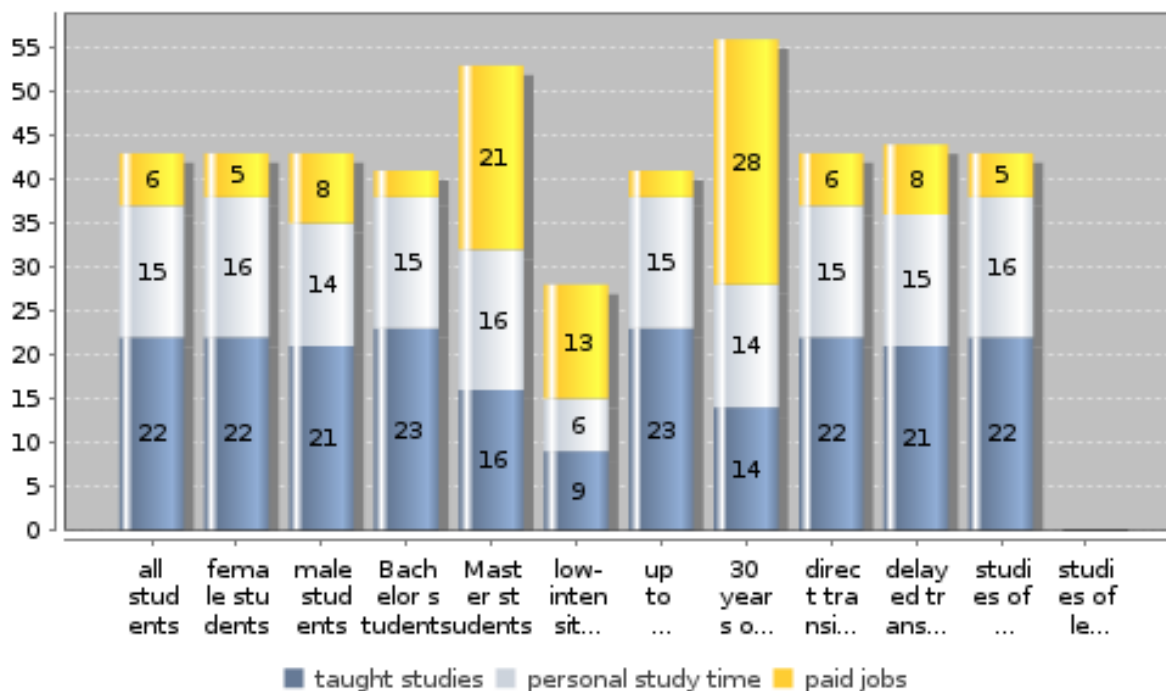
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

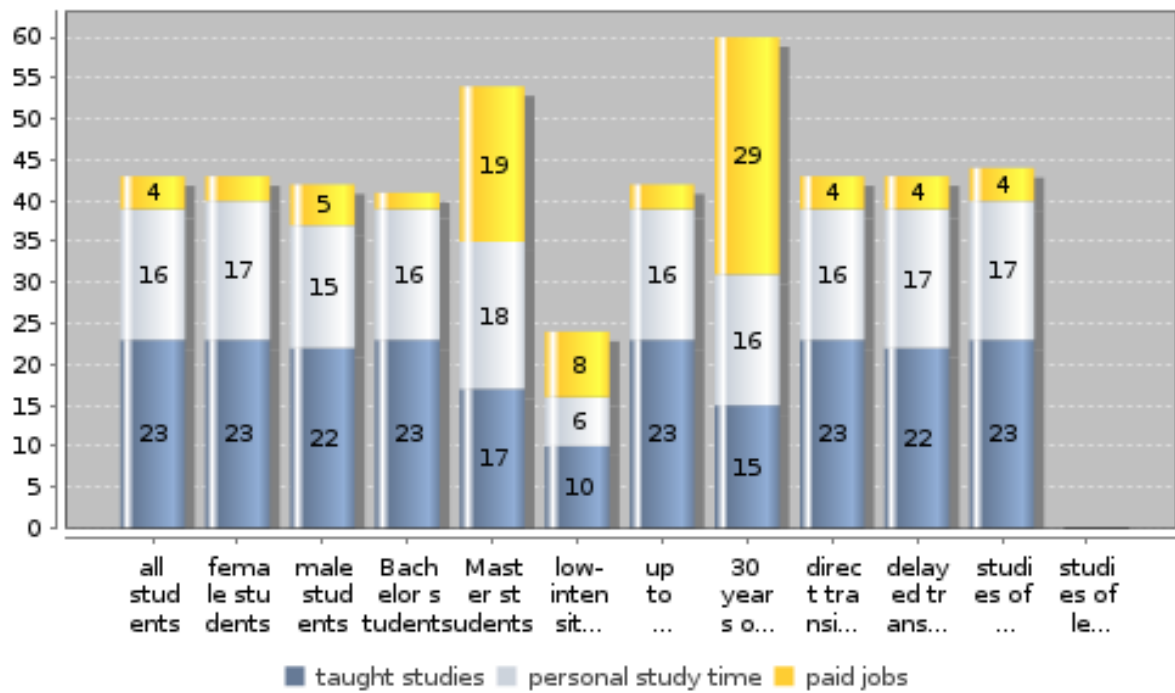
Key Indicators

Study-related activities of all students not living with parents, hrs/wk	39.0
Study-related activities of BA students not living with parents, hrs/wk	39.0
Study-related activities of MA students not living with parents, hrs/wk	35.0
Study-related activities of low-intensity students not living with parents, hrs/wk	16.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	40.0

Time budget in a typical study week of students living with parents (in hrs/wk)



Time budget in a typical study week of students not living with parents (in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

Nobody chose "studies of less importance" therefore the standard deviation (on totals hours) could not be calculated.

national interpretation of the results of the data analysis:

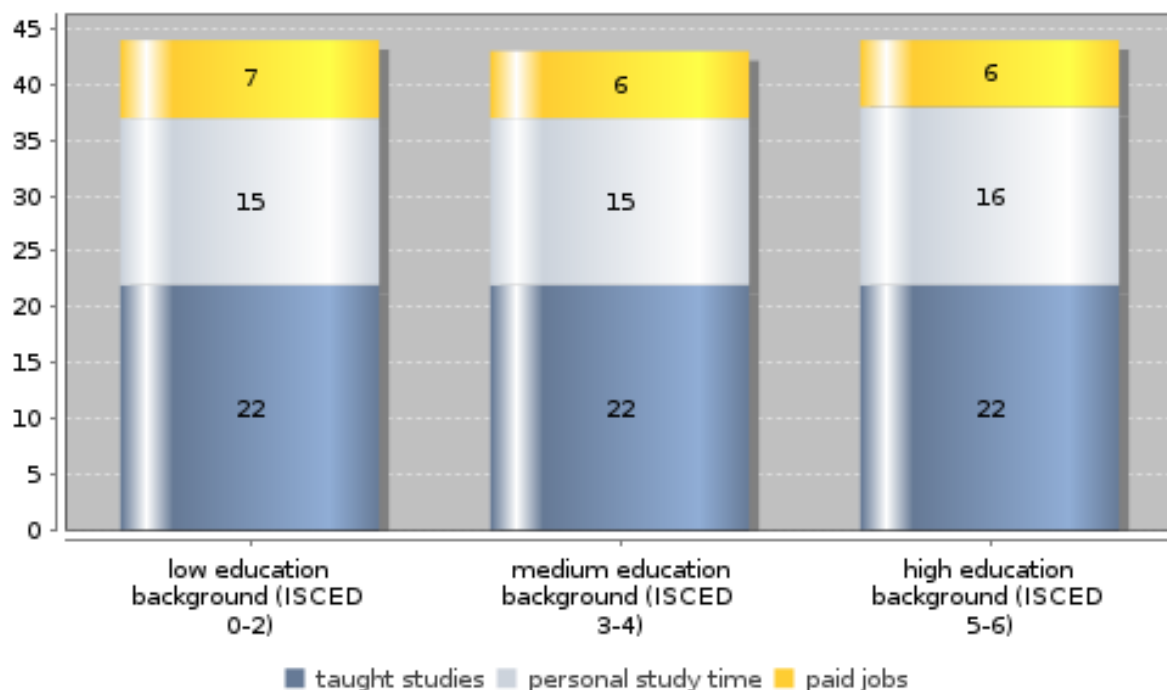
Topic: G. Time budget and employment

Subtopic 8: Time budget by social background

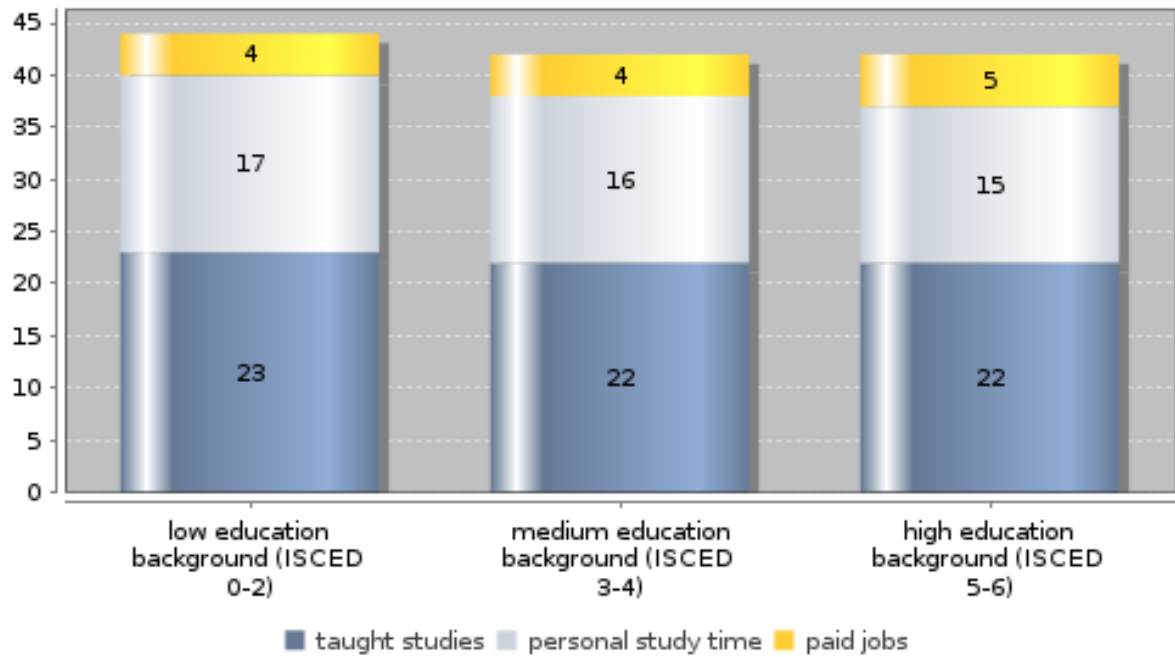
Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	38.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	39.0

Time budget in a typical study week of students living with parents by highest educational attainment of students' parents (in hrs/wk)



Time budget in a typical study week of students not living with parents by highest educational attainment of students' parents (in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

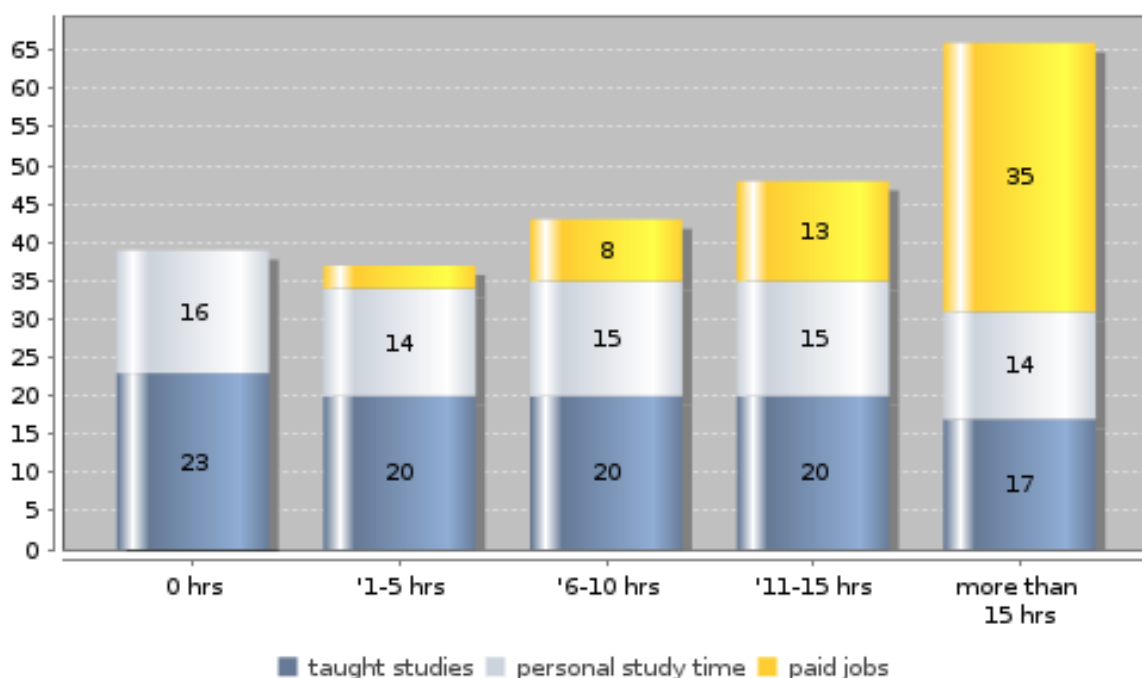
Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators

Study-related activities of students with no paid employment, hrs/wk	39.0
Study-related activities of students, who work 1-5 hrs/wk	34.0
Study-related activities of students, who work 11-15 hrs/wk	36.0
Study-related activities of students, who work more than 15 hrs/wk	31.0

Time budget in a typical study week by hours of regular paid employment (in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

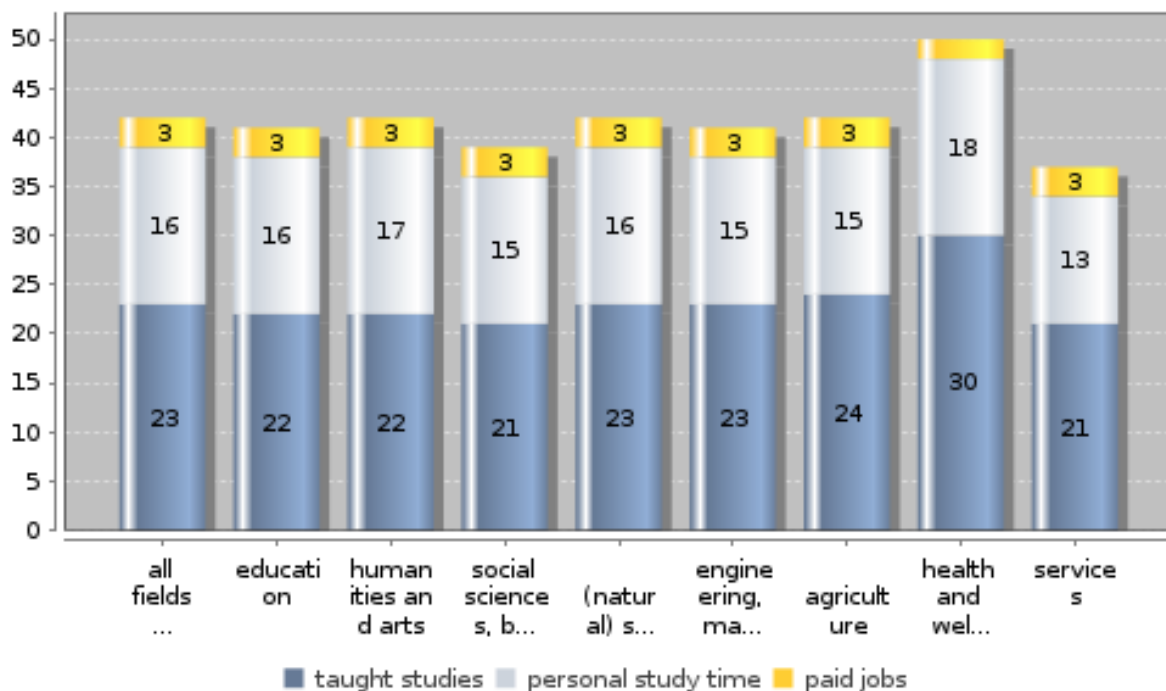
Topic: G. Time budget and employment

Subtopic 10: Time budget by field of study and study programme

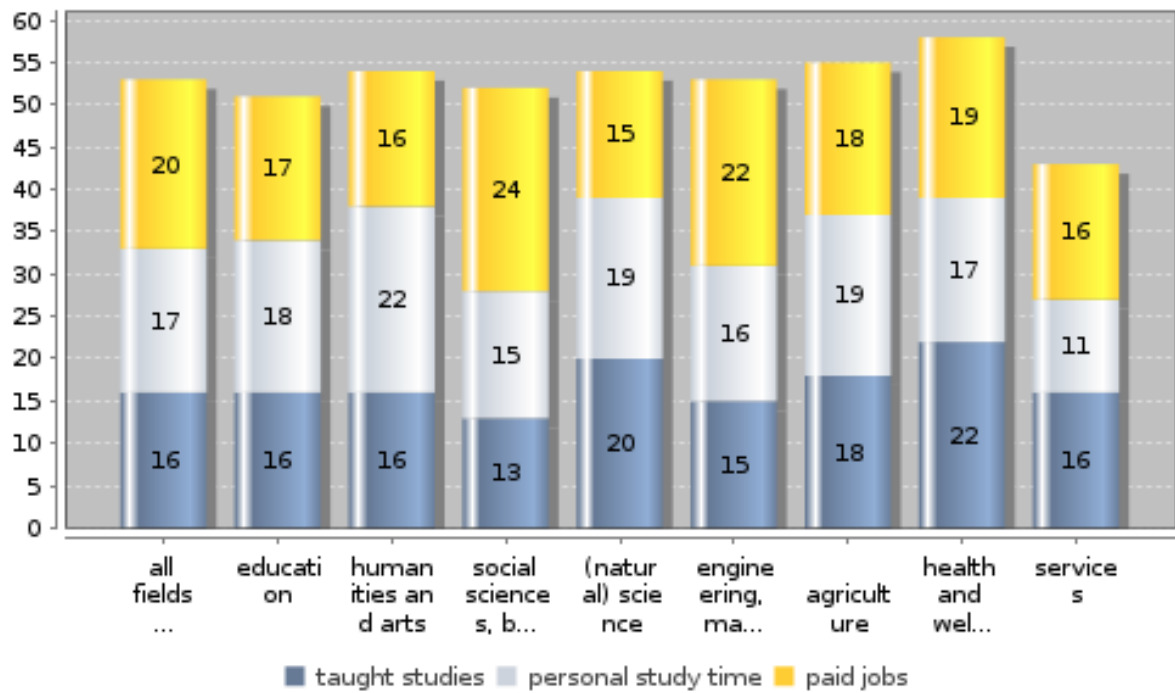
Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	38.8
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	39.2
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	31.3
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	38.4

Time budget in a typical study week of Bachelor students by field of study (in hrs/wk)



Time budget in a typical study week of Master students by field of study (in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

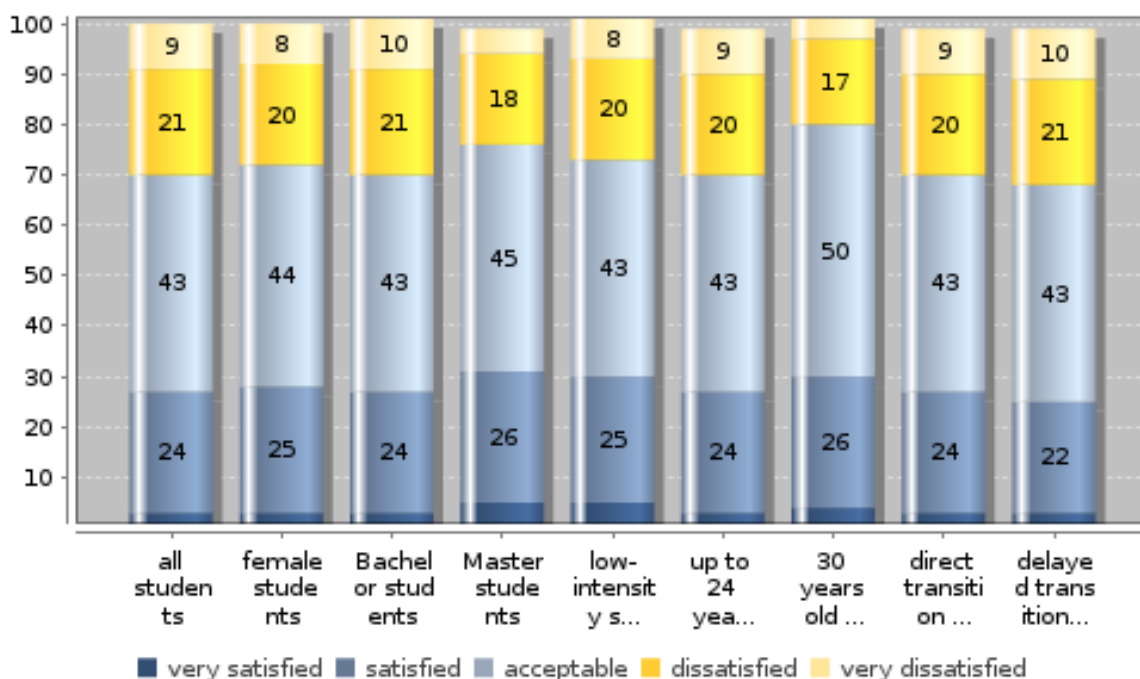
Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators

Share of all students who are (very) satisfied, in %	27.1
Share of BA students who are (very) satisfied, in %	26.6
Share of low-intensity students who are (very) satisfied, in %	29.1
Share of 30 year olds or over who are (very) satisfied, in %	29.6

Students' assessment of their workload by characteristics of students (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The workload of students is higher than other countries. Therefore satisfaction level of students about workload is low.

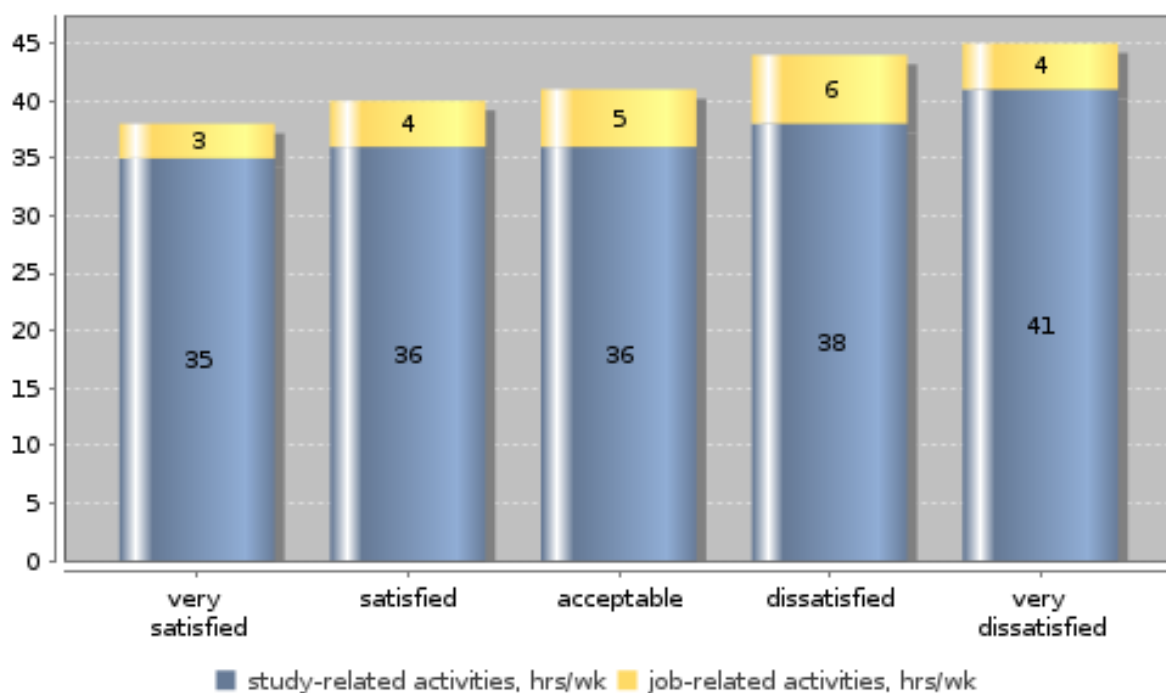
Topic: G. Time budget and employment

Subtopic 12: Time budget by students' level of satisfaction with their workload

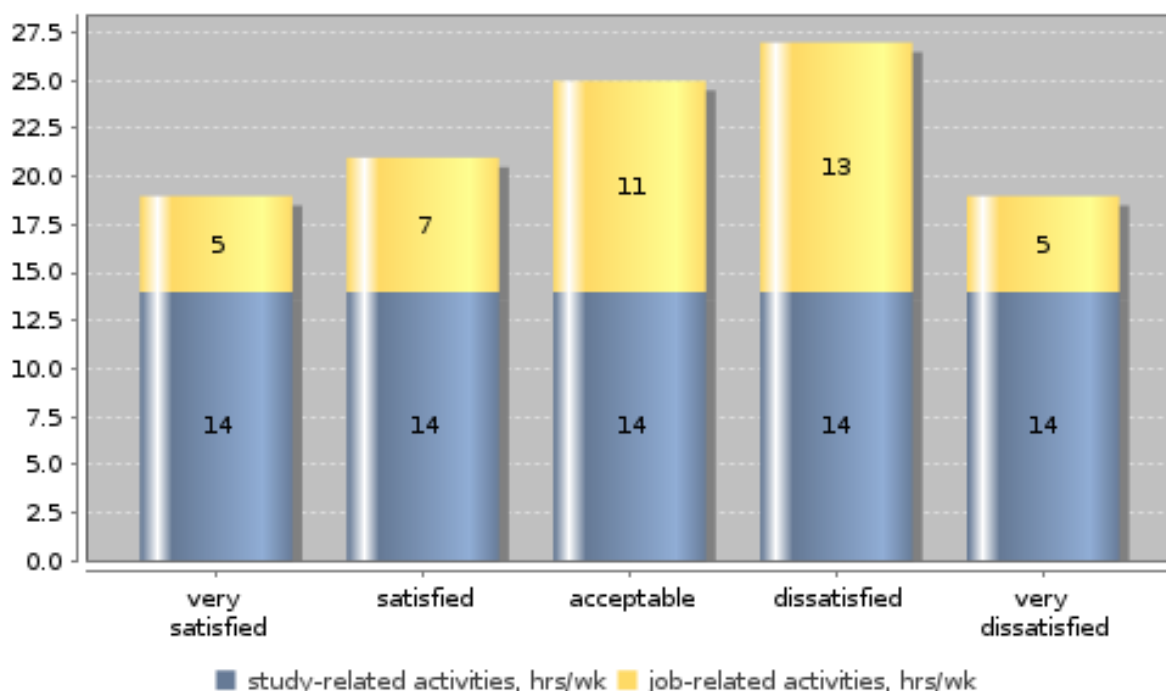
Key Indicators

Total workload of all students who are very dissatisfied, in hrs/wk	44.6
Total workload of BA students who are very dissatisfied, in hrs/wk	43.7
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	19.0

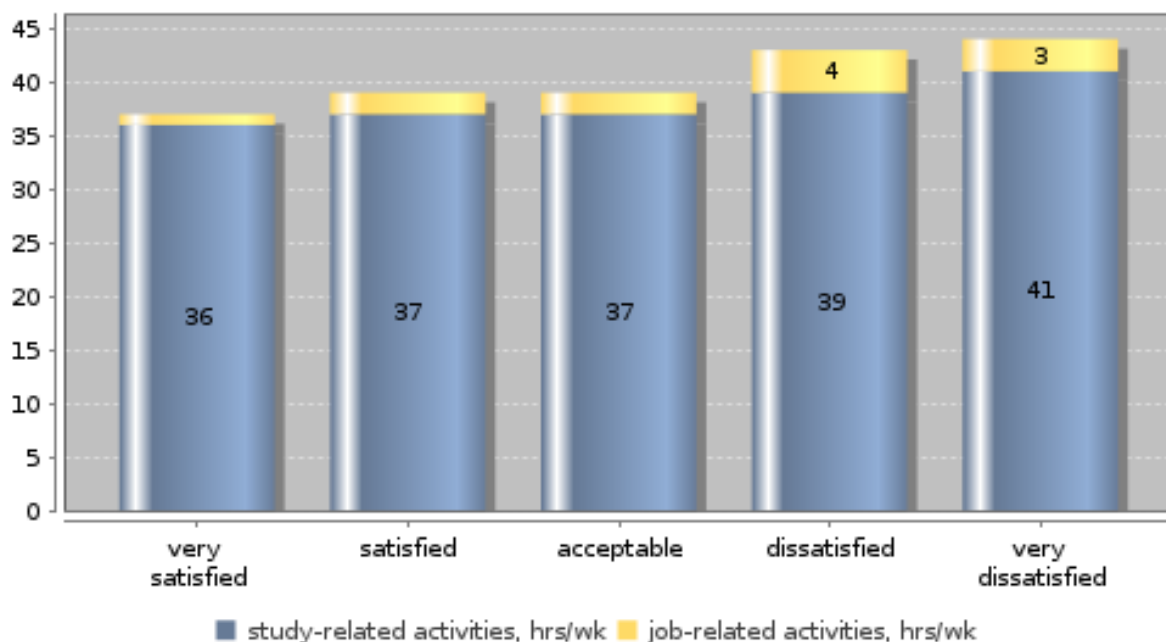
Time budget by students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

There is not part time status student in Turkey.

national interpretation of the results of the data analysis:

The share of LI students who are very dissatisfied among all students is 1.1%.

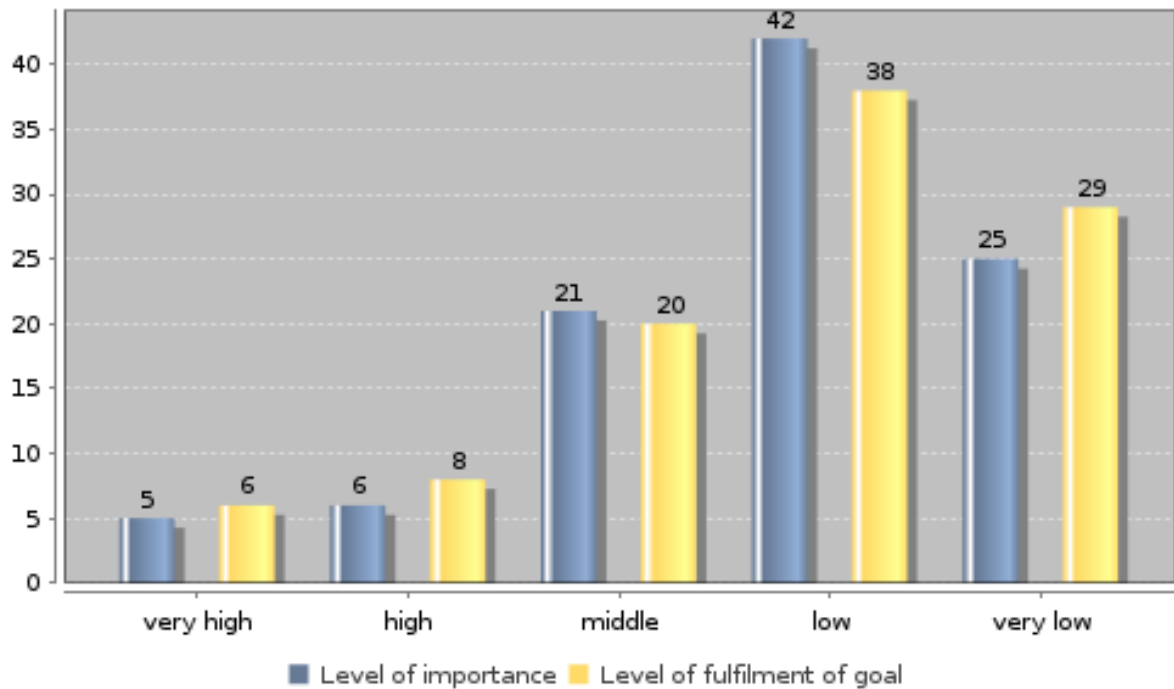
Topic: H. Assessment of studies

Subtopic 1: All students' assessment of general aspects of studies

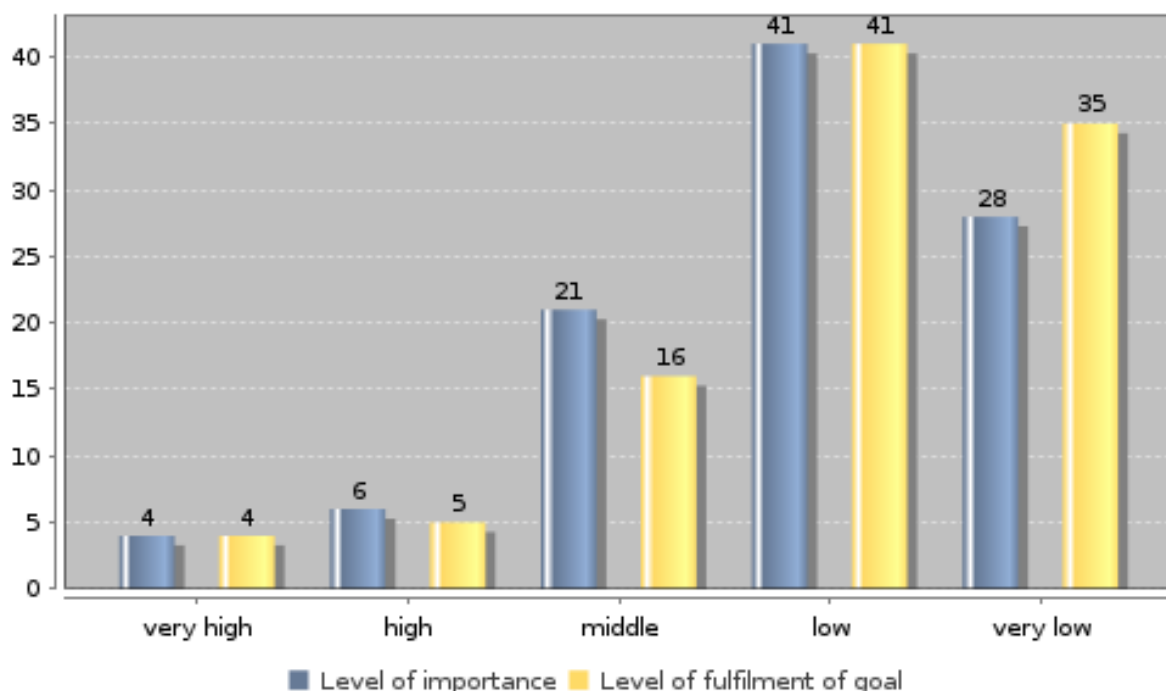
Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %	13.8
Share of all students whose goals are met at (very) high level - basis for personal development, in %	8.4

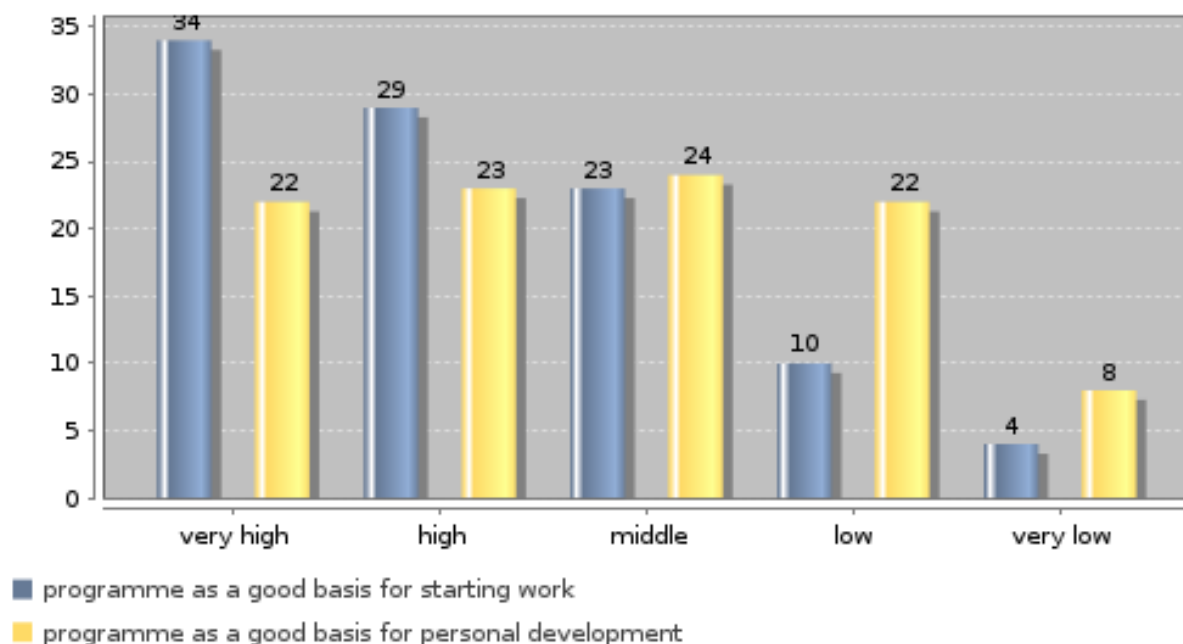
All students' assessment of study programme as good basis for starting work (in %)



All students' assessment of study programme as good basis for personal development (in %)



Fulfilment for those who see aspect as of (very) high importance (in %)



details on missing data:

There are 3 missing cases in level of importance and level of fulfilment of goals.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In country comparison, the shares of all students who declared "goal of the programme is a good basis for starting work and for the personal development" met at a (very) high level are extremely low. This could

be related with the HE structure in Turkey. First of all, the great majority of Turkish Universities are rather new, i.e. they were established after 1960s. Because of this, the infrastructures (including social and supporting facilities) of the universities are in development stage. This is also related with financial difficulties. The share of education (more specifically higher education) in the national budget is lower than EU countries. Secondly, this might also be due to the fact that the interaction between labour market and undergraduate programs

are weak in Turkey, and this topic is dealt seriously in the context of Bologna Process. Thirdly, there is a high competition and central placement in HE entrance. During this process students are influenced by their environments and families in choosing their career and university programs. Sometimes the students end up studying programs that they do not like or programs that do not fit in their own skills. Consequently, they experience dissatisfaction.

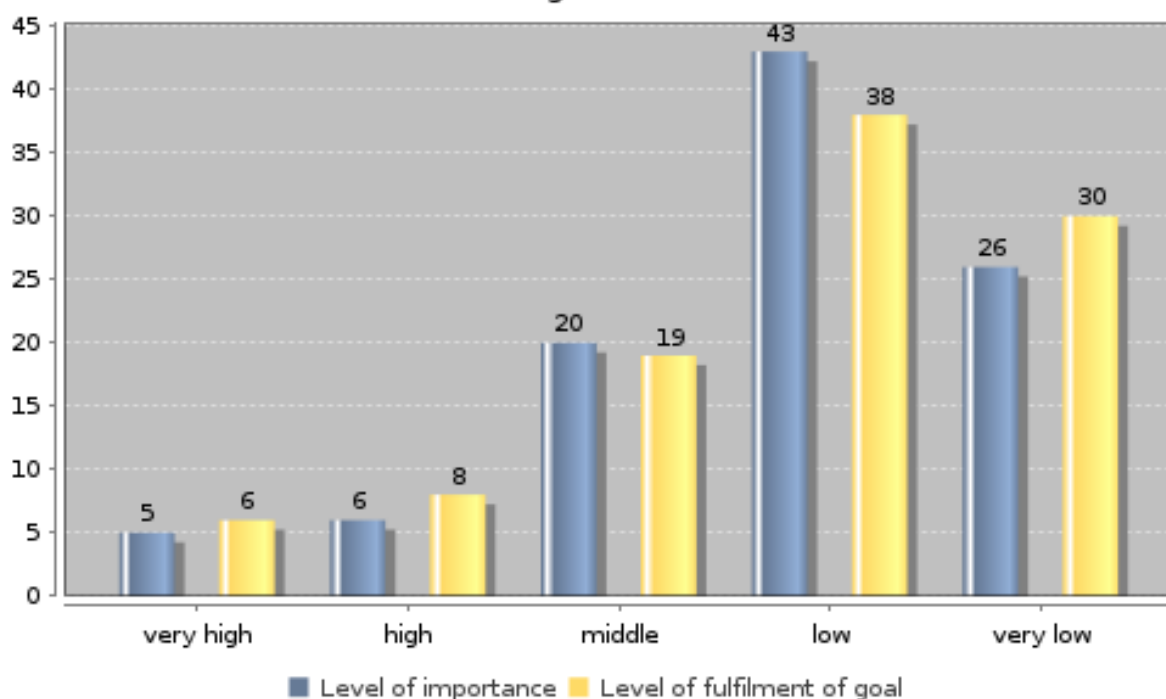
Topic: H. Assessment of studies

Subtopic 2: Bachelor students' assessment of general aspects of studies

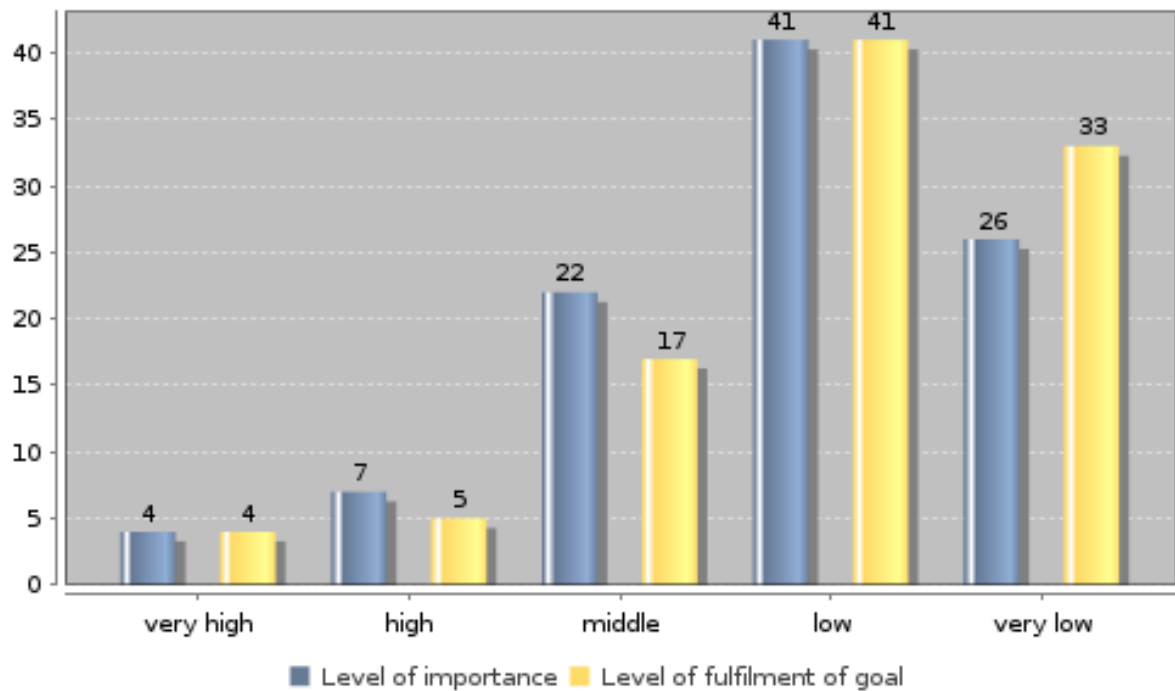
Key Indicators

Share of BA students whose goals are met at (very) high level - basis for starting work, in %	13.9
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	8.9

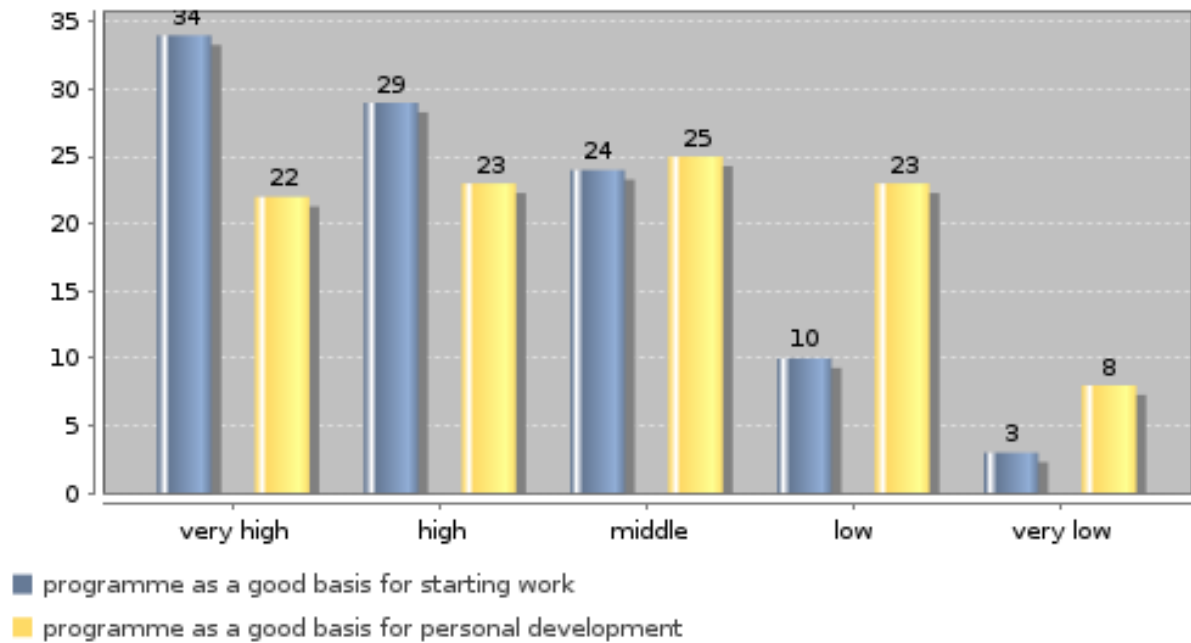
BA students' assessment of study programme as good basis for starting work (in %)



BA students' assessment of study programme as good basis for personal development (in %)



Fulfilment for those BA students who see aspect as of (very) high importance (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

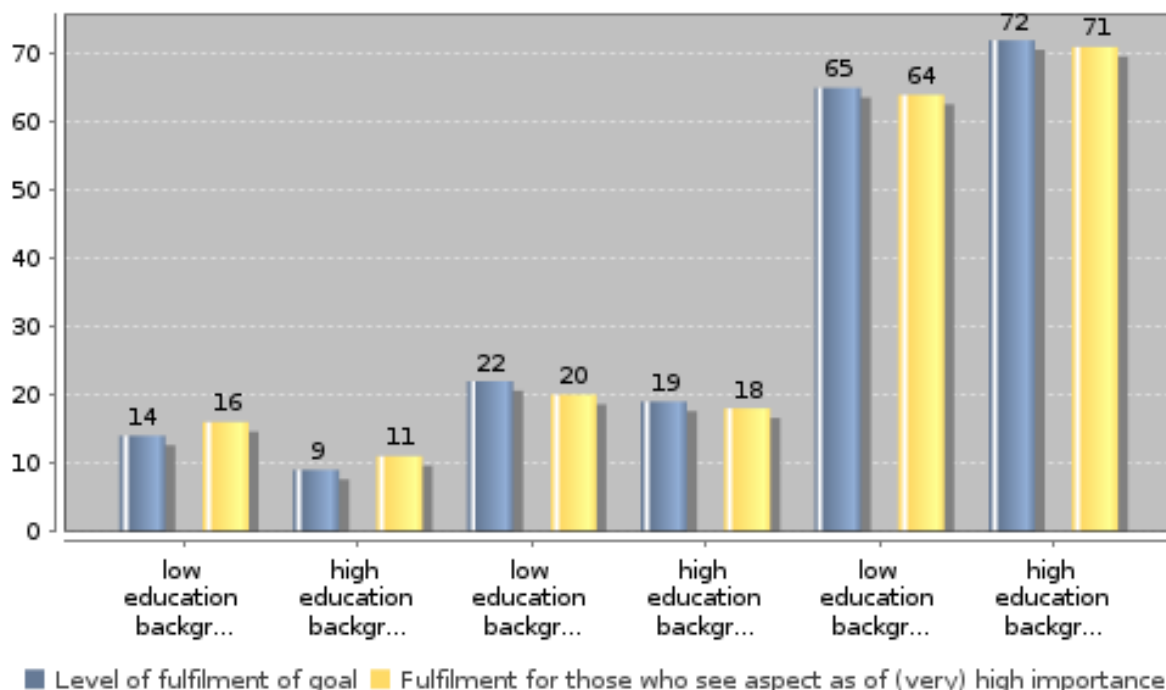
Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

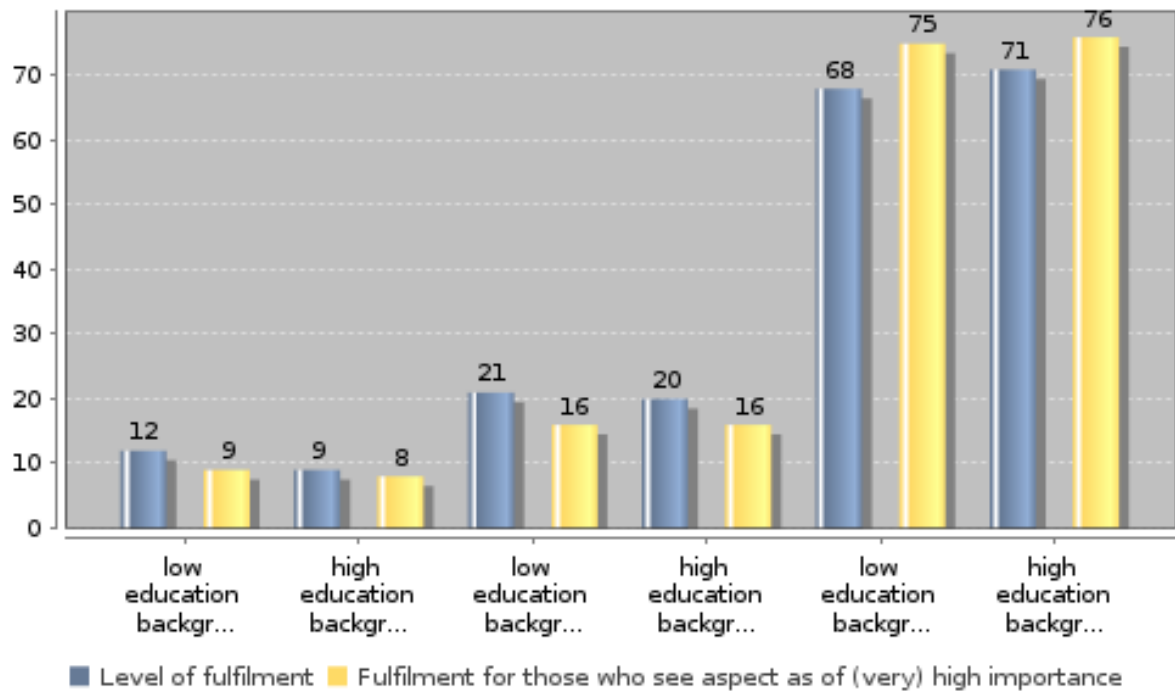
Key Indicators

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	13.6
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	11.5
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	9.0
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	9.0

Students' assessment of study programme as good basis for starting work by social background (in %)



Students' assessment of study programme as good basis for personal development by social background (in %)



details on missing data:

There are 3 missibg cases in education.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

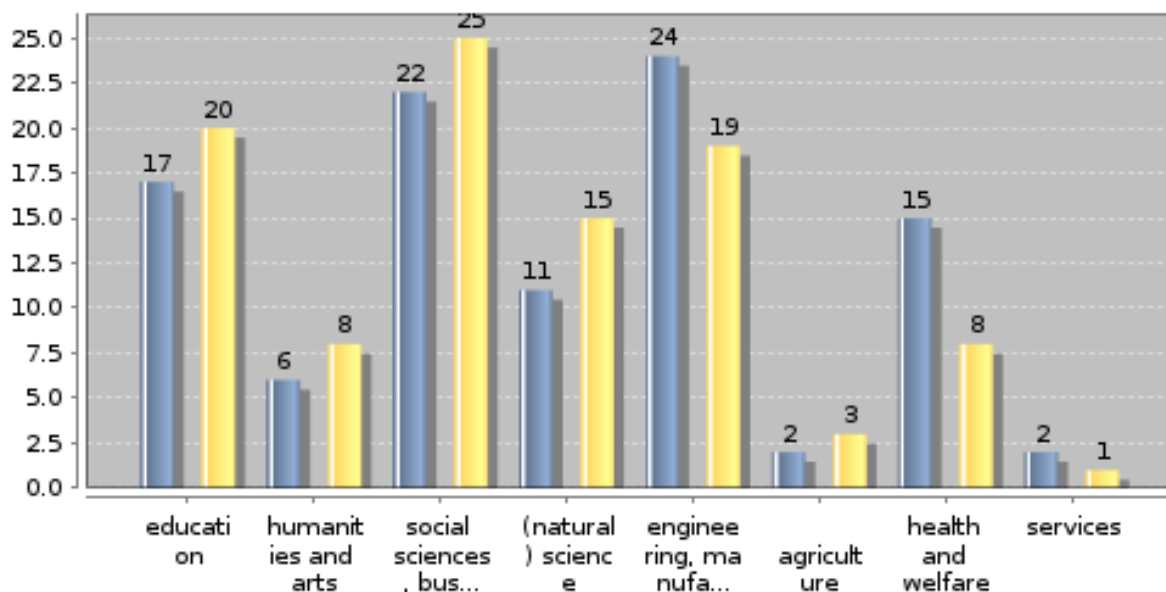
Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators

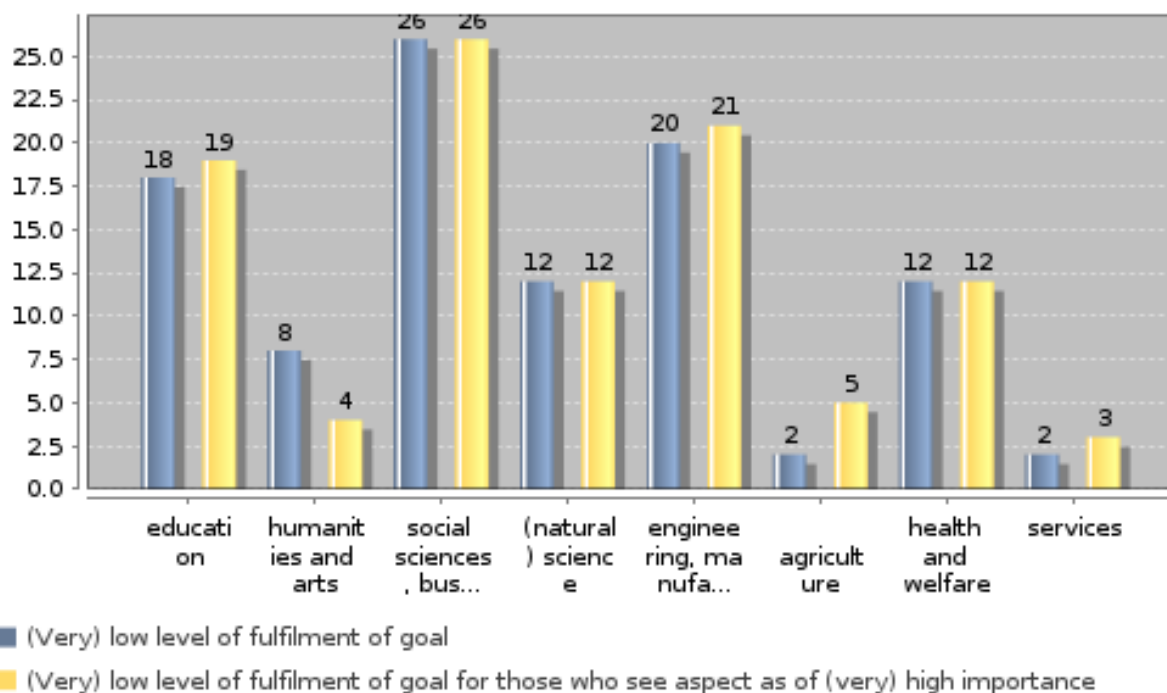
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	8.0
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	3.9
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	19.3
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	20.5

Students' assessment of study programme as good basis for starting work by field of study (in %)



■ (Very) low level of fulfilment of goal
 ■ (Very) low level of fulfilment of goal for those who see aspect as of (very) high importance

Students' assessment of study programme as good basis for personal development by field of study (in %)



details on missing data:

methodical issues or considerations for data interpretation:

The existing structure of the questions seem not inline with the deductions aimed and they need to be revised. In addition it seems our translation of the questions deviate from the original ones.

national interpretation of the results of the data analysis:

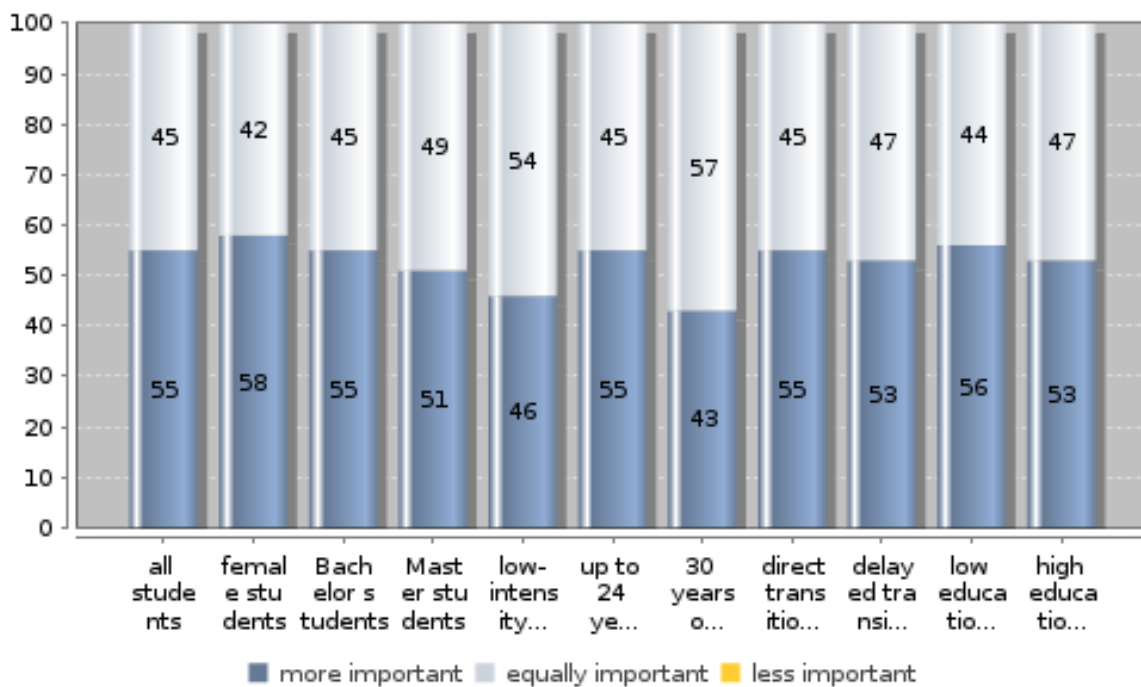
Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators

Share of all students for whom studies are more important, in %	54.7
Share of all students for whom studies are less important, in %	55.2
Share of BA students for whom studies are more important, in %	45.9
Share of BA students for whom studies are less important, in %	42.9
Share of low-intensity students for whom studies are more important, in %	54.7
Share of low-intensity students for whom studies are less important, in %	45.9
Share of 30 years old or older for whom studies are more important, in %	47
Share of 30 years old or older for whom studies are less important, in %	53

Importance of studies compared to other activities by characteristics of students (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators

Share of students in humanities and arts for whom studies are more important, in %

55.6

Share of students in humanities and arts for whom studies are less important, in %

52.9

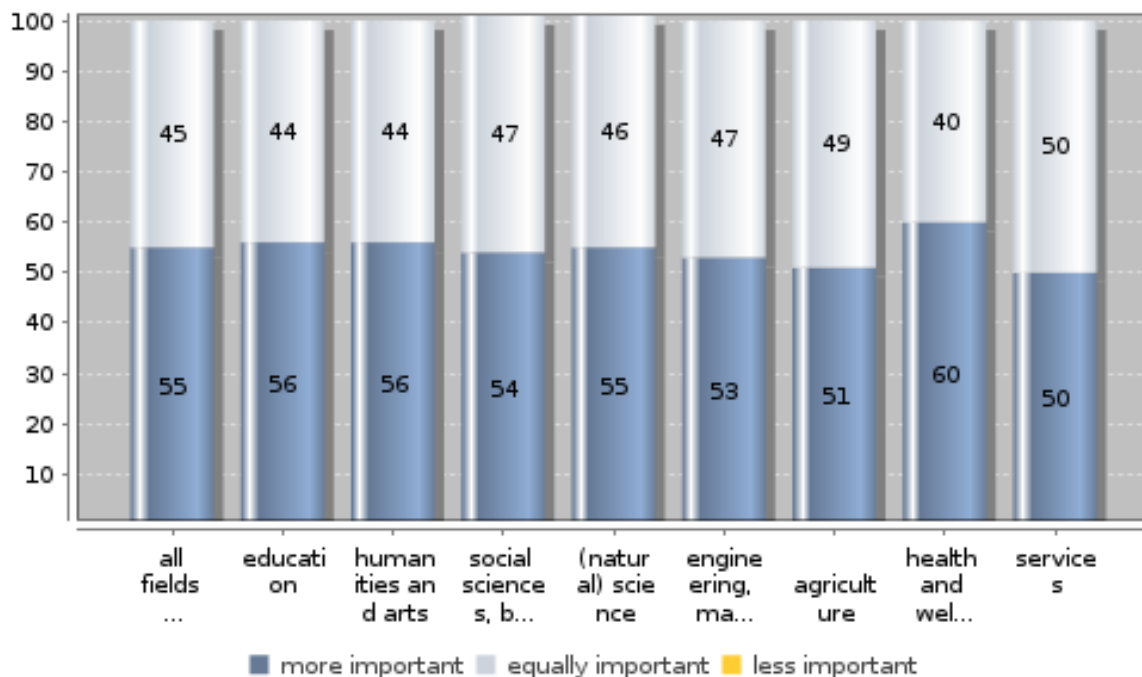
Share of students in engineering disciplines for whom studies are more important, in %

Share of students in engineering disciplines for whom studies are less important, in %

Share of students in social sciences for whom studies are more important, in %

53.5

Importance of studies compared to other activities by field of study (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

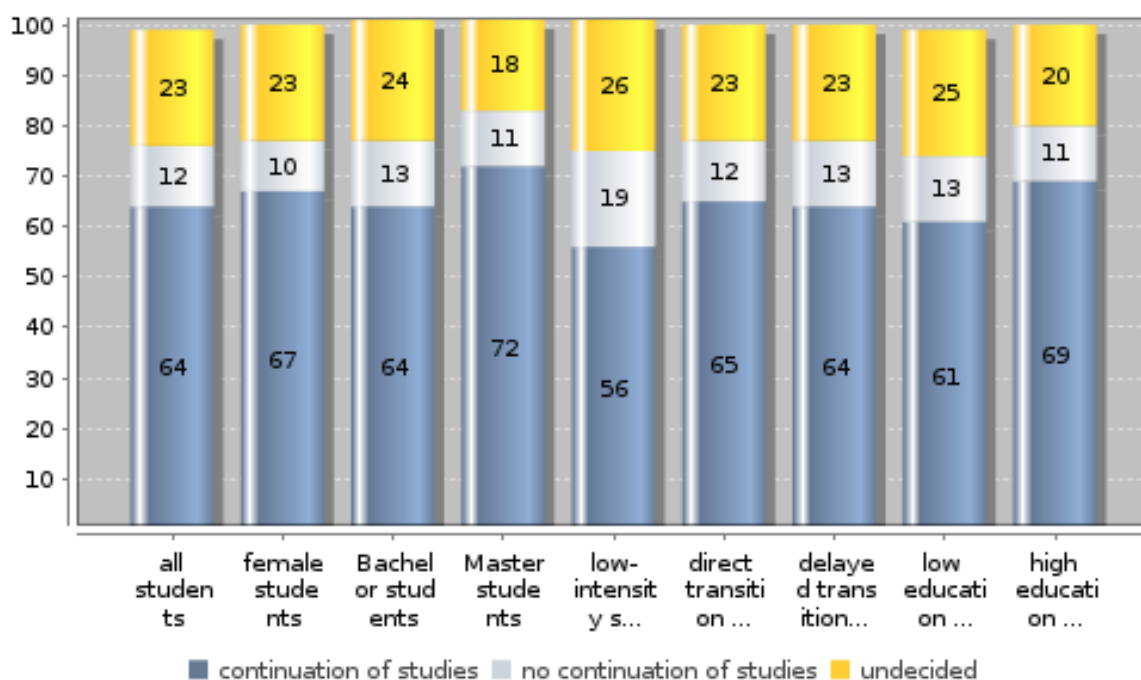
Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	64.4
Share of all students who plan not to continue studies, in %	12.4
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	61.3
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	13.4
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	69.1
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	11.3

Students' plans for continuation of studies after completing current programme (in %)



details on missing data:

There are 3 missing cases in all students.

methodical issues or considerations for data interpretation:

In the questionnaire, there is no choice as "yes, but another programme not mentioned here"

national interpretation of the results of the data analysis:

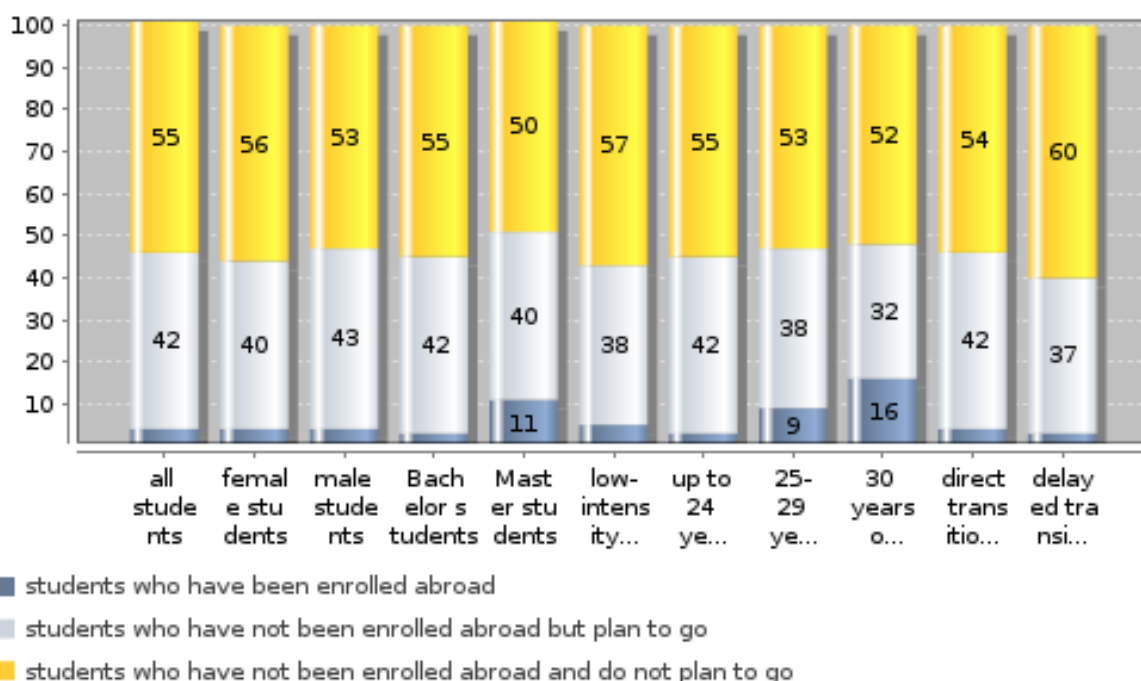
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	3.9
Enrolment rate of female students, in %	3.8
Enrolment rate of Bachelor students, in %	2.8
Enrolment rate of Master students, in %	10.6
Plans for foreign enrolment of all students, in %	41.5
Plans for foreign enrolment of Bachelor students, in %	41.8

Students with enrolment abroad or respective plans by characteristics of students (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The ratio of students who have plans for foreign enrolment seems to be high. The influencing factors could be:

1. They expect to have better position in labour market with international experience.
2. Expectation for foreign language improvement.
3. The programs supporting international mobility during HE are relatively new in Turkey and hence are still attractive.

4. Students (future potential intellectuals) are eager to go to 'core' European countries because of historical and cultural orientation of Turkey towards 'West' starting from industrial revolution.
5. There are ties to Turkish migrant workers in Europe.

Topic: I. Internationalisation and mobility

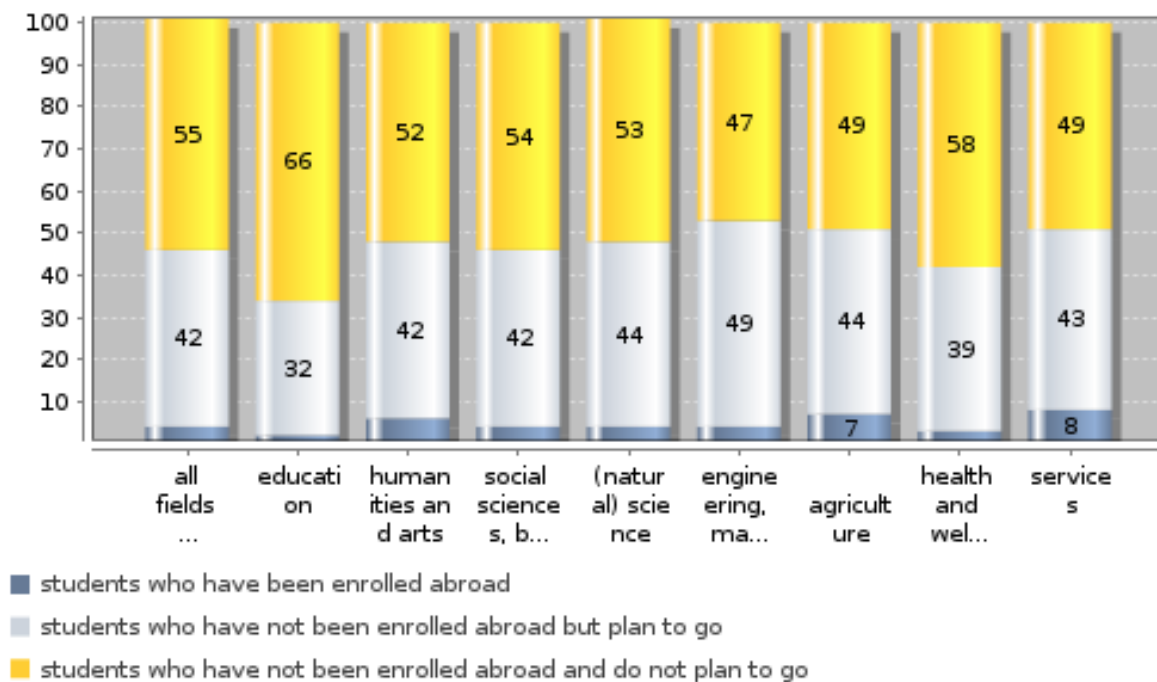
Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	5.6
social sciences, in %	4.0
(natural) science, in %	3.7
engineering disciplines, in %	4.3

Students with enrolment abroad or respective plans by field of study (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Turkey, being a developing country, still requires graduate from technical and scientific areas. Graduates of these programs hold higher prestigious positions in society and they can earn more.

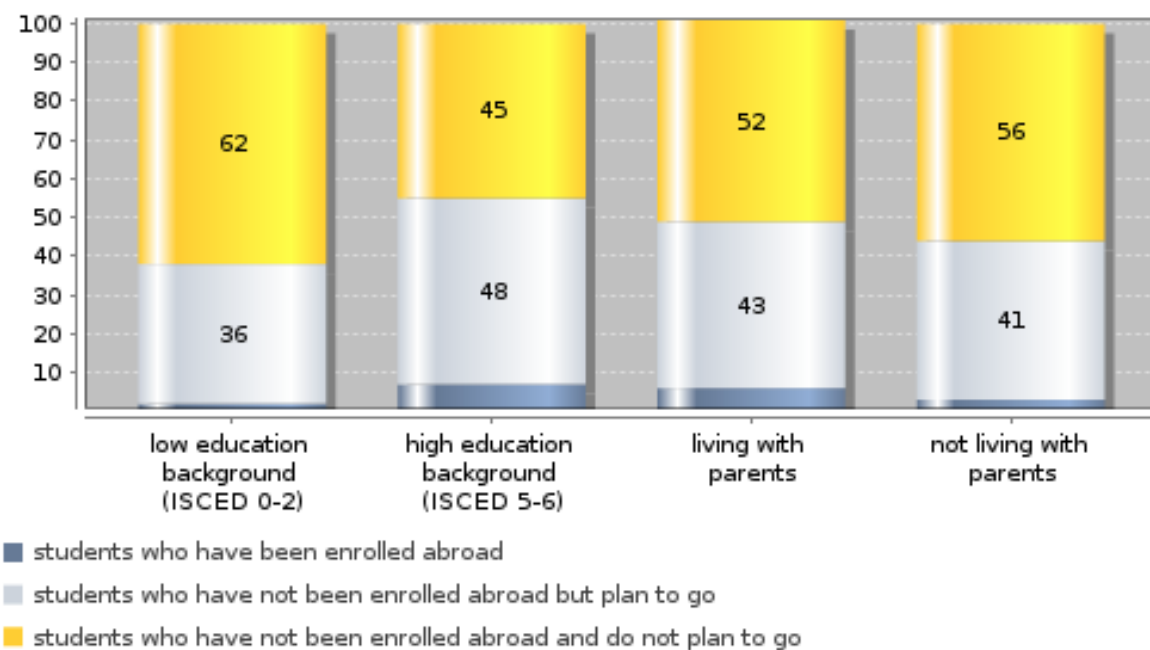
Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	6.6
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	2.3
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	2.9

Students with enrolment abroad or respective plans by highest educational attainment of students' parents and form of housing (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Financial support provided for study abroad purposes from public and private sources are limited. Therefore study abroad experience still requires significant family support. Also parents of students with higher education background have a higher social standing, high income and high social capital.

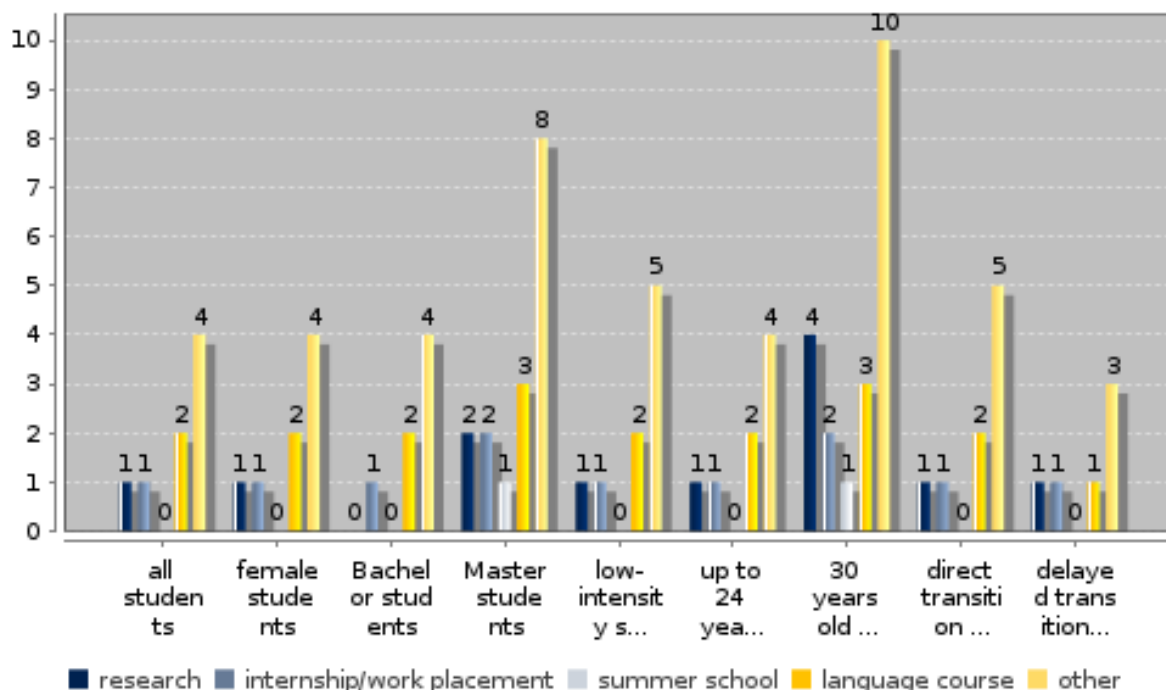
Topic: I. Internationalisation and mobility

Subtopic 4: Study-related activities abroad by characteristics of students

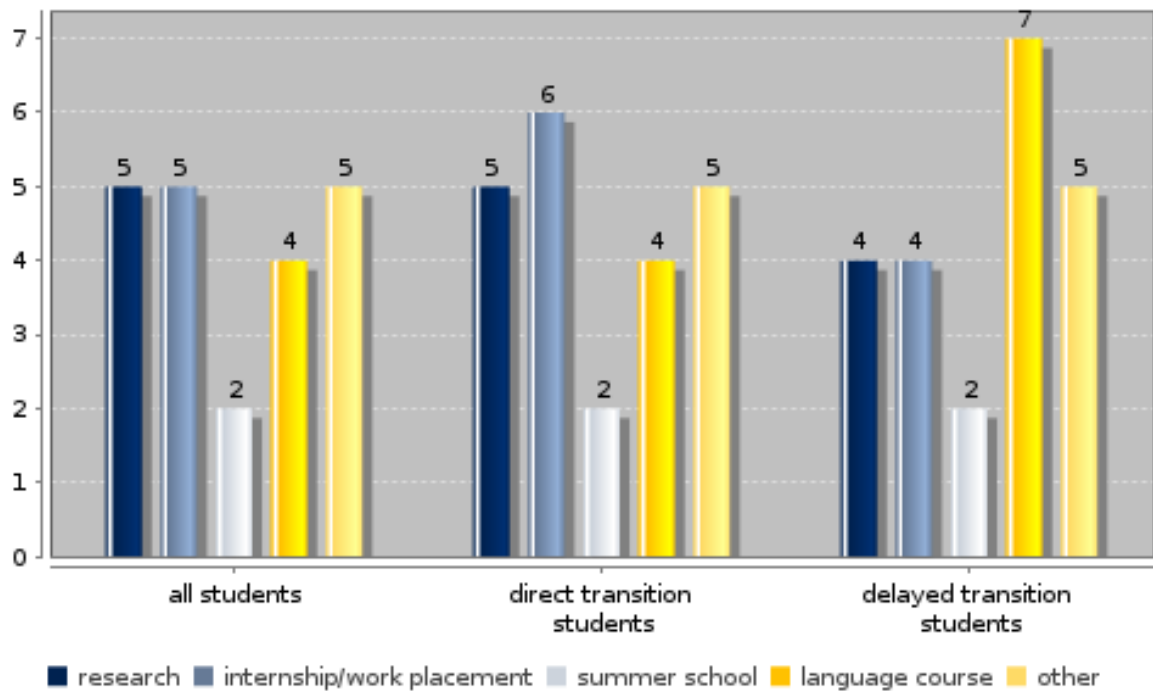
Key Indicators

Internship/work placement abroad, all students, in %	5.48
Language course abroad, all students, in %	3.76
No activities abroad, all students, in %	96.1
No activities abroad, students up to 24 years, in %	97.0

Students with study-related activities abroad by characteristics of students (in %)



Study-related activities abroad by characteristics of students and average duration (in months)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

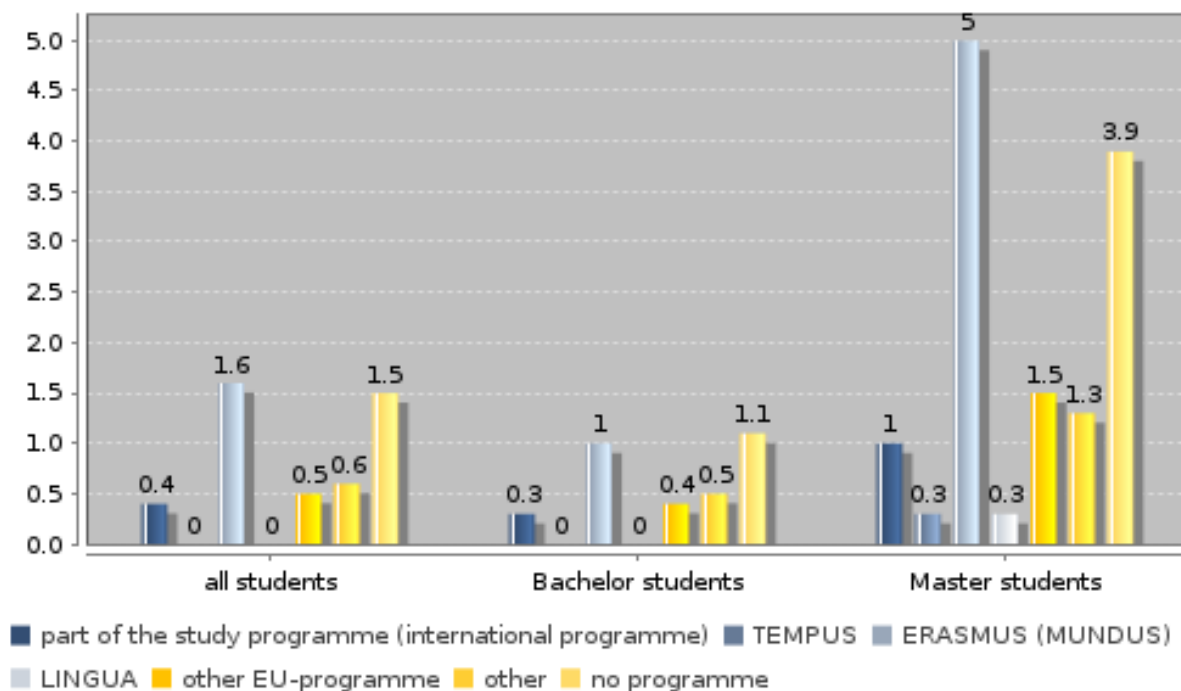
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

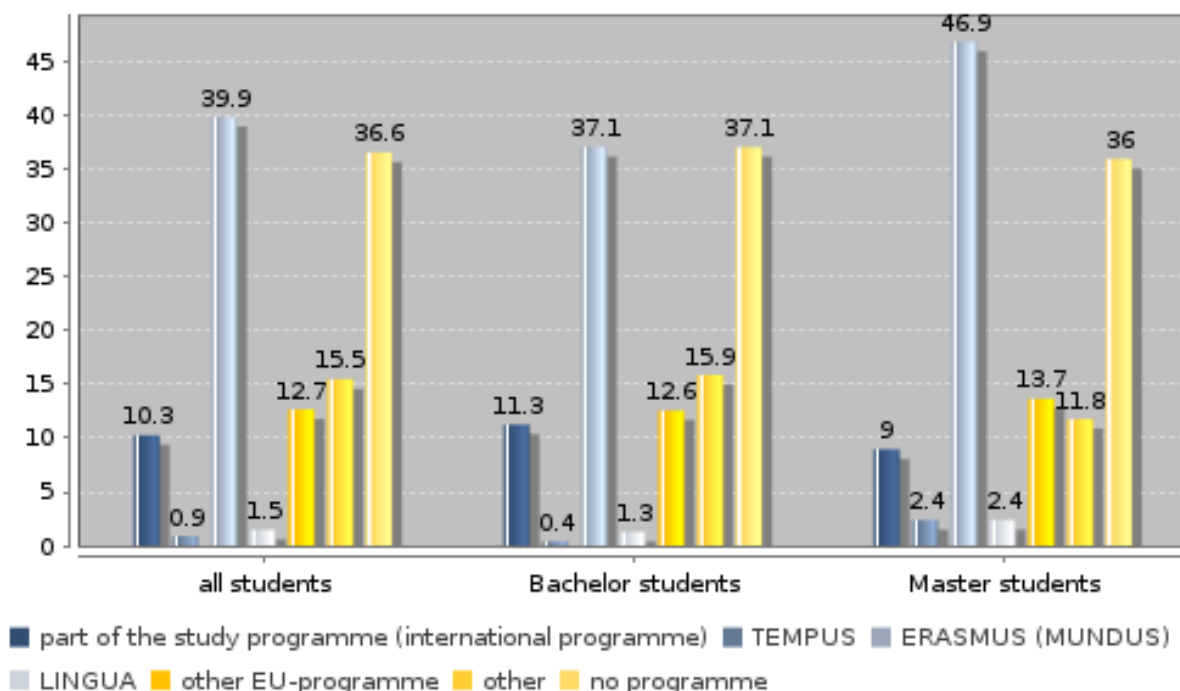
Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	36.6
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	39.9
Bachelor students with enrolment abroad, who went abroad without a programme, in %	37.1
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	37.1

Students with enrolment abroad by type of organisation, based on entire student body (in %)



Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

National Agency of Turkey has been established in 2003 and hence the history of Erasmus programs in Turkey goes only back to 2004. The budget for Erasmus in early years were limited, capable of supporting small numbers of students.

Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:

all students, in %	62.8
BA students, in %	65.4
students with high education background (ISCED 5-6), in %	66.2
students with low education background (ISCED 0-2), in %	55.1

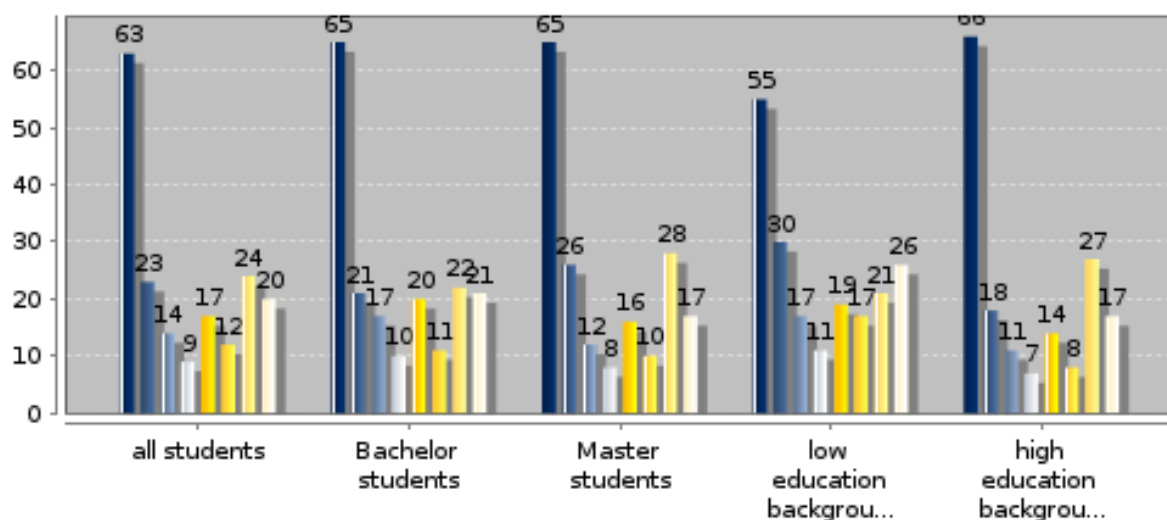
Share of students indicating their parents/family as primary source of funding:

students with high education background (ISCED 5-6), in %	54.5
students with low education background (ISCED 0-2), in %	35.0

Share of students giving public support as primary source:

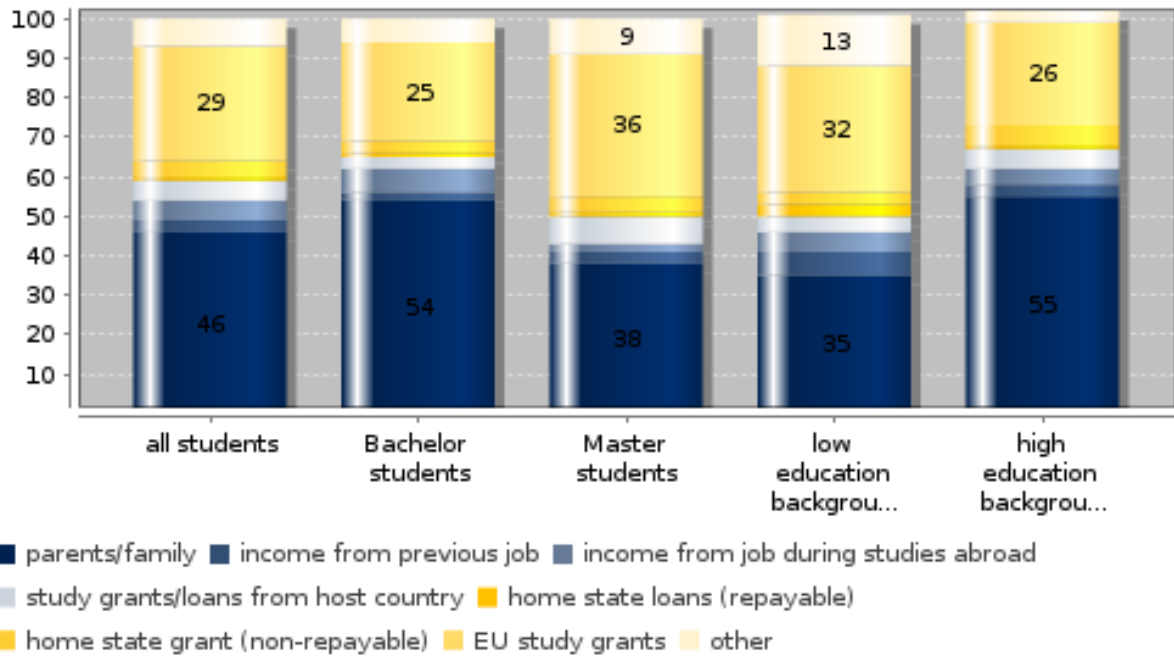
students with high education background (ISCED 5-6), in %	35.6
students with low education background (ISCED 0-2), in %	41.1

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)



■ parents/family
 ■ income from previous job
 ■ income from job during studies abroad
 ■ study grants/loans from host country
 ■ home state loans (repayable)
 ■ home state grant (non-repayable)
 ■ EU study grants
 ■ other

Students indicating a particular source as primary source for their enrolment abroad by level of studies and highest educational attainment of students' parents(in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

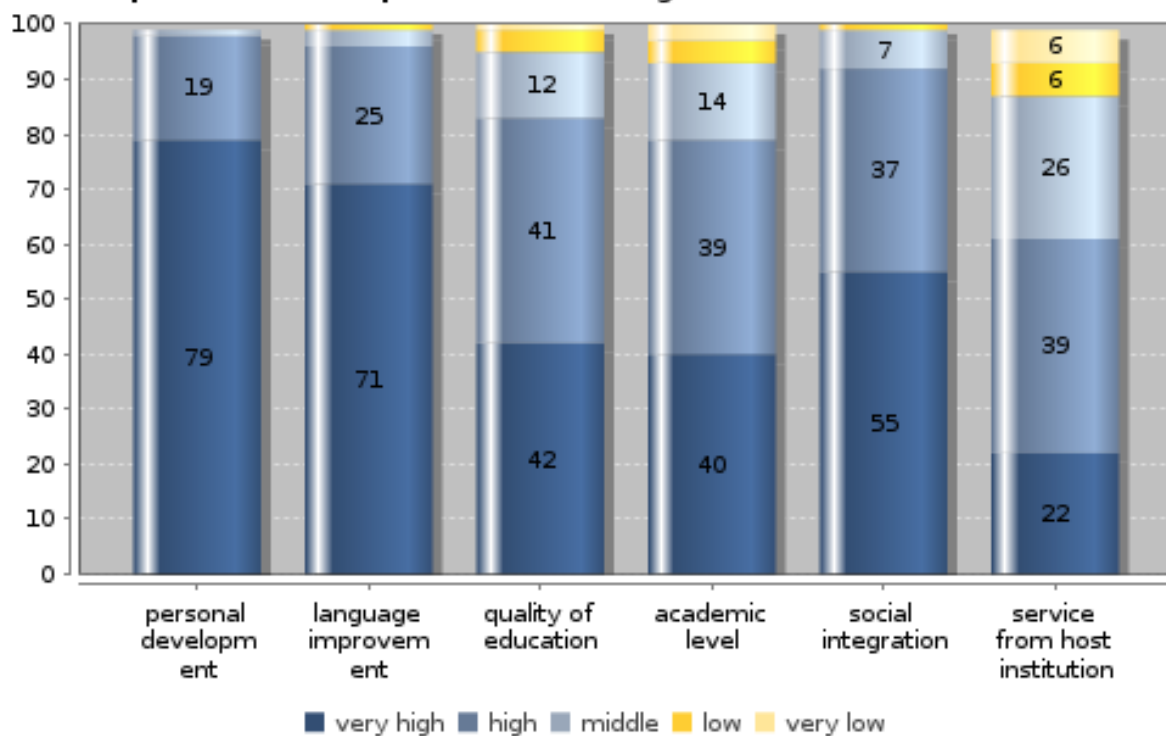
Subtopic 7: Important aspects and fulfilled expectations concerning the enrolment abroad

Key Indicators

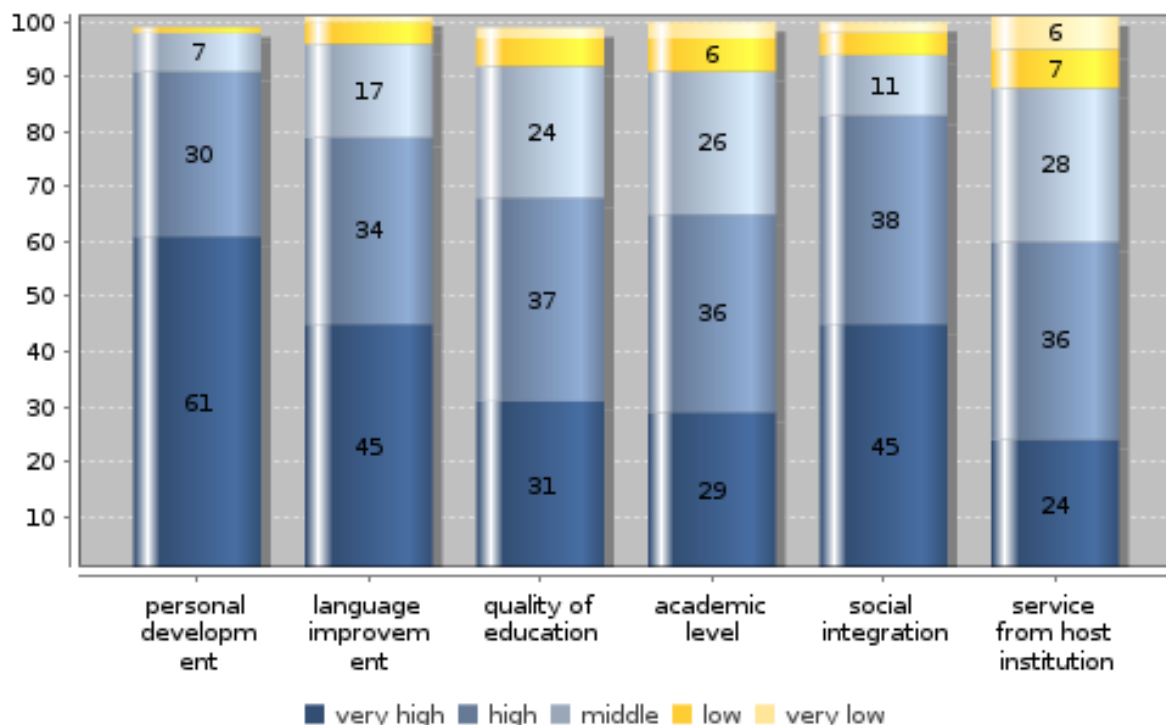
Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

personal development, in %	91.1
language improvement, in %	79.1
quality of education, in %	68.0
academic level, in %	64.8
social integration, in %	83.5
service from host institution, in %	59.6

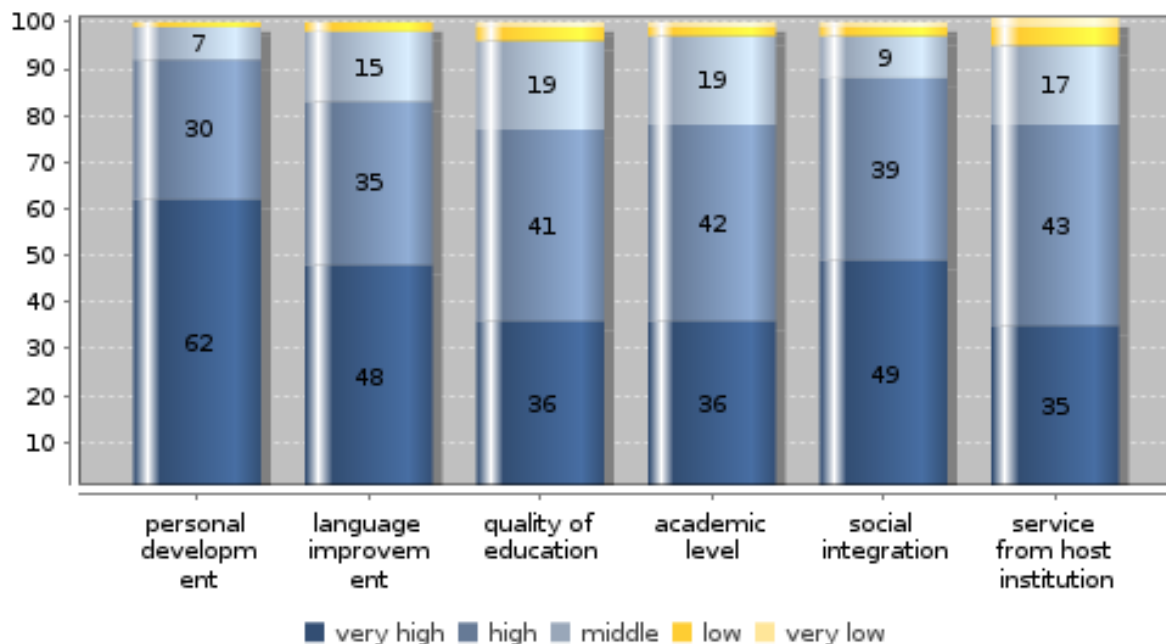
Importance of aspects concerning enrolment abroad (in %)



Fulfilment of expectations concerning enrolment abroad (in %)



Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

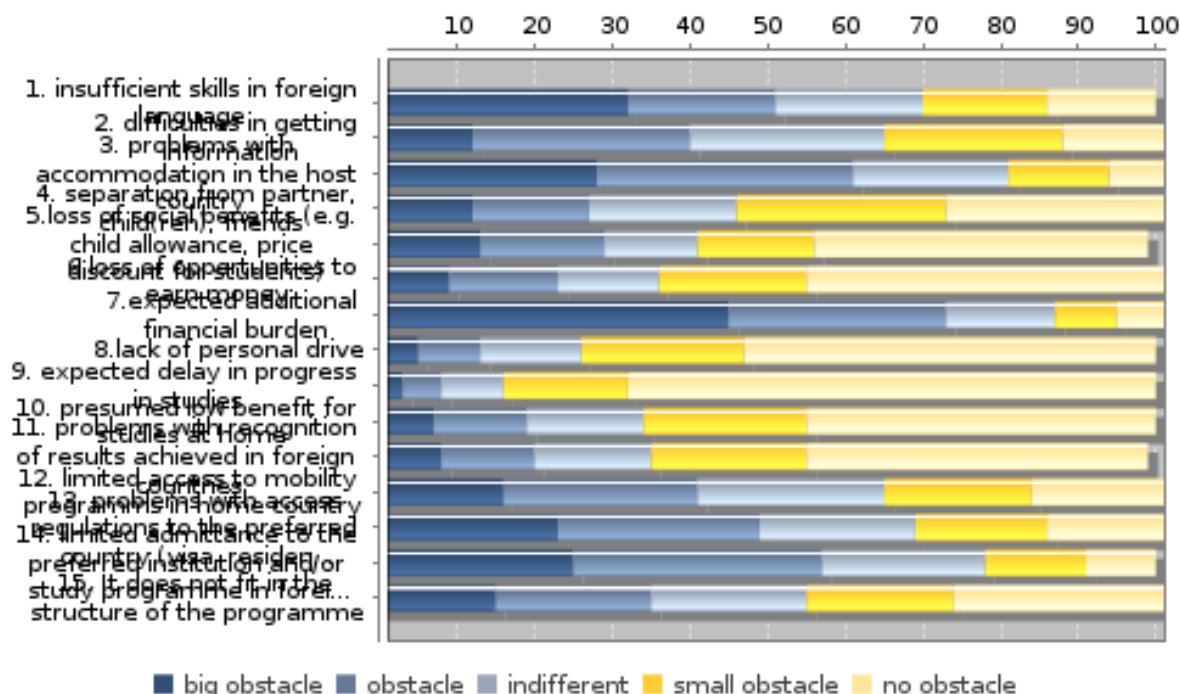
Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

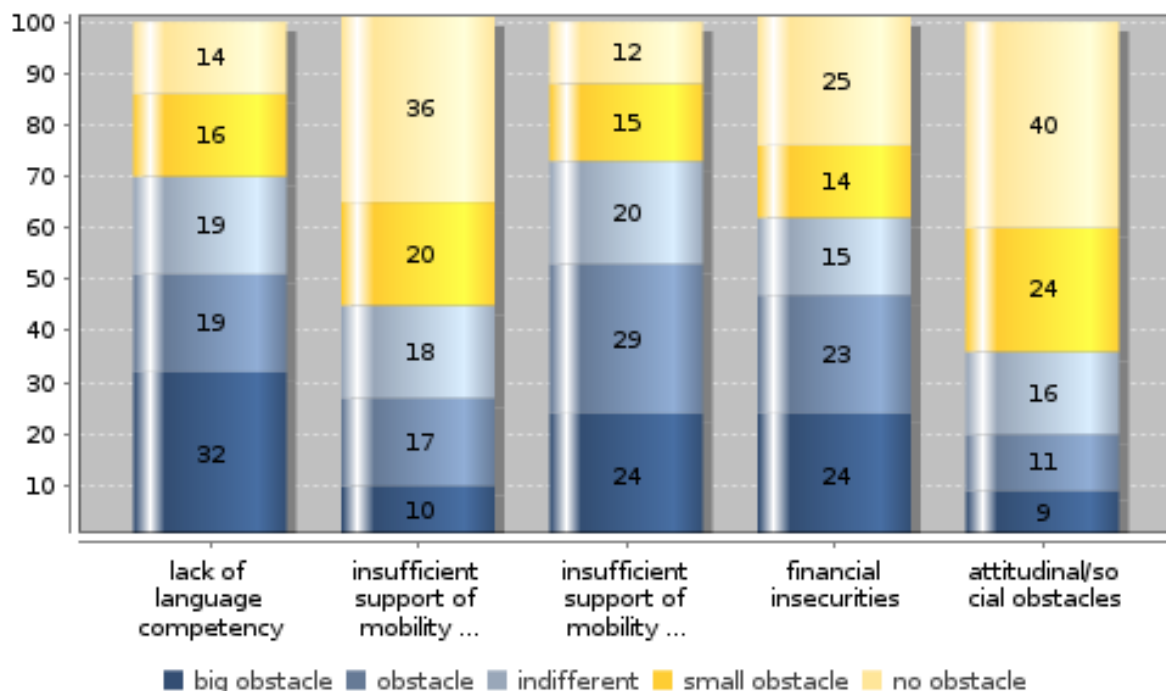
Big obstacle to enrolment abroad for students without enrolment abroad:

lack of language competency, in %	31.8
insufficient support in the home country, in %	10.1
insufficient support in the host country, in %	23.9
financial insecurities, in %	23.7
attitudinal/social obstacles, in %	8.7

Perceived obstacles to enrolment abroad for students without enrolment abroad (in %)



Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles (in %)



details on missing data:

methodical issues or considerations for data interpretation:

In the second table are derived from responses of cases.

national interpretation of the results of the data analysis:

We think that the quality of foreign language education in high schools in general are low in Turkey.

National Agency of Turkey has been established in 2003 and hence the history of EU programs supporting mobility in Turkey goes only back to 2004. The budget for these programs are still limited, capable of supporting small numbers of students. Hence students need significant financial support from families to go abroad.

Topic: I. Internationalisation and mobility

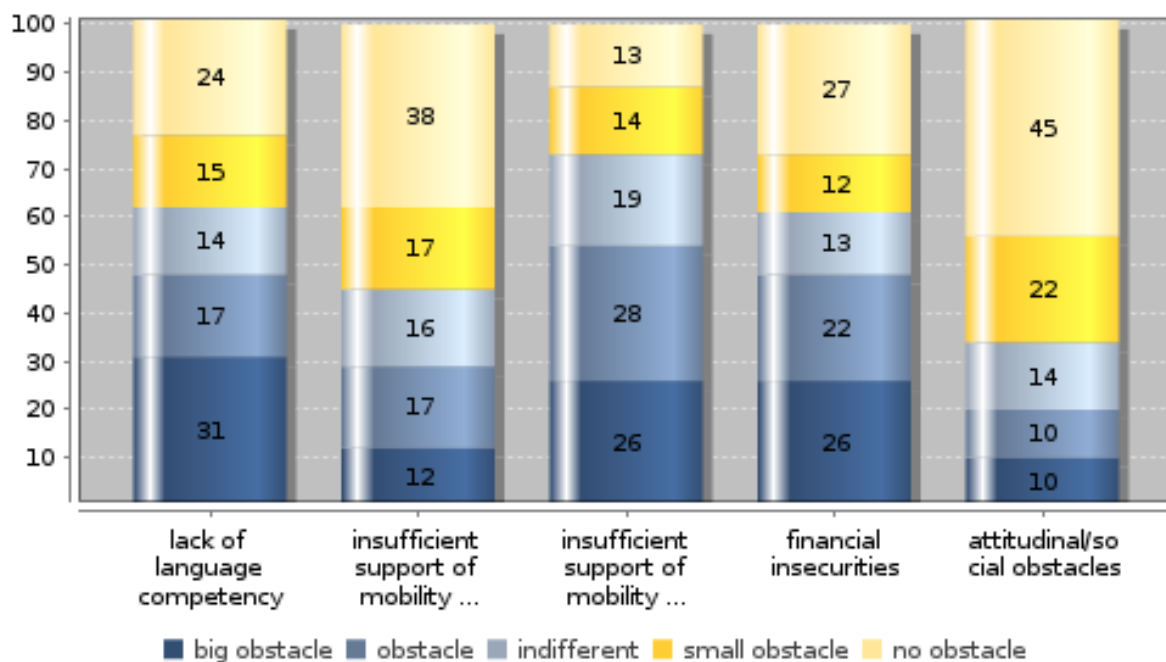
Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

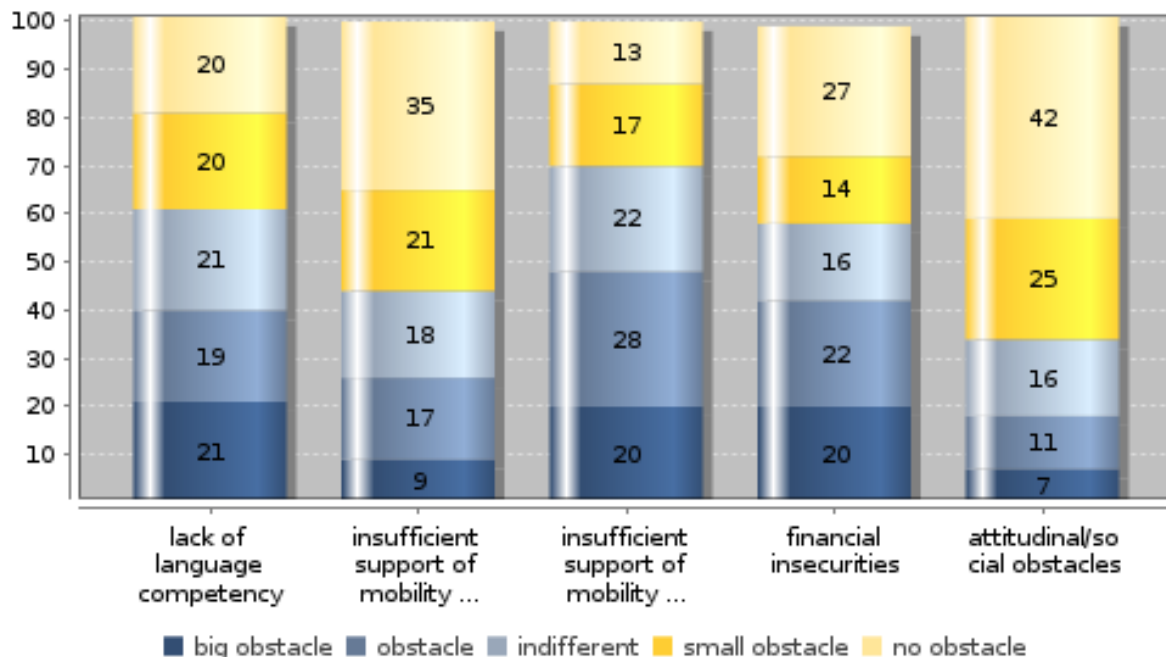
Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	31.3
engineering disciplines - lack of language competency, in %	20.9
humanities and arts - insufficient support in the home country, in %	11.6
engineering disciplines - insufficient support in the home country, in %	9.1
humanities and arts - financial insecurities, in %	26.0
engineering disciplines - financial insecurities, in %	20.4

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of humanities and arts (in %)



Perceived obstacles to enrolment abroad by categories of obstacles , students of engineering (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Among the graduates of high qualified high schools, most of which teach in English, engineering departments are very popular as graduates of these programs can hold higher prestigious positions in society and can earn more. Hence relatively successful graduates are eager to be registered in engineering departments. In addition social science departments need more complex and elaborate language competences.

Topic: I. Internationalisation and mobility

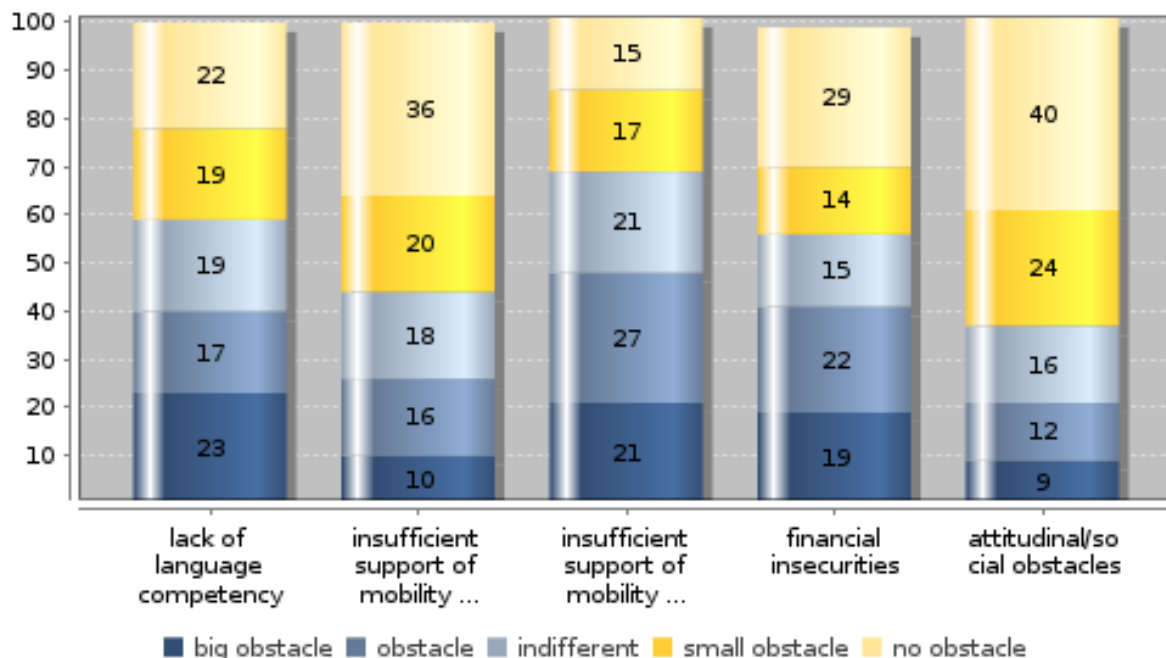
Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

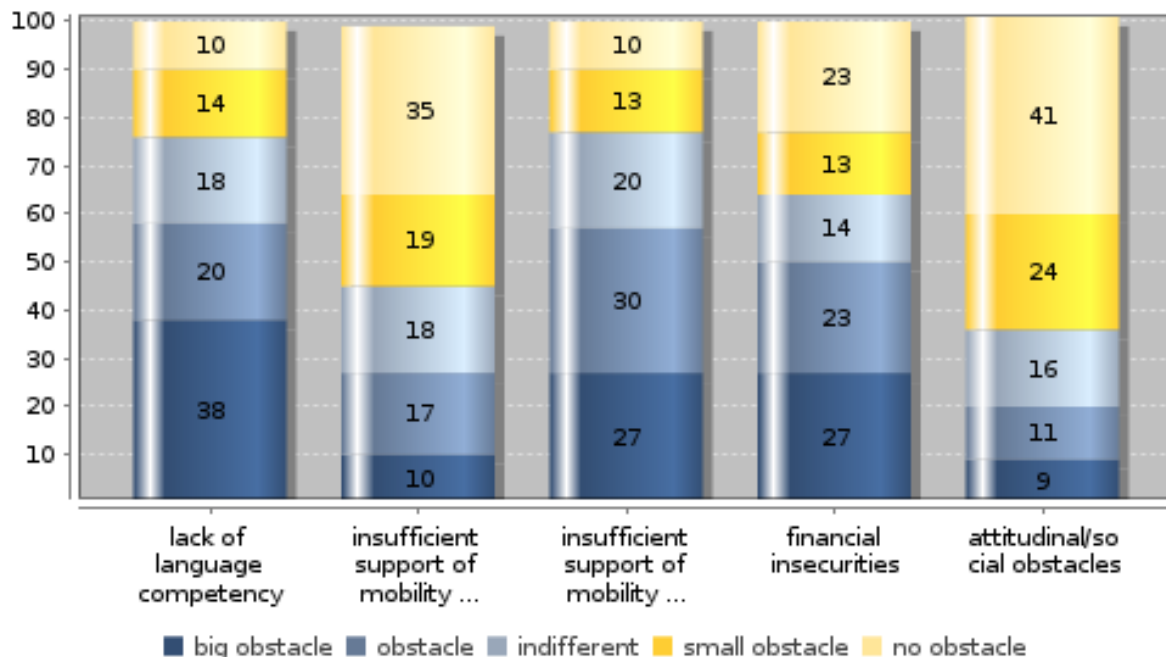
Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:

low education background (ISCED 0-2) - lack of language competency, in %	38.3
high education background (ISCED 5-6) - lack of language competency, in %	23.0
low education background (ISCED 0-2) - insufficient support in the home country, in %	10.3
high education background (ISCED 5-6) - insufficient support in the home country, in %	10.1
low education background (ISCED 0-2) - financial insecurities, in %	27.0
high education background (ISCED 5-6) - financial insecurities, in %	19.2

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with high education background (ISCED 5-6) (in %)



Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with low education background (ISCED 0-2) (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students with low education backgrounds are generally graduates of low qualified public high schools in which foreign language education is very poor. Furthermore their families cannot afford private foreign language (English) classes which is widespread in Turkey. Therefore, students from low education backgrounds so much higher than the share of students from high education backgrounds for whom (lacking) language competencies are a big obstacle to enrolment abroad.

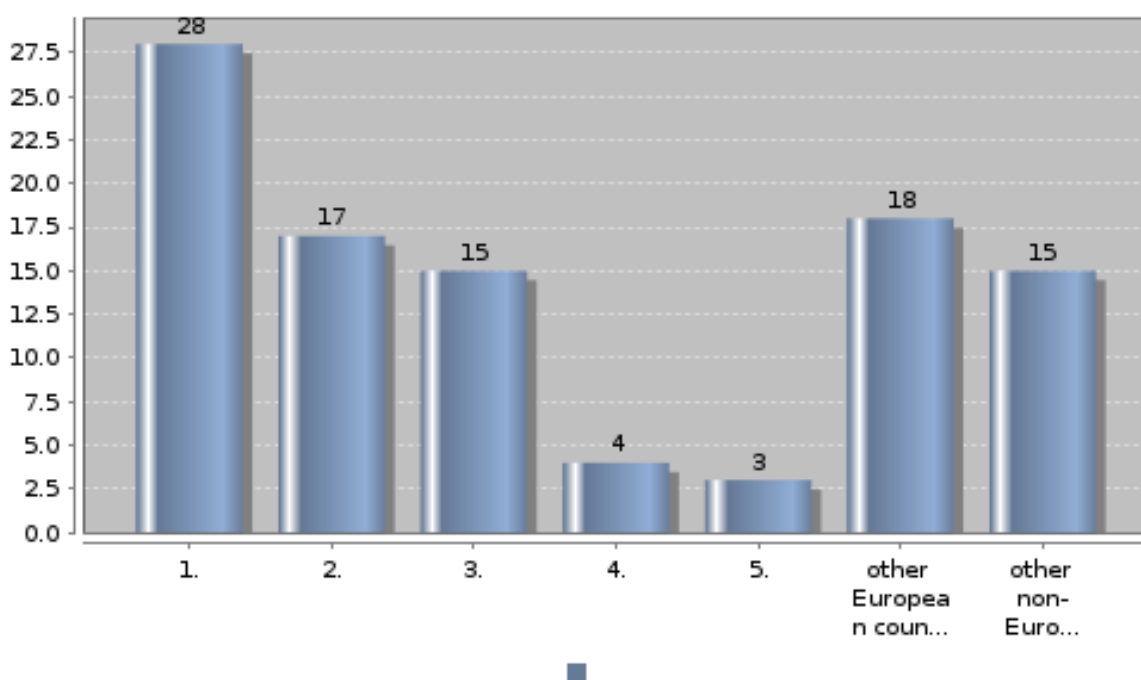
Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators

Students with study-related activities in most frequent host country, in %	45.0
Students with study-related activities in second most frequent host country, in %	27.7
Students with study-related activities in third most frequent host country, in %	17.0
Students with study-related activities in fourth most frequent host country, in %	16.9
Students with study-related activities in fifth most frequent host country, in %	48.0

Most frequent host countries for foreign study-related activities (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %

33.9

3.0

Share of students with (very) good proficiency in third most frequently spoken foreign language, in %

0.8

1.0

Share of students with (very) good proficiency in second most frequently spoken foreign language, in %

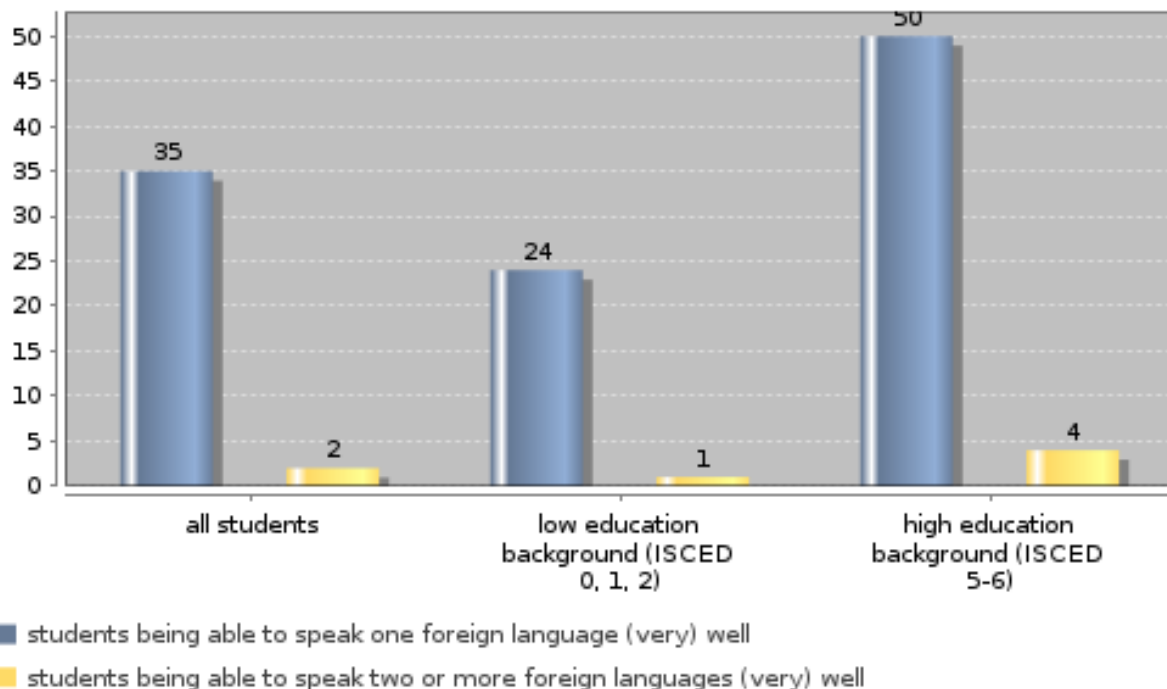
1.7

2.0

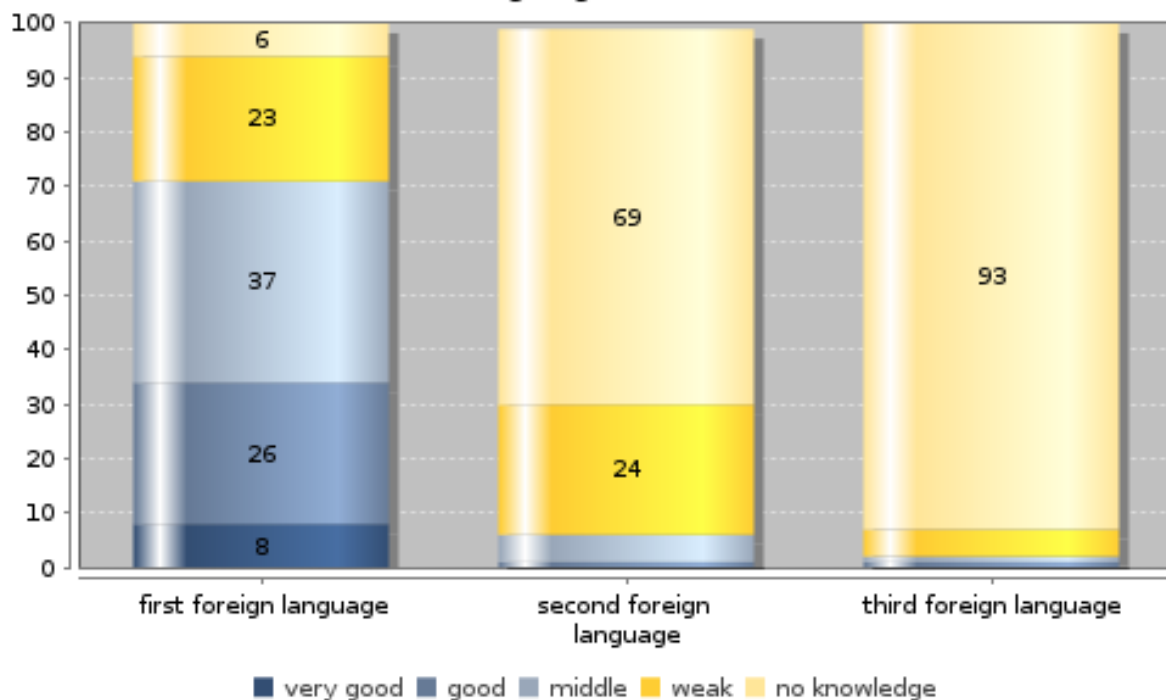
Share of all students being able to speak two or more foreign languages (very) well, in %

2.2

General foreign language proficiency by highest educational attainment of student' parents (in %)



Degree of language proficiency by most frequently spoken foreign languages (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In Turkey foreign language almost means English. So majority of private high schools and some public high schools prefer to teach in English and generally other foreign languages are ignored. Furthermore learning foreign language is relatively expensive for the majority of the students and their families.

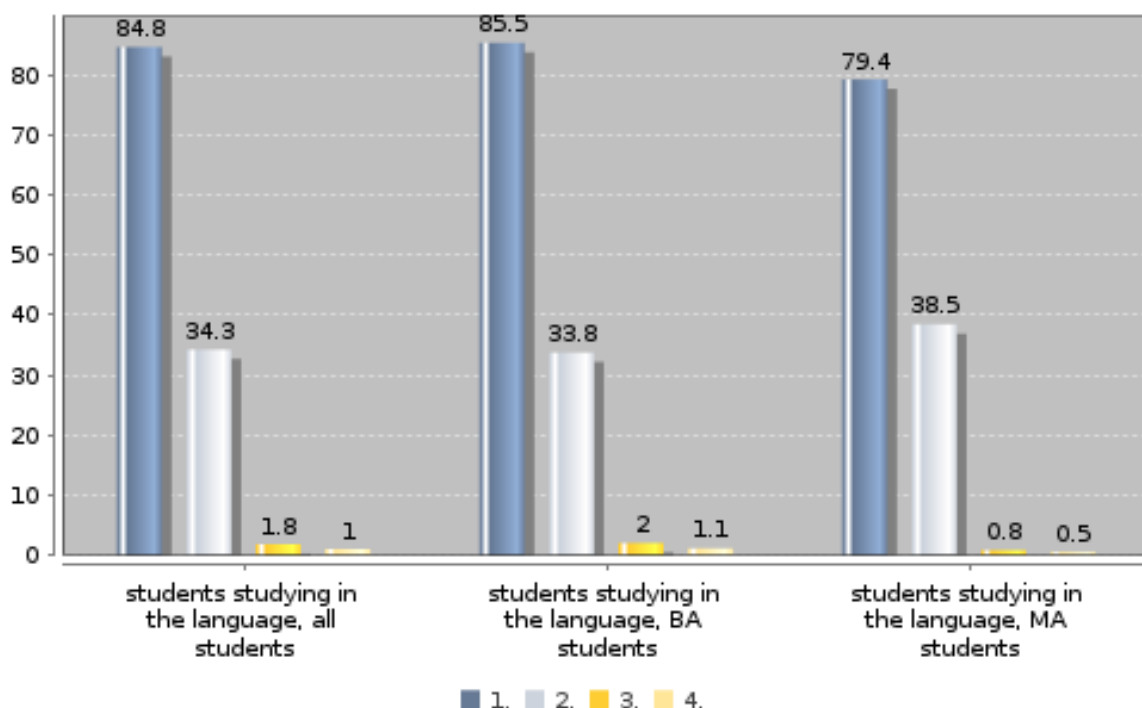
Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	84.8	0.0
2nd most frequent language of domestic study programmes, all students, in %	1.0	34.3
3rd most frequent language of domestic study programmes, all students, in %		3.0

Languages of domestic study programmes by level of studies (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

n.d. refers to official language which is in Turkish.