Relationship Between Academic Aspiration, Academic Self-Efficacy and Cultural Capital as Perceived by High School Students

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Abstract

In this study, the views of high school students on academic aspiration were examined in the context of academic self-efficacy and cultural capital. 788 high school students from 12 cities of Turkey participated in the study. The participants filled in the Cultural Capital (CC), Academic Self-efficacy (ASE) and Academic Aspiration (AA) scales. The data were analyzed using descriptive statistics, regression and path analysis. The findings revealed that there are significant relationships between cultural capital, academic self-efficacy beliefs and academic aspiration. Cultural capital and academic self-efficacy belief are significant predictor of academic aspiration. The relationship between cultural capital and academic aspirations is mediated by academic self-efficacy belief. General finding of this study is that the cultural capital that plays an important role in the development of academic aspiration, accomplishes this effect through academic self-efficacy.

Introduction

The results of various national and international examinations over the last few years reveal that the academic achievement levels of students are worrying. For example according to the 2015 PISA results, Turkey scored 420 points on the math test to place it 50th out of 72 countries, and 52nd in science literacy and 50th in reading (OECD, 2015). Similarly, according to the Measurement, Selection and Placement Center of Turkey (ÖSYM, 2017) data, 655 thousand candidates in the Higher Education Transition Examination (YGS) were under the examination threshold; It was stated that 37 thousand candidates get zero points. Besides, in some studies it has been found out that some students have a tendency to leave school and that they are absent from the school (Özer, Gençtanırım, & Ergene, 2011; Şimşek, 2011). There can be many possible reasons for this serious problem. It is stated that one of these reasons is that students have 'a low level of academic aspiration' (Moore, 2014; Suh & Suh, 2006).

Academic aspiration is related to longer term academic outcomes, such as academic attainment (graduation from high school, college enrollment and completion (Redd, Brooks, & McGarvey, 2001). However, academic aspiration also includes the learning objectives of the student and his / her goals for his / her future (Plucker, 1996). Academic aspiration is comprised of both *inspiration* and *ambitio*n.

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Inspiration is the individual's desire to make a certain activity based entirely on internal causes. In other words, an individual is doing an activity because he enjoys it. Therfore at this dimension the student tends to do academic work because he wants and enjoys it. *Ambition*, which constitutes the second dimension of academic aspiration, is the goal orientation related to the future of the individual. A student with ambition sets goals for his / her future and strives to achieve these goals (Plucker, 1998).

There has been an increase in recent years in the number of studies that focus on academic taspiration as they have a positive relationship with student outcomes (Ahmavaara & Houston, 2007; Carroll et al., 2009; Mau & Bikos, 2000; McCollum & Yoder, 2011; Paulson, Coombs, & Richardson, 1990; Uwah, McMahon, & Furlow, 2008). In one of these studies it was found that there is a strong correlation between academic aspiration and academic achievement (Paulson et al., 1990). In another study, it was observed that the academic tendency was related to peer relations (Haller & Butterworth, 1960). Haller and Virkler (1993) stated that academic aspiration can be explained to some extent by socio-economic level. In another study, it was found that there was no significant difference in academic aspiration among students living in rural or urban settlements (Haller & Sewell, 1957). In the study of Park (2008), it was observed that the academic aspiration of divorced parents' children is lower than the children living with their parents. Glass, Neulinger, and Brim (1974) found that single children and first-born siblings had a higher academic aspiration than other children. In still another study, it was discovered that the academic aspiration of students was influenced by school variables such as school-based training programs and student-teacher relationships (Pascarella, 1984). As can be understood, previous studies seem to focus on the possible causes and consequences of academic tendency. In this manner, one of the possible predictors of academic tendency may be considered as academic self-efficacy belief.

Academic self-efficacy is defined as "the belief that a person is capable of organizing and carrying out the potential that he or she has in order to achieve a certain educational performance" (Zimmerman, 1995). Academic self-efficacy is derived from Bandura's self-efficacy conceptualization. Bandura (1986, 1997) argues that self-efficacy is a psychological structure specific to certain areas rather than a general feature. In other words, Bandura thinks that individuals have a perception of competence in certain tasks and fields rather than having the perception of competence in every field. In this manner, academic self-efficacy can be defined as a belief that a student has the ability to succeed in the academic field.

Previous studies have in general found that academic self-efficacy belief is associated with school achievement (Marsh, Byrne, & Shavelson, 1988; Muijs, 1997). Nevertheless, there was a strong finding in the research that there was a causal relationship between academic self-efficacy and school achievement (Marsh, Byrne, & Yeung, 1999). In a longitudinal study conducted by Marsh (1990), one of the key predictors of academic success was discovered to be academic self-efficacy. As can be understood, in previous research it is seen that the relationship between academic achievement and academic self-efficacy is based on *direct impact model.* However, one of the main reasons for academic success is academic aspiration. (Moore, 2014; Paulson et al., 1990). It can therefore be assumed that previous research neglected the *indirect effect* of academic aspiration on academic achievement. Indeed, Marsh and Craven (1997) indicate that academic self-sufficiency plays an important role in academic aspiration. Similarly, Carroll et al. (2009) found a strong relationship between self-efficacy and academic aspiration in their study. In this context, it can be assumed that academic self-efficacy is not directly related to the academic achievement of the students, but rather indirectly through academic aspiration.

In the literature of academic self-efficacy, it appears that research is heavily focused on the consequences of academic self-efficacy beliefs. Studies in this context have largely focused on the effects of academic self-efficacy beliefs on academic achievement (Cokley, 2000; Marsh & Martin, 2011; Marsh, Trautwein, Lüdtke, Köller, & Baumert, 2005; Marsh & Hau, 2003). Research on the factors that play a role in the development of academic self-efficacy belief can be said to be relatively limited. In a study of this context, it has been found out that the family background of student is one of the important factors playing a role in the development of academic self-sefficacy (Chapman, Lambourne, & Silva, 1990). Thus, in the development of academic self-efficacy belief, the socio-cultural context, which has a significant effect on the personality development of the student, may play a role.

There are some opinions in the literature asserting that socio-economic factors are more determinative than academic skills on cognitive abilities of students (Lee & Burkam, 2002). One of the main reference of this view is the *Coleman Report*. In his classical study of American public schools, Coleman (1966) found that minority groups at all levels of school, except for Asian Americans, had low academic achievement comparing with whites. This result indicates that family background is an important factor in academic achievement. It can be said that the social, economic and cultural characteristics of the family play an important role in the socialization of students. Some of the features of the family background that play a role in the development of the academic self-efficacy belief of students are examined under the concept of cultural capital. Previous research has revealed the relationship between academic success and cultural capital (DiMaggio, 1982; Lee & Bowen, 2006).

Cultural capital is a form of capital conceptualized and developed by Bourdieu. Bourdieu (1986) considered that actors in social life could have four different kinds of capital - economic, social, cultural and symbolic. The cultural capital that constitutes one of these is earned by the family and / or through the education they receive. Cultural capital has three forms; *i) embodied* (eg, how to use the body with speech and writing habits acquired from childhood), *ii) objectified* (eg objects based on cultural art, such as books, paintings, art and scientific work), and *iii) institutionalized* (eg inequalities arising through education) (Göker, 2007, pp. 282-283). In this context, middle-class families have the necessary equipment to be successful in the school environment from the time they are born. Whereas the students from the workers' families are relatively unsuccessful when compared to middle class family children in unequal conditions on a neutral school and the *inability* of the child is shown as the reason for this failure. Thus, class inequalities in society are legitimized through the school organization. (Marshal, 1999, p. 448). As a result of this legitimization, class inequalities are reproduced through school.

There is a wide range of literature on cultural capital and academic achievement (Dumais, 2002; Lareau, 1987; Lee & Bowen, 2006; Roscigno & Ainsworth-Darnell, 1999; Sullivan, 2001). In these studies, it is seen that relations between cultural capital and educational outputs are mainly examined according to the direct effect model. However previous studies revealed that cultural capital studied in the context of educational outcomes has also strong relationship with academic success, self efficacy belief (Hatlevik, Guomundsdottir, & Loi, 2015); access to school (De Graaf, De Graaf, & Kraaykamp, 2000); social inclusion (Lareau & Horvat, 1999); quality of life (Kim & Kim, 2009); psychological well being (Morrow, 1999); school engagement (Rodríguez, 2009) and school attendance (Wells, 2008). Therefore it is likely that various instrumental variables play a role between cultural capital and academic aspiration. One of these variables can be considered as academic self-efficacy belief.

As a result; the main objective of the educational process is to bring out the desired behavior in the student. One of the basic expectations of the governments, society and the family is that students are successful in the academic field. Academic willingness is an important factor that plays a role in student achievement (Moore, 2014). Academic self-efficacy belief is one of the factors that play a role in the emergence of academic aspiration (Marsh & Craven, 1997). Students' cultural capital has an important role in the formation of the academic self-efficacy belief (Aguayo, Herman, Ojeda & Flores, 2011). In this context, one of the main implications of the related literature is the role of academic self-efficacy beliefs and cultural capital on academic aspiration (Carroll et al., 2009; Dumais, 2002; Lareau, 1987; Lee & Bowen, 2006; Roscigno & Ainsworth-Darnell, 1999; Sullivan, 2001). Hovewer, studies that addressed and analyzed intricate relationships between academic aspiration, academic self efficacy and cultural capital were not found in the literature. Nevertheless, previous studies focusing on academic aspiration, generally seem to be based on the *direct impact model* (Haller & Butterworth, 1960; Haller & Virkler, 1993; Haller & Sewell, 1957; Glass et al., 1974; Pascarella, 1984). Yet an examination of the relations between academic aspiration, academic self-efficacy beliefs and cultural capital, not directly but indirectly, can provide a more holistic and more realistic view of the nature of the intricate relationships between these variables.

In the context of this general framework, the problem statement of this study is that "how is the relationship between academic aspiration, academic self efficacy and cultural capital in the sample of Turkish Anatolian High Schools". The rationale of this study is that "relatively secondary school students in Turkey have low academic achievement, and some students have a negative attitude towards school and education" (Ministry of National Education of Turkey [MEB], 2016; ÖSYM, 2017; Özer et al., 2011; Şimşek, 2011). This study claims to explore the possible causes of this and similar negative student outcomes in regard to academic aspiration, academic self-efficacy beliefs and cultural capital. It is hoped that the current research will contribute to the international and domestic literature, which explains the probable causes of these student-centered problems and questioning them. It is also expected that the results of the research will provide empirical support to all policy makers and stakeholders, especially the MEB (Ministry of National Education of Turkey), who are striving to increase the academic aspiration of the students.

Purpose and Sub-Problems of Research

The purpose of this is study is to examine the High School students' opinions regarding academic aspiration, academic self-efficacy beliefs and cultural capital. To achive this goal, the following questions have been searched?

1. How are students' views on academic aspiration, academic self-efficacy and cultural capital?

2. Is there a significant relationship between academic aspiration, academic self-efficacy and cultural capital?

3. Are cultural capital and academic self-efficacy a significant predictor of academic aspiration?

4. Does academic self-efficacy have mediator role between academic aspiration and cultural capital?

Method

This study, which focuses on the relationship between academic aspiration, academic self-efficacy beliefs and cultural capital, is designed in a relational survey model. In this model, it is tried to determine whether there is any relationship between variables without any influence (Fraenkel & Wallen, 2000, p. 359). The research data were analyzed using quantitative techniques.

Sample

A total of 1358169 high school students enrolled in 2423 Anatolian, science and social science high school, comprised the popultion of the study (MEB, 2018). Because it is not practically possible to reach this large-scale population, a sample was taken in the research. The size of the sample was determined using the table of theoretical sample size and accordingly 384 students was assumed to represent the whole Turkish population at the tolerance level of 5 % .05 significance level (Anderson, 1990, p. 202, as cited in Balcı, 2005, p. 95). Stratified sampling method was used in the study. For this purpose, Statistical Region Units Classification (SRUC) is taken as basis. According to the SRUC Turkey is divided into 12 regions on the basis of economic, social and geographical similarities and these regions are named as *Level-1* (Turkish Statistical Institute [TÜİK], 2018). In this context, the research population is divided into 12 groups based on SRUC *Level-1.* The sample taken from each strata is calculated on the basis of proportion in the population. Which provinces from each strata and which schools from these provinces would take place in the sample were decided by simple random sampling method. For this purpose, school lists in each region have been prepared and schools to be included in the research have been determined through simple random sampling. Considering possible problems in the data collection process, a total of 1200 scales were distributed to the schools to be implemented. At the end of the data collection process, 788 scales returned in accordance with the data analysis. Participant demographics is presented in Table 1.

Table 1. Participant demographics

Province (Level-1) *(f)*											
İstanbul	Ankara	Bursa	Aydın	Balıkesir	Mersin	Samsun	Aksaray	Trabzon	Siirt	Malatya	Iğdır
77	74	66	72	59	65	59	71	63	68	53	61

Gender *(f)*	
Female	Male
473	315

Grade *(f)*			
Freshman	Sophomore	Junior	Senior
93	321	365	9

As can be seen from Table 1, the highest number of participants from 12 provinces was observed in İstanbul (f = 77). Malatya is the least participatory province (f = 53). Of the students, 473 of them are female and 318 are male. The participants' grades are as follow: freshman (93), sophomore (321), junior (361) and senior (9).

Data Collection Tools

In the study, data collection tool consisting of four parts; demographics, Academic Aspiration Scale, Academic Self-Efficacy Scale and Cultural Capital Scale were used. The psychometric characteristics of the data collection tools are indicated below.

Academic Aspiration Scale

The Academic Aspiration Scale (AAS) was developed by Plucker (1996). It has five sub-dimensions and 21 items. AAS is a five-point Likert-type scale ranging between never agree and completely agree. The lowest score that can be taken from the scale is 21, the highest score is 105. The AAS consists of the following sub-dimensions; *(i) Ambition* (5 items; alpha= .73), *(ii) School inspiration* (3 items, alpha = .67),

(iii) Achievement motivation (6 items, alpha = .72), *(iv) Enjoyment in school and life* (4 items, alpha = .75) and *(v) Importance of schooling* (3 items, alpha = .79) (Plucker, 1996). Among the sample items of the scale are " *I am looking forward to a successful career*" and " *I don't seem to succeed no matter what I do"* (reverse item)". The adaptation of the Turkish version of AAS was carried out within the scope of the current research.

In this context, items in the AAS were first translated into Turkish by an English language expert. Then the Turkish-form was translated back to the original language by another English language expert. At this stage, the original form and the translated form of the AAS have been evaluated linguistically / semantically by another English language expert. As a result of this evaluation, it was decided that the Turkish form of the AAS was equivalent to the English form in terms of meaning and language. The Turkish-Form is also presented to the opinion of a Turkish language expert so that the scale is ready to apply. The validity and reliability studies of the Turkish version of AAS were conducted on the data file of 788 participants. The Cronbach alpha values obtained from the whole scale and their dimensions are as follows: [*ambition=.61; School inspiration= .72; Achievement motivation= .59; Enjoyment in school life= .74; Importance of schooling=.85; AAS$_{total}$ =.83*]. In order to test the construct validity of the AAS, the five-factor scale structure was tested by confirmatory factor analysis (CFA) and the goodness of fit values were calculated as follows: ; [χ^2= .638.85, *df* = 179, χ^2/df = 3.56, *RMSEA* = .05, *GFI* = .97, *IFI* = .93, *CFI* = .93, *AGFI* = . 96]. These values provided evidence that the 5-factor AAS is also valid in Turkish culture (Cole, 1987; Kline, 2005). Thus, it was confirmed that the AAS is suitable for usage as a valid and reliable instrument for Turkish culture.

The Academic Self-Efficacy Scale

The Academic Self-Efficacy Scale (ASES) was developed by Peterman (2002) (cited in, Tekeli, 2010, p. 94). The Scale which is adapted Turkish Culture by Tekeli (2010) has one dimension with 13 items. ASES is a five-point Likert-type scale ranging between *never agree* and *completely agree*. The lowest score that can be taken from the scale is 13, the highest score is 65. The Cronbach alpha value of the 13-items ASES was calculated as .79 in the context of Turkish adaptation study (Tekeli, 2010, p. 101). Among the sample items of the scale are *"I can achieve successful results when I make efforts at school" and "I will succeed at school whatever it takes*". The validity and reliability analysis of ASES were repeated on the data collected from 788 participants of this study and Cronbach's alpha value of ASES was calculated as .86. The validity of the one-dimensional structure of the scale was tested by CFA. The CFA results obtained with the modification between the 1st and 4 th items of ASES are as follows; [χ^2= 371. 85, *df* = 64, χ^2/df = 5.71, *RMSEA* = .07, *GFI* = .97, *IFI* = .90, *CFI* = .90, *AGFI* = . 96]. Calculated CFA values are evaluated as a whole and the result is that the 13-item Turkish form of ASES is valid in for this study (Cole, 1987; Kline, 2005).

The Cultural Capital Scale

The *Cultural Capital Scale* (CCS) which consists of four sub-dimensions with 30 items was developed by Avcı and Yaşar (2014). The CCS is a five-point Likert-type scale ranging between *never agree* and *completely agree*. The lowest score that can be taken from the scale is 30, the highest score is 150. CCS consists of the following sub-dimensions; *(i) intellectual knowledge (*13 items; alpha = .92*), (ii) participation* (7 items; alpha = .87), *(iii) cultural awareness* (5 items; alpha = .78) and *(iv) cultural potential* (5 items; alpha = .85) (Avcı & Yaşar, 2014). Examples on the scale include "*I am interested in literature"* and *" I read book regular every month".* The validity and reliability of CCS was re-evaluated on the data set collected from 788 participants of the study. For reliability of the scale, Cronbach alpha coefficient values are calculated on the basis of dimensions. The calculated alpha values are as follows; [intellectual knowledge = .89; participation .81; cultural consciousness = .75; cultural potential = .81; CCS$_{total}$ = .92]. These results were interpreted as the CCS was reliable for this study. The validity of the one-dimensional structure of the scale was tested by CFA. The results are as follows; [χ^2= 1485,09, *df* = 371, χ^2/df = 4.00, *RMSEA* = .06, *GFI* = .95, *IFI* = .87, *CFI* = .87, *AGFI* = . 95]. The calculated goodness of fit values provided evidence that the four-factor structure of the CCS is valid for this study (Cole, 1987; Kline, 2005).

Procedures and Data Analysis

The research data were collected during 2017-2018 academic year spring semester. The scales were sent to 12 randomly selected schools by post; then the filled scales were delivered to the researchers again by post. The data collection process was conducted on a voluntary basis. The scale filling time lasted approximately 15 minutes. The scales returned from the schools were transferred to the computer and the data set was created. Then the missing data and end outlier analysis were made and the data set was made ready to analyze. The reverse scales on the scales were corrected before the analysis and total scores were calculated on the basis of dimensions. Then, the suitability of the data set for multivariate analyzes was assessed. In this context, the kurtosis and skewness coefficient values were first looked at to determine whether the data set met the normality assumption. Kurtosis and skewness coefficient values were observed between .05 and.-57. According to these results, it was seen that the data set showed normal distribution. Since multivariate analyzes were used in the study, it was also evaluated to see if there was a threat of multicollinearity between the variables. Correlation values between variables are examined. As can be seen from Table 2, the correlation values between the sub-dimensions of the research variables are below .80. To determine whether there is a multicollinearity problem in the analysis, tolerance and variance inflation values were calculated, VIF value was less than 10, tolerance value was greater than 0.20 (Green & Salkind, 2010). According to these results, there is no threat of multicollinearity among the sub-dimensions. Arithmetic mean, standard deviation, frequency, Pearson correlation coefficient, regression and path analysis were used in the analysis of the research data. Significance tests were conducted at .05 level, and a statistical package programs were used for data analysis.

Results

Findings Regarding Participants' Attitudes Toward Research Variables and Relations Between Variables

In data analysis, descriptive statistics of research variables were calculated first. In this context arithmetic mean, standard deviation and Pearson correlation coefficient values are calculated. The results are presented in Table 2.

Table 2. Descriptive Statistical Results of Research Variables

Variable	*M.*	*SD.*	1	2	3	4	5	6	7	8	9	10	11	12
1 Academic aspiration	3.51	.54												
2 Ambition	4.18	.64	.59*											
3 School inspiration	2.70	.96	.64*	.12*										
4 Achievement motivation	3.70	.61	.74*	.39*	.27*									
5 Enjoyment in school life	2.97	.92	.70*	.22*	.37*	.42*								
6 Importance of schooling	3.57	1.08	.72*	.31*	.51*	.37*	.30*							
7 Academic Self Efficacy	3.82	.66	.61*	.37*	.35*	.51*	.37*	.48*						
8 Cultural Capital	3.32	.60	.39*	.31*	.17*	.41*	.16*	.26*	.40*					
9 Intellectual knowledge	3.38	.68	.35*	.27*	.14*	.35*	.16*	.25*	.36*	.88*				
10 Participation	2.90	.82	.26*	.20*	.14*	.26*	.11*	.14*	.19*	.81*	.55*			
11 Cultural awareness	3.38	.81	.26*	.21*	.11*	.29*	.07*	.19*	.31*	.74*	.49*	.60*		
12 Cultural potential	3.69	.75	.36*	.28*	.14*	.40*	.15*	.22*	.44*	.66*	.48*	.39*	.40*	

*$p < .05$; N = 788

As can be seen from Table 2, students responded to the academic motivation items at the level of *"agree"* (*M* = 3.51; *SD* = .54). In terms of the sub-dimensions of academic aspiration, student opinions range between at the level of *completely agree and moderately agree.* Students responded to statements of academic self-efficacy beliefs at the level of *"agree"* (*M* = 3.82; *SD* = .66). Participants responded to the items in the cultural capital scale at the level of attending (*M* = 3.32; *SD* = .60). The student opinions on the sub-dimensions of cultural capital range between *"agree" and "moderately agree"*. There is a *positive, moderate level and significant* relationship between academic aspiration and academic self-efficacy belief (*r*= .61; *p* < .05). There is a *positive, moderate and significant* relationship between academic aspiration and cultural capital (*r*= .39; *p* < .05). There is also a *moderate, positive and significant* relationship between cultural capital and academic self-efficacy belief (*r*= .40; *p* < .05).

Findings Related to Regression Analysis

Simple regression analysis was conducted to determine whether the independent variables of the study were significant predictors of dependent variables. The results are presented in Table 3.

Table 3. Results of Regression Analysis and Structural Routes Between Variables

	Independent variable	Structural path	Dependent variable	β	t
	Cultural capital	→	Academicself efficacy	.40	12.48*
Direct effect	Cultural capital	→	Academic aspiration	.39	11.94*
	Academicself efficacy	→	Academic aspiration	.61	21.98*
Indirect effect	Cultural capital	→	Academic aspiration	.01	4.35*

*p < .001; *N* = 788

As can be seen in Table 3 cultural capital is a significant predictor of academic self-efficacy belief (t = .12.48; p <.001) and academic aspiration (t = 11.94; p <.001). Similarly, academic self-efficacy belief is a significant predictor of academic aspiration (*t*= 21.98; *p* < .001). As shown in Table 3, according to the direct effect model, the standardized regression coefficient between cultural capital and academic aspiration is β = .39. Yet in the indirect effect model in which the mediating effect of the academic self-efficacy belief is tested, the standardized regression coefficient value between the cultural capital and the academic aspiration is calculated as β = .19.

Findings Related to Path Analysis

Whether the academic self-efficacy belief has a mediator effect in the relationship between cultural capital and academic aspiration is examined by path analysis. The results are presented in Figure 1.
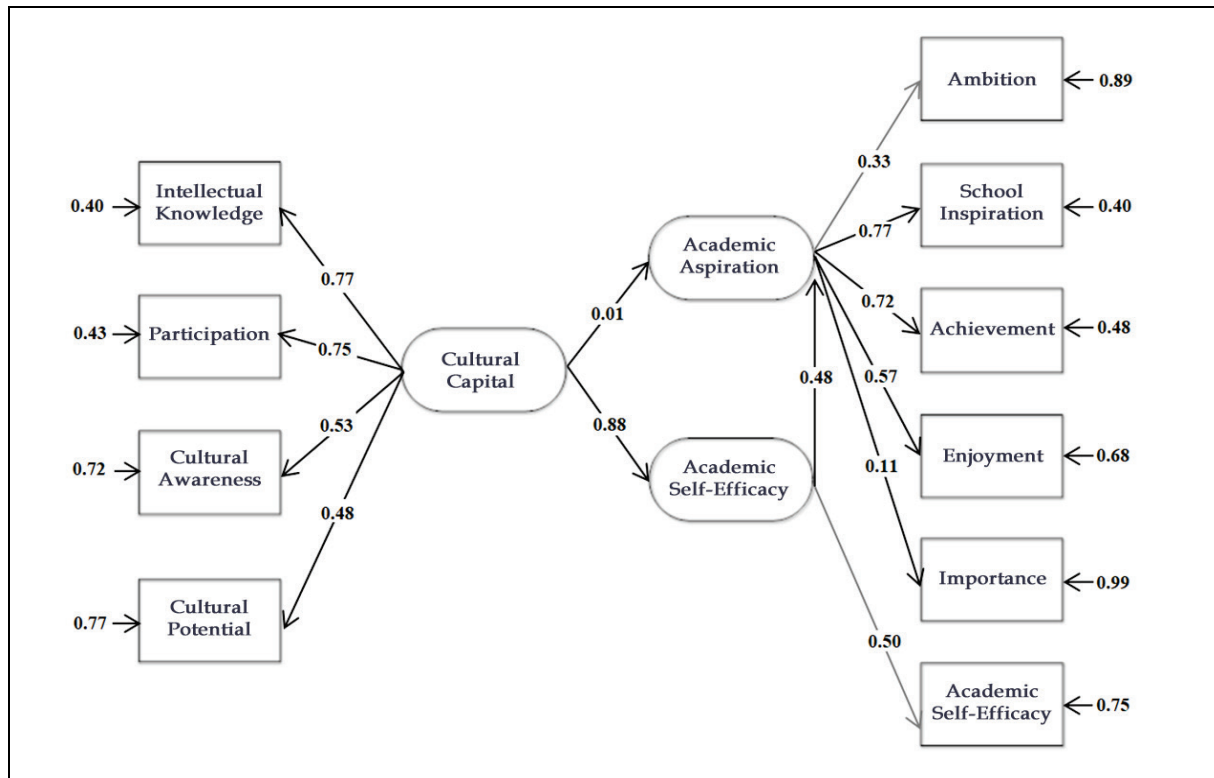
Figure 1. The Path Analysis Related to the Role of Academic Self Efficacy in the Relationship Between Cultural Capital and Academic Aspiration

As can be seen from Figure 1, the impact of cultural capital on academic aspiration is not direct, but rather through the partial mediating effect of academic self-efficacy belief. According to the direct impact model, the standardized beta coefficient for the relationship between cultural capital and academic aspiration was calculated as .39 (see Table 3). When the Academic self-efficacy belief included in the model as a mediator variable, this value decreased to .01. That the regression coefficient of the direct effect model between two varaible produces lower result when mediating variable included in tthe model is interpreted that the relationship between dependent and independent variables emerges through the partial mediating of the variable (Holmbeck, 1997). The calculated goodness of fit values for the indirect effect model are as follows: [$\chi 2$ = 229.48, sd = 32, $\chi 2$ / df = 7.15, RMSEA = .08, GFI = .98, IFI = .88, CFI = .88, AGFI =. 99]. According to these results, the model is well fit (Cole, 1987; Kline, 2005).

Discussion

In this study, the relationships between cultural capital, academic self-efficacy and academic aspiration were examined based on the opinions of 788 high school students in Turkey. Descriptive statistics show that participants have moderate level of academic aspiration. This finding is consistent with previous studies. Bandura, Barbaranelli, Caprara, and Patorelli (2001) found that the academic aspiration of students was moderate level in their work. Findings also indicate that the participants' academic self-efficacy beliefs are moderate level (Doruk, Öztürk, & Kaplan, 2016; Koç & Arslan, 2017). Participants' cultural capital perceptions were observed to be relatively low. This finding is consistent with the findings of Dumais (2002). It has been observed that the cultural capital perceptions of the students are relatively low in the mentioned study. (Göker, 2007).

The research also examined the relationship between cultural capital, academic self-efficacy beliefs and academic aspiration. Findings have revealed that there is a significant relationship between cultural capital and academic self-efficacy belief. This finding supports the results of previous studies (Aguayo et al., 2011; Hatlevik et al., 2015). In those studies it has been observed that the perceived cultural capital of the students also contributed significantly to the development of their academic self-efficacy beliefs. Cultural capital is earned by individuals through family or education. The cultural capital that the family has is earned through the transfer of culture to children. So the social conditions in which the family and the child are possessed are reproduced (Marshal, 1999). In this context, socio-cultural characteristics of the family play an important role on children's cultural capital. Cultural capital perception can be low especially among children belonging to the sub-income group (Lee & Bowen, 2006). The opposite can also be the case. In other words, cultural capital perceptions of students from middle and upper income groups may be higher. Under these conditions, the level of cultural capital that the student possesses can also shape his or her beliefs about his or her academic success. It is also possible that the students whose cultural capital is lower, the belief of academic self-efficacy is lower as well. The finding that cultural capital is an important factor in academic self-efficacy beliefs in the context of the current research also supports Bourdieu's theory of cultural capital.

It has also been observed that academic self-efficacy belief is an important predictor of academic aspiration. Marsh and Craven (1997), who studied the relationship between the two variables, reached a similar result. In this study, researchers also observed a strong relationship between academic willingness and the academic self-efficacy belief that the student possess. Possible reasons for the academic aspiration to play a role on academic self-efficacy beliefs include the desire to rise, the inspiration of the school itself, the motivation to achieve, the pleasure from school, and the importance that the school has for the student (Plucker, 1996). In addition, for academic success, the academic aspiration of the student must be high (Paulson et al., 1990). Previous research suggests that academic self-efficacy belief is a cause of academic success (Cokley, 2000; Marsh & Martin, 2011; Marsh et al., 2005; Marsh & Hau, 2003). In this context, it can be considered that the students with academic self-efficacy beliefs concentrate successively at the same time and that their academic aspiration is increased.

Previous studies focusing on the relationship between cultural capital, academic self and academic aspiration have studied and examined the relationship between these variables separately. (Aguayo et al., 2011; Carroll et al., 2009; Dumais, 2002; Lareau, 1987; Lee & Bowen, 2006; Marsh & Craven, 1997; Roscigno & Ainsworth-Darnell, 1999; Sullivan, 2001). In this research carried out with this limitation in the field of literature, It has been observed that the relationship between cultural capital and academic aspiration is not direct, but through mediation role of academic self-efficacy. With the help of advanced data analysis techniques developed in recent years in educational researches and package programs developed to carry out these analyzes, indirect effects between variables can be examined. In the current study cultural capital it has been observed that cultural capital predicts academic aspiration not directly, rather through the mediation of academic self efficacy. This outcome also provides tips on how to intervene in initiatives to increase academic achievement.

Conclusion and Suggestions

Based on the opinions of high school students in Turkey, the relationships between cultural capital, academic self-efficacy and academic aspiration were examined. When the findings are considered as a whole, it is concluded that there is a relationship between cultural capital, academic self-efficacy beliefs and academic aspiration. In addition, the relationship between cultural capital and academic aspiration was observed through the mediator effect of academic self efficacy belief.

This research was conducted based on the quantitative research design. Future qualitative studies may contribute to a deeper exploration of the relationships between research variables. In the future, the relationship between academic aspiration and academic achievement can also be examined. Academic aspiration can also be related to various factors such as gender and socio-economic level. Proposals for implementation may also be developed based on the results of the research. School support is important in the development of the cultural capital of the students. In addition to formal programs, schools can offer students the opportunity to read books, participate in cultural and artistic activities, and so forth. Activities in this context can be diversified. Family education can also contribute to the development of cultural capital. In this regard, schools can play an active role.

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