



Urban Preference of Higher Education Migrants in the Context of Network and Social Capital

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Article Info

Received: 11/09/2023

Accepted: 20/09/2023

Keywords

*Social Network,
Social Capital,
Migration Patterns,
Syrian Students*

Abstract

The mass relocation of societies for different reasons has continued throughout human history, but it was only in the late 18th century that it attracted the attention of theorists and became theoretically grounded. Migration dynamics in this period were mostly based on labor force and the reasons were explained by rural and urban dynamics. However, the fact that societies leave the lands they are accustomed to not only for a better life but also for very different reasons has become the biggest problem of recent years.

The main interest of the literature is not where migration starts but where it ends. Cities have become the geography of those who relocate for different reasons. However, the main task of city administrators is to predict who will live where with long term or short term plans. At the same time, ensuring that everyone living in urban areas has access to all services under equal conditions is among their basic duties and a fundamental right for all urban dwellers.

In recent years, the political conflict in Middle Eastern countries has begun to affect other countries as well. The chaos in the Middle East countries has also affected other countries. Starting in 2011, mass displacement has also pushed international borders.

The geography of this chaos, which is an important part of international politics, has been "cities". In Turkey, especially Southeastern Anatolian cities have suddenly faced migration flows far exceeding their capacity.

This article, which describes the networks that form the ties between migration and cities with a geography, consists of four main sections. The first part is about literature selection. The triad of migration, social network and social capital is associated with higher education. The second part is the method section, which explains the framework on which the sample selection of the study is based, the data collection tools and the techniques used in data analysis. The third section presents the findings on the demographic structure, migration processes, social capital and networks, and university preference processes of Syrian students in Siirt. Finally, in the conclusion section of the study, in the light of the findings obtained as a result of the study, the migration processes of the students are transformed into migration models and the effects of the changing social networks and capitals on university preferences are discussed.

Within the scope of this research, a survey was conducted among 120 Syrian students studying at Siirt University. The questions in the questionnaire include questions to reveal the social networks and capitals of the students, as well as questions about the processes of migration and university preferences. In this way, the effect of the social networks and capital of the surveyed students on their migration patterns and migration models were revealed and their relationship with their university preferences was constructed.

1. INTRODUCTION

Starting at the end of the eighteenth century, modes of production changed, particularly in European countries, and changing modes of production led to the re-formation of social classes. This transformation was also reflected in geography, and thousands of people began to relocate in search of different working conditions. These flows on geography have attracted the attention of many theorists, and since Adam Smith brought the movement of labor from one place to another, studies have been conducted to investigate the causes and consequences of many migration flows and have attracted many theoretical and empirical ideas [1]. In the 18th century, Adam Smith indirectly addressed the labor flow, which later

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found its definition in the literature and became established. In a paper submitted to the Journal of the Statistical Society in England in 1885, E. G. Ravenstein, a member of the Royal Geographic Society, began to explain "migration patterns" and outlined a series of "laws of migration" (The Laws of Migration). In 1885 and 1889, Ravenstein's work describing behavioral patterns of migration was followed by an exponential increase in modeling over more than a century. Although Dr. William Farr's work preceded Ravenstein's, Ravenstein is considered the initial reference for migration theories [2, 3, 4]. The displacement of people for different reasons certainly did not start in the 19th century. There have always been wars, forced settlements or displacements in the territories gained during the period of empires. However, what differentiates after the 19th century is the movements towards a better life and the theorization of these movements. In this article, we focus on another migration flow from the Middle East to Anatolia in 2011, which resulted in the coming together of people with different cultural, ethnic and anthropological characteristics.

In the last century, there have been mass migration flows for different reasons. The reasons for these flows have also been the subject of theories. Turkey is among the countries most affected by the great influx. In the face of the unexpected population movement, local institutions were not ready and governments were caught unprepared. Municipalities directly affected by the great migration are inexperienced in solving the problems encountered in urban space. Municipalities are expected to find solutions to all problems affecting daily life, from the demand for shelter, which is one of the most basic human needs. International organizations have played an active role since the beginning of the influx. Higher education institutions in cities that receive migration far above their capacity have been able to cope with the problem faster.

The fact that universities already have quotas for foreign students becomes a facilitating factor for the inclusion of such a large number of migrant students in the education process. In addition to the quotas of universities, the city where the university is located, the cultural patterns of the cities, and the social networks and capital of the students in the preference process are influential in the university preferences of refugees of higher education age.

2011 is the starting point of forced migration for people living in Syria. Seeing that the security of life and property in Syria was not sustainable, thousands of people started the largest migration of the last century in order to live in neighboring countries.

International migration is one of the most feared and unresolved problems in today's world. For 2015, the United Nations High Commissioner for Refugees (UNHCR) reported that forced displacement has reached unprecedented levels, with an estimated 65.3 million displaced persons (UNHCR). According to UNHCR and UN Refugee Agency data, Turkey is the country receiving the largest number of Syrians arriving in Lebanon, Jordan, Iraq, Egypt and other North African countries [5, 6]. This mass movement of Syrians has spread to different provinces within Turkey and each province has been chosen for different reasons. Within this mobility, some of the young people chose Siirt to create their own life cycles. The social networks they formed were decisive in the formation of sustainable life cycles. Those who moved across national or international distances from their places of residence also used social networks to adapt to their new environment.

According to the Migration Impact on Cities Report, migration is divided into three categories: political borders, movement patterns and decision-making approach. According to political borders, migration is divided into national and international migration, while according to movement patterns, migration is divided into three categories: step-by-step, circular and chain migration. According to decision-making patterns, migration is divided into voluntary and forced migration [7]. Within the scope of this study, voluntary and forced migration come to the fore together with international migration. International migration is a form of migration that is based entirely on political borders and occurs for various reasons such as natural disasters, violence and conflicts. In addition, if a person makes the decision to migrate as a result of pressure, this form of migration is defined as forced migration. On the contrary, if the individual makes the decision to migrate purely on his/her own volition to take advantage of various educational or economic opportunities, this form of migration is defined as voluntary migration [8].

Although the concept of social network is a concept that can be mentioned for different scales such as individuals, groups or institutions, when it is considered at the individual scale; it plays an important resource role in individuals' access to information and various opportunities. If the concept of migration and social networks are evaluated together, it is an important factor in determining individuals' decisions to migrate, the way they migrate and the geography they will migrate to. From this perspective, the fact that individuals prefer the place where their acquaintances who migrated before them are located shows that they make migration decisions by using their social networks and capital. As a matter of fact, this type of migration movement is defined as chain migration. In this study, the effects of social networks and capital of Syrian university students studying in Turkey on their migration patterns and university preferences are examined.

In the study, Syrian students' migration patterns and their social networks and capitals that affect their university preferences were examined. For this purpose, the questionnaire consists of 2 parts. The first part is aimed at revealing the students' migration stories and their social networks and capitals, while the second part is aimed at understanding the factors that affect students' university preferences.

2. METHOD

The sample of the article was determined as students of Syrian origin studying at Siirt University. The main reason for this is that Siirt University has the highest number of Syrian students compared to the total number of students in Turkey. In Istanbul, the province with the highest number of Syrian students receiving higher education, the ratio of Syrian students to the total number of students is 0.59% out of a total of 1,453,543 students. In Gaziantep, which ranks second, the proportion of Syrian students among the total number of 58,819 students is 4.87%. The total number of undergraduate students at Siirt University is 18,085. There are 2302 foreign students among the total number of students. Of the 2302 foreign students, 1886 are Syrian students. Foreign students constitute 12.72% of the total number of undergraduate students. The proportion of Syrian students in the total number of students is 10.42%. According to the 2022-2023 entry, the distribution of foreign students by country is Syrian Arab Republic, Turkmenistan, Arab Republic of Egypt and Azerbaijan Republic [9].

The survey technique was applied to 120 students of Syrian nationality studying in different faculties at the undergraduate level at the university, thus ensuring a 5% reliability rate. Snowball sampling method was used to apply the questionnaire to Syrian students among foreign students. First, a questionnaire was administered to a Syrian student from the Faculty of Fine Arts and Design, and then the number of samples was completed by utilizing the student's referrals, social media accounts and student clubs. After the questionnaire form was prepared, it was translated into Arabic and the subjects were reached through people who knew Arabic. The biggest problem with this type of survey is trust. Subjects are uneasy about wanting to answer the questionnaire. For this reason, preliminary studies were carried out to ensure trust before the survey.

In this study, a closed-ended questionnaire consisting of 44 questions was applied to 120 students with the questionnaire method applied with the data collection method. The questionnaire consists of 4 sections. The first part consists of questions to learn the demographic information of the students. The second part includes questions such as dates of arrival in Turkey, reasons for arrival, previous visits to Turkey, and the provinces where their families live in order to understand their migration processes. The third part of the questionnaire includes questions about the students' ties with Syria, their ties with Turkey and Siirt in particular, and their ties with various institutions and organizations in order to reveal their social networks and capital. In the last part of the questionnaire, there are questions aimed at understanding the university preference processes of the students and the role of their social networks and capitals that are effective in this process. Thus, the questions of all sections in the questionnaire holistically provide the conclusion of how the social networks and capitals of Syrian students studying at Siirt University affect their university preferences together with their migration patterns.

The data obtained as a result of the survey were evaluated by descriptive analysis, correlation analysis and social network analysis. Descriptive analysis was applied to demographic data and questions about the

migration process. Correlation analysis, on the other hand, was applied to the questions including the factors that were thought to be effective in the university preference processes of the students, and it was aimed to determine the factors that have a significant effect on the university preference processes of the students. In the correlation analysis, firstly, the homogeneity of variances was tested and Correlation Analysis was applied to these questions with the knowledge that those with a significance value greater than 0.05 had a homogeneous distribution. As a result of the Correlation Analysis, if the significance value is less than 0.05, it means that there is a significant relationship between them. Social network analysis was applied to the questions of the questions in order to reveal the social networks and capitals of the students, and the bonding, bridging and linking social capitals of the individuals were determined.

3. LITERATURE REVIEW: MIGRATION, SOCIAL NETWORK AND SOCIAL CAPITAL

Migration flows and social network theory have an important place in the literature. The literature in the literature also varies according to geographies. Among the journals in which articles were published, public health journals ranked first (34.1%). Journals with a direct "migration" theme ranked second (26.9%). In third place are journals in the field of social sciences (11.2%). Other journals are in the fields of population, labor, geography and statistics. For example, Everett S. Lee's article "A theory of migration" in "Demography" was published in 1966. E. G. Ravenstein's article "The Laws of Migration" in the statistical journal "Journal of the Statistical Society" was published in 1885.

Scopus and WOS indexes database were selected to access articles on migration and the relationship between social networks and capital. Another criterion for literature search is the selection of "open access" ones.

In order to broaden the search string, the terms "migration, migrant, refugee, asylum seeker" were first searched. However, the concepts of "social networks" and "social capital", which are closely related to migration, did not have enough weight in the first search. For this reason, the second screening was expanded with the keywords "Refugees" OR "Migrants" AND "social networks" AND "social capital" AND "education". Since the search was conducted within the limits of TITLE-ABS-KEY (TITLE+ABSTRACT+KEYWORDS), all relevant articles in the literature were accessed. As a result of the search, 28,465 articles were accessed and categorized into four groups according to their subjects. The first group of articles constituted 57.61% of the total articles and focused on topics such as public health, psychological problems and the pandemic. This group of authors described the effects of the Covid 19 pandemic on migrants. If the authors of articles on health issues were published in the social sciences, they focused on solidarity. Despite integration policies in many countries, migrants are increasingly subjected to exclusion and discrimination from socio-economic development and social services. Lack of access to social services creates insecurity, and ultimately integration is replaced by segregation [10, 11]. Although the articles in this group are scanned as TITLE-ABS-KEY, the vast majority of the articles are articles in medical journals related to refugees.

The second group of articles sampled countries of origin (e.g. Canada, Germany, USA) and constituted 18.43% of the total articles. The reason for the focus of the literature on countries is that a large number of migrants have been displaced. According to the International Organization for Migration's Migration Report 2022, as it has been for the last 50 years, the United States ranks first with more than 51 million international migrants. Germany has become the second most important destination with around 16 million international migrants, while Saudi Arabia is the third largest destination country with 13 million migrants. The Russian Federation and the United Kingdom round out the top five destination countries with around 12 million and 9 million international migrants respectively. The unprecedented pace of change in the geopolitical, environmental and technological spheres in recent years has led articles to focus on topics such as the "age of acceleration", the "fourth industrial revolution" and the "age of change". Articles with country examples have addressed the role of being productive in the economy in social integration with numerical data, the role of using technological tools in strengthening social networks and similar issues [12, 13, 14]. In the articles with country examples, the roles of social networks in accessing housing, participating in the labor market and accessing services are examined separately. Social capital has a major impact on migrant labor market success [15].

The social identity of Syrians in Europe has been reported to be an inhibiting factor for integration [16], while the social mobility of refugees has been reported to be discontinuous in terms of behavior in education and job opportunities [17]. In studies on the impact of the social identities of Syrians in Europe on integration, it is seen that the same residential areas where Syrians live and their social identities hinder integration [16]. While examining the social mobility of refugees, Koyama has shown that their behavior towards education and job opportunities is discontinuous and unstable. As described in job embeddedness theories [18], kinship relations are the factors affecting the process of migrants' staying in work. Gaining a place in the labor market and ensuring its continuity can be achieved through the hidden power of kinship [17, 19]. The common ethnic origins of Syrian and Afghan migrants, especially in European countries, constitute the social networks of their solidarity based on their religious beliefs. In the process of internationalization of markets and competition, rising neoliberal policies trigger irregular migration and nationalist ties in the countries of migration fuel solidarity [20]. According to neoclassical migration theory, migrants who cannot and cannot integrate socially operate different social networks [21, 22].

The third large group are articles that explore migration theories and the theoretical conceptual framework of integration, assimilation, conflict and ethnic identity. This group includes articles on the importance of social networks and social capital in integration, assimilation and conflict. Their percentage in the journals indexed in Scopus and WOS citation index is 22.62%. Social networks and social capital were also discussed in other groups, but the theoretical weight of the articles in this group was much higher. According to Massey et al. (1993), there is no single and consistent theory of international migration. According to the authors, there is a fragmented set of theories that have developed largely separately from each other, but are always limited to different disciplines and sometimes not compartmentalized [23, 24]. From this point of view, it is seen that there is a large number of theories developed in the literature, but although they are divided by disciplines, they intersect in common areas. However, current patterns and trends in migration behavior suggest that a full understanding of contemporary migration processes cannot be achieved by relying solely on the tools of one discipline or focusing on a single level of analysis. It requires a sophisticated theory that incorporates complex, multifaceted structures, various perspectives, levels and assumptions. Existing theories are based on neo-classical economics and are even called the "new economics of labor migration", which neo-classical policies support and develop. The labor market is supported by social capital theories and constitutes the new world systems theory. Therefore, conflict resulting from international migration has effects on the labor market, not on ethnic or sociological distinctions [23, 24, 15]. Much of the work on migration theories is already focused on international labor flows. Migrants' norms and trust are also keywords of social capital. Social capital also determines communication and network structure. Social ties therefore play a central role in migrant labor market integration. Social ties also decide the pace of migration. Ethnic ties that drive migration also determine geography [15, 17, 19]. Fisher (2022) also touches upon social networks while analyzing social networks in refugee camps in war zones [26].

In the most general sense, the concept of social network is defined as "a finite set of actors and the relationships and relations defined over them" [27]. The reason for the theorization of the social network concept is to explain the results of the networks formed. In this framework, the concept of social network analyzes social relations by pointing out the nodes and ties in the relationships. Here, nodes refer to individual actors, while ties are the relationships between actors [28, 29, 30]. According to Social Network Theory, individuals can establish ties not only with other individuals but also with different groups, organizations, institutions and collectivities [31]. Ties between nodes are defined in two forms: strong and weak ties. Strong ties are described as close friends and weak ties as acquaintances. While strong ties facilitate access to information, weak ties make it more difficult to access information because they are dependent on platforms established by others. However, individuals obtain information from weak ties that they cannot obtain from strong ties [28].

Social network and social capital are two concepts that have a strong relationship. While social networks play an important role in creating social capital, an individual's social network constitutes social capital in itself [32, 33, 34]. In this framework, social capital is defined as the social network structure that an individual can access and utilize for support [35, 32, 36]. While strong ties are considered to be important

in the formation of social capital, on the other hand, it is also mentioned that the resources accessed through strong ties are limited. The reason for this is the formation of strong ties between individuals who are usually in the same social environment and share more similar demographic and socio-economic characteristics. Social capital formed through such networks is narrower in terms of variety [35, 37, 38]. Weak ties, on the other hand, allow access to different resources and opportunities as they provide bridges to different social circles [35, 36].

In the literature, there are 3 types of social capital: bridging, bonding and linking social capital [35, 34]. Strong ties are established between individuals who share common values and norms and have a high level of mutual trust. They easily share information through these strong ties. This network of relationships is defined as bonding social capital. Weak ties and limited information sharing between individuals with less commonalities are referred to as bridging social capital. Linking social capital is mostly formed as a result of networks established with authorities such as public institutions and organizations and associations [39, 40, 41, 42, 43].

The fourth group is the articles on the social networks of migrants and migrant students. They constitute 1.34% of the total articles. This group of articles focused on the decisions of migrant youth to receive education in the country of destination, their social networks and mobility [44]. They are embedded in multiple social networks consisting of ethnocultural and religious communities and professional relationships. However, informal migration agencies play active roles within multiple social networks. Migrants' trust concerns lead them to such agencies. Moreover, interaction within these social networks leads to the discovery of new networks. Although the opportunities that individuals gain from their social networks turn into 'social capital' [32, 33], it may not always be valid for migrant students [45].

4. SYRIAN STUDENTS STUDYING HIGHER EDUCATION IN TURKEY

Since 2011, with the influx of migration as a result of the civil war that started in 2011, various decisions have been taken on basic needs such as shelter, health and education. One of these is related to Syrians seeking higher education. The Council of Higher Education (YÖK) has established some legal regulations for Syrian youth to receive education as private students in 7 universities close to the Syrian border (Gaziantep, Kilis 7 December, Harran, Mustafa Kemal, Osmaniye Korkut Ata, Çukurova and Mersin Universities) and put them into practice with the circular on "Private Students" published on September 3, 2012. The legal regulations include decisions on many issues such as language of instruction and tuition fees. The regulation, which was first prepared to cover the 2012-2013 academic year, was extended with the continuation of the civil war. In addition, some scholarship programs such as "Higher and Further Education Opportunities and Perspectives for Syrians", "Albert Einstein German Academic Refugee Initiative", "United Nations Scholarships" were established for Syrian students with international and Turkish partnerships [46, 47]. With these arrangements, the number of Syrians enrolled in higher education in Turkey has been increasing every year. According to the latest data, the number of students living in Turkey and enrolled in higher education in the 2021-2022 academic year was announced by the Ministry of National Education as 48,192 [48]. Looking at the universities where Syrian students are enrolled on a provincial basis, Istanbul, Gaziantep and Siirt are in the top 3 (Higher Education Information Management System). It is noteworthy that Siirt is the university in the country that attracts the highest number of Syrian students in proportion to the provincial population.

Table 1. Provincial Distribution of Syrian Students in Turkey according to the Universities in which they are enrolled in the Academic Year 2022-2023 (Produced from Higher Education Information Management System data)

PROVINCE	Number of Syrian Male Students	Number of Syrian Female Students	Total
İstanbul	4994	3604	8598
Gaziantep	1351	1517	2868
Siirt	947	919	1886
Şanlıurfa	880	999	1879
Mersin	727	1054	1781
Karabük	1144	354	1498
Konya	734	596	1330
Ankara	603	368	971
Kahramanmaraş	377	441	818
Adana	268	318	586

This study is one of the very few studies that examine the social networks and social capital of Syrian immigrants with the input of education, conducted in the 3rd university in Turkey, which has the highest number of Syrian students, and fills the gap in the field.

4. RESEARCH FINDINGS

In this section of the study, the migration processes, social networks and capital of Syrian students studying at Siirt University, as well as the factors affecting their city and university preferences are presented.

3.1. Syrian Students in Siirt

Foreign students study in different departments of Siirt University. According to the Higher Education Information Management System data, students from Syria rank first among all other countries. The next country following Syria is Turkmenistan. Student migration from Syria to Turkey actually does not correspond to the date when the first flow started. According to the Higher Education Information Management system, there was only 1 Syrian student in 2013-2014. In the 2014-2015 period, 98 Syrian students enrolled in Siirt University, then 132 in 2015-2016, 258 in 2016-2017, 538 in 2017-2018, and 796 in 2019-2020. In later periods, the flow of students from Syria reached much larger numbers, and the total number in the 2022-2023 academic year was 1866 [9]. At first, mostly male students came from Syria, but later female students also started to come. This is because the process of feeling safe for female students starts later.

Among the foreign students at Siirt University, Syrian students rank first, followed by Turkmen students (Table 1). The most important factor that will increase the skills and abilities of those who migrate from other countries such as Syria is education. Education plays a facilitating role in learning the language of the destination country and also helps to build social bridges.

Table 2. Number of Foreign Students at Siirt University (Produced from Higher Education Information Management System data)

COUNTRY	2020-2021			2021-2022			2022-2023		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Federal Republic of Somalia	4	5	9	9	7	16	10	9	19
Republic of Lebanon	17	0	17						

Republic of Yemen	25	3	28	17	2	19	15	1	16
Arab Republic of Egypt	42	15	57	60	20	80	70	23	93
Republic of Azerbaijan	48	16	64	52	17	69	64	8	72
Turkmenistan	221	101	322	145	74	219	80	45	125
Syrian Arab Republic	773	526	1299	853	654	1507	947	919	1866
Total of the First 7 Countries	1130	666	1796	1136	774	1910	1186	1005	2191
Total of the Other Countries	88	30	118	90	31	121	77	34	111
Total	1218	696	1914	1226	805	2031	1263	1039	2302

In the survey conducted within the scope of the article, 45% of the participants were male and 55% were female, and 91.7% of the participants were students between the ages of 19-25. While 73.3% of the participants live at home, 26.7% live in dormitories. Of those living at home, 11.3% stated that they lived with their families.

Students were asked whether they had a temporary protection identity or citizenship. While 80% of the students stated that they had a temporary protection identity or citizenship, 20% stated that they did not have either of these two.

3.2. Migration Process

This section includes the data obtained from the questions asked to shed light on the migration process of the students. In this context, students were asked about the date they came to Turkey, the reason for coming to Turkey, the date they received temporary protection identity or citizenship, if any, where their families live, and whether they had visited Turkey before migrating to Turkey.

Series 1 in Chart 1 shows the date when students received temporary protection identity or citizenship, while Series 2 shows the date when they arrived in Turkey. In this context, it is seen that the most intensive migration process took place in 2013, but most temporary protection identity or citizenship was obtained in 2015.

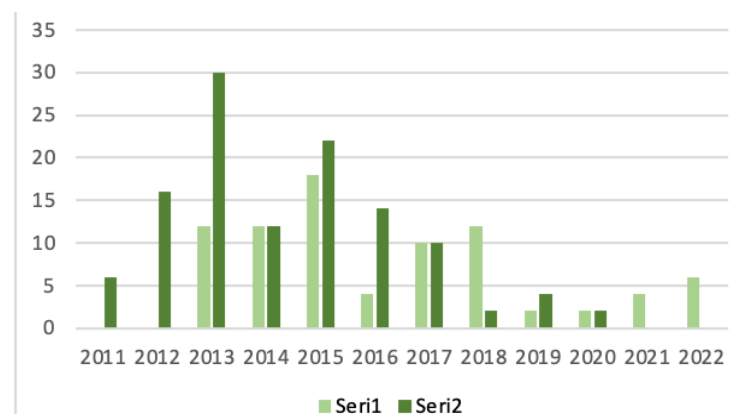


Figure 3. Students' Date of Arrival in Turkey and Date of Temporary Protection ID or Citizenship

While 70% of the students stated that the reason for coming to Turkey was the "civil war", 26.7% stated that it was education. 3.3% of the students stated reasons such as the presence of relatives and work. In other words, the majority of the students came to Turkey as a result of forced migration. When the relationship between the dates of coming to Turkey and the reasons for coming to Turkey is analyzed,

83.8% of the reasons for migration of those who migrated until 2016 were civil war, while 62.5% of the reasons for migration since 2016 were educational opportunities.

The rate of those who came to Turkey before migrating to Turkey is 20%. In other words, the majority of the students who participated in the survey migrated to Turkey even though they had never seen Turkey before. Of the 20% who had seen Turkey before, the reason for coming to Turkey is associated with education. The majority of those who came due to the civil war came without having seen the country. Those who had visited Turkey before the migration process stated that they had visited Gaziantep, Şanlıurfa, Adana, Mersin, İstanbul and Hatay. This data overlaps with the provinces where those whose families live in Turkey live. The main reason for visiting these provinces is spatial proximity. İstanbul, which does not comply with spatial proximity among the answers given, was visited due to the fact that it is a very comprehensive center where many services are offered together.

While the families of 81.7% of the students who participated in the survey reside in Turkey, 10% reside in Syria, 3.3% in Qatar and the remaining 5% in Saudi Arabia, the Netherlands and Germany. The main reason for students whose families live in Syria to come to Turkey is to receive education. For students whose families live in Saudi Arabia, Germany, the Netherlands and Qatar, the main reason for coming to Turkey is the civil war. This shows that Turkey is a transit route for migrant families.

3.3. Social Network and Social Capital

In order to measure the social capital and networks of the students, questions were asked about their networks with Syria and other countries, their use of social media, the public institutions/organizations and non-governmental organizations with which they have communication and relations, their friend groups and ethnicity.

It was learned that 96.7% of the students who participated in the survey still have relatives in Syria. This shows that their ties with Syria are not completely severed. However, the rate of those who have visited Syria for various reasons is very low at 13.3%. The frequency of visits to Syria is generally limited to once a year. It has been determined that students have ties with other countries as well as Syria. It was found that 71.7% of the students who participated in the survey have acquaintances in different countries other than Syria. This situation is also effective in students' migration to countries other than Turkey and Syria. As a matter of fact, 45% of the students stated that they were thinking of migrating to another country. In addition, 58.3% of the students think that they will return to Syria when conditions improve. The fact that more than half of the students have the idea of returning to their home country and that they have ongoing ties there are among the important factors indicating binding social capital.

While the rate of students' use of social media platforms is 83.3%, the purposes of social media use are education and communication in the first place with an equal rate of 30%, while leisure time activity with 21.7% and entertainment with 16.7% are among the other purposes. 68.3% of the students have common groups/communities on social media, including messaging groups, and 70% of these groups are composed of both Turkish and Syrian friends. Only 28.3% of them have groups consisting only of Syrian friends. This situation shows that especially students who use social media for educational purposes are in a sharing with other students of different ethnicities. In other words, Turkish friends are an important authority in the social network. This indicates the existence of bridging social capital.

As an important question in measuring social capital and social network, students were asked who they would first ask for help in case of an emergency. The answer of the public institution, which includes institutions such as the police and municipality, ranked first with 46.7%. In addition, Syrian friends and relatives ranked first with 30% and 16.7%, respectively. In this framework, while public institutions and organizations appear as an important authority in social networks, Syrian friends are an important nodal point. This situation shows the existence of binding social capital along with linking social capital. The fact that 6.7% of the respondents who answered "I would ask for help from Turkish friends" shows that bridging social capital is weaker than the others. Similarly, in order to measure social network and capital, students were asked who they would ask for help first if they needed to borrow money. Unlike the other

question, here relatives come to the forefront as the authority in the social network, i.e. binding social capital, with 55%. Syrian friends, on the other hand, appear as a strong nodal point. This shows that binding social capital and networks are quite strong.

In order to measure the students' linking social networks and capital, questions were asked to learn about their cooperation with public institutions. Among these, their awareness of the European Union's programs for migrants and refugees and their consultancy from various public institutions and organizations were examined. In this context, 31.7% of the students stated that they were aware of the programs of the European Union for migrants and refugees and that they benefited from some of them. Similarly, 31.7% of the students stated that they received consultancy from various institutions and organizations on issues such as accommodation, education, etc. The leading institution they received counseling from was the university with 76.4%. This is followed by solidarity associations with 17.6% and the municipality with 6%.

Questions were asked to understand the level of students' bonding and bridging social capital in Siirt, the province where they received their education. These questions were generally based on the people they spend time with and interact with. Within this framework, it was concluded that 73.3% of the students had Syrian acquaintances in Siirt and the frequency of their meetings was 38.8% several times a week, 16.7% once a week, 25% once a month and 20% several times a year. According to the data obtained from this question, Syrian acquaintances are an important authority for students within their social networks in Siirt. When we look at the distribution of the frequency of meetings, we see that although the rate of Syrian acquaintances is quite high, the frequency of meetings is not similar. In addition, when the students were asked about the frequency of their meetings with their Turkish friends and acquaintances, 46.7% of them stated that they met several times a week, 20% once a week, 15% once a month and 18.3% several times a year. When the frequency of meeting is compared, it is concluded that the frequency of spending time with Turkish friends is higher than with Syrian friends. The most important reason for this is that they receive education together. At this point, it is seen that binding and bridging social capitals coexist and students are fed by both forms of capital.

3.4 Province and University Preference Process

Considering the social network and capital of the students and their migration processes, the factors that have a significant impact on their university preference processes were identified. In this context, students were asked questions about their preference processes and the factors that were effective in the process. It was concluded that geographical proximity did not have a significant effect on the university process among the questions asked to Syrian students considering that it could have a significant effect on their university preference process in Turkey. However, since geographical proximity in the relationship between Syria and Turkey is effective in the migration process of individuals, it can be said that it is indirectly, if not directly, effective in university preference.

In order to measure the effect of binding social capital in the university process, various questions were asked to the students. These are questions such as the presence of Syrian acquaintances or relatives in the province where they prefer university, the university preference processes of Syrian acquaintances or relatives before them, and the guidance of their families. In line with the answers received to the questions, it is concluded that bonding social capital has a significant effect on Syrian students' university preferences. In particular, it is seen that the processes of Syrian acquaintances or relatives who have experienced the university preference process before them are effective. In this case, it is thought that in addition to bonding social capital, chain migration is also indirectly effective.

When the university preference processes of Syrian students are analyzed from the bridging social capital framework, two different situations emerge. Those who migrated to Turkey before the university period, especially those who migrated to Turkey due to the war, were influenced by the friends they studied with during their high school years and the people in their neighborhoods. In addition, another influence that can be evaluated within bridging social capital is the teachers in the institutions and organizations where they received education during high school. On the other hand, although bridging social capital is not

observed in students who migrated to Turkey with the aim of directly studying at university, the information they received from public institutions and organizations and internet research have a significant effect within the scope of linking social capital.

It was tested whether migration processes and future migration plans have a significant effect on university choice. It is seen that students who want to migrate to a country other than Syria tend to choose departments that will allow them to work abroad in the university preference process, so future migration plans have a significant effect on the university preference process. It was concluded that this process did not have a significant effect on the university preference of those who wanted to return to Syria with reverse migration. Those who do not plan to migrate and want to stay in Turkey have a significant effect on their university preferences.

5. CONCLUSION

The migration movement throughout human history has been theorized since the 18th century. Although the theoretical approaches and studies focused on labor force in the early periods, migration has begun to be addressed in different dimensions over time. Of course, at this point, cities and the dynamics of cities have become an important factor in explaining the migration movement. Because cities have turned into a common living space for those who migrate for various reasons. In the case of Turkey, the Syrian migration flow that started in 2011 is one of the largest and most important migration flows in the history of the country. As a matter of fact, the sample of this study consists of people who came to Turkey with the aforementioned migration flow and are currently in higher education.

Institutions, which were unprepared for this unpredictable migration process, have made legal arrangements and practices to meet the basic needs of individuals seeking refuge in Turkey, such as shelter, health and education. However, in the meantime, refugees themselves have sought solutions to the shortcomings of central and local governments. As a matter of fact, in the process of spreading from refugee camps to other cities, individuals used their connections who had gone through these processes before them to meet their housing needs. A similar situation was also experienced with regard to education, which is one of the fundamental rights. Among the factors influencing students' choice of universities and therefore the cities where they will receive education, the guidance of their social networks and capital has an important place. The central government has made some legal arrangements for Syrian youth to receive higher education. Although the legal arrangements made in this context started with universities in 7 provinces close to the Syrian border, the number of Syrian students studying at universities all over the country has increased considerably. Siirt University is one of the universities where the number of Syrian students has increased over the years. So much so that while only 1 Syrian student was studying at Siirt University in the 2013-2014 academic year, this number increased to 1866 in the 2022-2023 academic year, making it the university with the 3rd highest number of Syrian students in Turkey. Based on all universities in Turkey, which is the general population of Syrian students enrolled in higher education, Siirt University has the highest number of Syrian students proportionally within the total number of students. For this reason, the students constituting the sample of the study were selected from Siirt University.

Within the scope of the study, surveys were conducted with 120 students in order to achieve the aim of the study and the data obtained as a result of the surveys were subjected to descriptive analysis, correlation analysis and social network analysis. When the data obtained are interpreted, it is seen that while the year in which the surveyed students predominantly migrated was 2013, those who received temporary protection identity or citizenship were mostly concentrated in 2015. In addition, 80% of the students have a legal status such as temporary protection identity or citizenship, while 20% do not. It is seen that the reason for migration of the students is mostly civil war, that is, they have experienced a migration process in which the forced migration model is predominant. However, 2016 was the year in which a trend change was observed in the reason for migration. After 2016, the reason for migration is mostly education, which indicates a voluntary migration model.

The migration patterns obtained as a result of the study can be summarized as follows.

First Migration Model: It includes students whose families came in the first wave of migration, that is, with the Syrian civil war, who completed their high school education in Turkey and made university choices accordingly. The students in this group plan to continue living in Turkey and have no plans to migrate to another country or return to their home country. This situation shapes the ties they establish in Turkey. As a matter of fact, as a result of the networks they have established with their families and people with whom they share their own language and ethnicity, their bridging social capital as well as the social capital they have as a result of the networks they have established is also effective in decision-making processes. Students in this group also share their daily life practices with individuals from other languages and ethnicities. With this effect, it is seen that their bonding and bridging social capital is also effective in their university preferences. While it is seen that students who make their preferences only with the influence of their bonding social capital mostly shape their university preferences due to being close to Syria or having relatives and acquaintances, the presence of bridging social capital causes their preferences to be shaped according to factors such as internet research and scores. They also stated that they choose the departments and universities where they can stay and work in Turkey.

Second Migration Model: The families of the students included in this model came to Turkey after the first wave of migration from Syria. In other words, this group has arrived in accordance with the chain migration model and shapes their processes in line with the experiences of those who migrated before them. When their migration processes are analyzed in detail, it is concluded that they have relatives or acquaintances who migrated to Turkey before them and that they initiated the migration flow with their influence. Although their migration processes have developed under the influence of their binding social capital, it is seen that they have also increased their linking social capital after migrating to Turkey. Of course, this situation was also effective in students' university preferences. Among the students in this group, those who plan to stay in Turkey are more than those who plan to return to their home countries and work there once the conditions in their countries improve. For this reason, the reasons that were effective in the university preference process were stated as being close to Syria as well as being suitable for working conditions in Turkey.

Third Migration Model: The families of the students defined in this model live in Syria or in a country other than Turkey. The reason why the students chose a university in Turkey and Siirt can be explained as spatial proximity to Syria and the presence of relatives in Siirt or nearby provinces. Although their binding social capital seems to be strong in university preference processes, they also stated that they received information from various institutions and conducted internet research during the preference process. This situation also shows the existence of linking social capital. In addition, students in this group generally plan to migrate to other countries where their families live, rather than staying in Turkey or returning to Syria after their university education.

In conclusion, although migration models 1 and 2 are similar to each other in some aspects, they also have some differences. The main point where they differ is the way the first migration movement occurs. While individuals in the 1st migration model constitute the first migrant group, individuals in the 2nd migration model are part of the chain migration movement. They show similarities in terms of university preference processes and the social networks and capitals that are effective in this process. It is seen that binding and bridging social capitals are effective in both groups. The 3rd migration model is completely different from these two groups. In this group, there are students whose families migrated to a country other than Turkey, but they receive their higher education in Turkey. Although proximity to relatives comes to the forefront in the choice of university for students who fit this model, it has been concluded that institutions and internet research are also effective. Therefore, it is concluded that students who fit the 3rd migration model have strong binding and linking social capital.

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