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TITLE: INSTITUTIONAL HABITUS IN TOURISM: A COMPARISON BETWEEN PRIVATE AND PUBLIC UNIVERSITIES

AUTHORS: Ceren AVCI,Beyza HATIRNAZ

PAGES: 297-316

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/2287449>

# INSTITUTIONAL HABITUS IN TOURISM: A COMPARISON BETWEEN PRIVATE AND PUBLIC UNIVERSITIES

Ceren AVCI\*

Beyza HATIRNAZ\*\*

## ABSTRACT

Habitus is a structure that is reproduced as the rules of these areas in areas to which individuals are subject and develop their social selves and is a product of individuals' subconscious tendencies. Habitus, which can be found in many areas, continues its existence in institutions as well. Inter-institutional habitus may vary. In the current study, the activities that are an indicator of their habitus in the tourism units of two institutions, one of which is a private university and the other a state university, were examined. In this direction, it has been tried to determine the common and separate orientations between both institutions and how these orientations will shape student tendencies. According to the results of the research, it has been seen that there are differences between the approaches of public and private universities to the stakeholders of tourism units and therefore their social images. It has been clarified that these differences will basically lead to which behavior or expectation in student tendencies. In the conclusion part, the possible theoretical contribution of the study to the field and how the results can be used by the instructors operating in tourism units are given.

**Keywords:** Habitus, Institutional Habitus, Habitus in Educational Institutions, Tourism and Habitus.

**Citation:** AVCI, C., HATIRNAZ, B. (2022). "Institutional Habitus In Tourism: A Comparison Between Private And Public Universities", *HABITUS Journal of Sociology*, (3), 297-315.

**Atıf:** AVCI, C., HATIRNAZ, B. (2022). "Turizm'de Kurumsal Habitus: Özel ve Kamu Üniversiteleri Arasında Karşılaştırma", *HABITUS Toplum Bilim Dergisi*, (3), 297-315.

Başvuru / Received: 03 Mart 2022 / 03 March 2022

Kabul / Accepted: 22 Mart 2022 / 22 March 2022

Araştırma Makalesi / Research Article.

## INTRODUCTION

Habitus, a concept produced by Bourdieu, refers to a structure that is expressed through embodied tendencies, enables the internalization of certain cultural schemas and includes the reproduction practices of these schemas (Bourdieu and Passeron 1990; Nash 1999). Habitus has different formation areas. It can exist in everyday life practices as well as in various institutional tendencies. Institutional habitus, which affects institutional behavior and decision-making styles, can be determinative in the formation of the social position of institutions and therefore the perception of an institution. Institutions that differ in terms of their resources have different habitus.

State universities and private universities are among the two institutions that differ in terms of resources. This difference in terms of resources may cause the two institutions to differentiate structurally, culturally and socially and to display different approaches towards their students. In the present study, it is aimed to reveal the common or separate values of the

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\* Dr. Öğr. Üyesi, Şırnak Üni., E-mail: [ceren.avci@windowslive.com](mailto:ceren.avci@windowslive.com) ORCID Number: 0000-0002-9937-7531

\*\* Arş. Gör. Dr., Düzce Üni., E-mail: [beyzahatirnaz@duzce.edu.tr](mailto:beyzahatirnaz@duzce.edu.tr) ORCID Number: 0000-0002-2932-1671

institutions through the activities that are an important indicator of the social structure and to shed light on the habitus of each institution by examining the activities organized in the tourism departments of a state university and a private university founded at the same time.

### **Aim of The Study**

The need to establish a link between the field of tourism and the field of sociology has been decisive in the emergence of the study. Studies on the dynamics of various practices are carried out in every field of social sciences, but it is thought that focusing on habitus, which provides the basis and production of a certain idea, culture or value specific to individuals or institutions, will contribute to the development of a more holistic approach to structured phenomena.

The study consists of four stages. In the first part, the views of Bourdieu and other researchers on habitus are given. The following section includes the data collection technique and analysis method adopted in the study and the analysis part. In the next section, the findings and discussion are separated. The data obtained as a result of the content analysis were subjected to a detailed evaluation, and it was emphasized which behavior forms would basically direct the tendencies of the students who are subject to the habitus of both institutions. In the conclusion part, the main findings of the study and its theoretical and practical contributions to the field are discussed.

### **Literature Review**

#### **Habitus**

Embodied values, attitudes, expectations and habits are obtained through the activities and actions of daily life, or in other words, society is written on the body (McKinnon 2016). Habitus is designed as a generative schema, in which the main social structures are formed through the socialization process, these social structures are embodied in the individual, and that results in individuals behaving in a certain way through the reproduction and creation of the underlying structures. The structural code of culture has been attributed as habitus, and it has been accepted that habitus creates the production of social practices (Nash 1999).

Habitus frames and shapes human actions, paving the way for people to act in certain ways by taking part in a certain structured system called "space". Areas are interlocking social worlds, each functioning according to its own rules in the game. Each field has its own set of beliefs, which Bourdieu called doxa. Doxa is the belief of the field, which, with an

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unquestionable conservatism, adapts to doxa and accepts it as natural, normal and necessary, provides justification for the game and embodies in the habitus, arranging the types of decisions taken by individuals (Thondhlana 2018). Thus, habitus operates subconsciously and affects the way individuals understand, interpret and give meaning to the world. As both structured and constructive, it is an outcome of an individual's position in the social structure, while at the same time shaping the practice (Bourdieu 2013).

Habitus is the embodiment of the individual's capital or internalized capital (Bourdieu 1984). It is expressed with embodied tendencies, a large part is internalized in the subconscious, this process is experienced first, especially in childhood. There are three main ways to evaluate these trends. The first is the organizing principle for doing an activity, where the habitus provides a subconscious framework and resource that emerges from the individual's encounter with the world. Second, it is a mode of being or a habitual position, which also influences behavior and speech. Third, orientations, dispositions, or fads – likes. These three elements of habitus are clearly interconnected, and therefore habitus provides an unconscious ground for the practices of individuals within a particular social space (Bourdieu 1991). Habitus, which is acquired through internal or external socialization in the early stages of life, supports the logic of thought and action in certain areas. This is how: (1) the cultural schema favoring dominant groups ensures internalization; (2) it is a system of dispositions reflecting the orientations appropriate to this schema; (3) it is a system of practices that include perceptions and actions that tend to reproduce the models of this schema (Bourdieu and Passeron 1990).

The static and dynamic aspects of habitus are discussed in three categories. The first category is when the habitus of the individual is compatible with the conditions of the individual, in such a case the habitus remains the same. In the second case, the habitus does not vaguely correspond to one's conditions, which involves the person slowly adapting one's habitus to new conditions and at the same time trying to adapt the conditions to the habitus. In the third case, what Bourdieu calls “times of crisis” is when there are fundamental differences and therefore rapid transformations are required (Thondhlana 2018).

Rather than being consciously learned, habitus is achieved through very little conscious concrete practices or mimesis; rather, it is obtained through the unconscious instillation of specific game rules in a particular field (Bourdieu 1992). The habitus, then, provides a practical sense of knowledge and play used when bargaining in unfamiliar social contexts or spaces (Bourdieu and Waquant 1992).

Habitus causes individuals and groups to take certain things into account, believe certain things are important, pursue certain things, want and like certain kinds of objects, and take part in certain kinds of social, cultural, political events and processes. Bourdieu is often criticized for emphasizing the class basis of habitus, and this criticism is directed towards the rigid and deterministic nature of habitus, which rules out the possibility of social mobility and change. This perspective conceives socio-economically disadvantaged individuals as socialized in a disposition that they are destined to think and act in ways that recreate their own disadvantage. However, Bourdieu himself accepted the possibility that habitus can be transformed and stated that since habitus is an output of social positioning, it can transform infinitely (Thondhlana 2018).

### **From Habitus to Institutional Habitus**

Bourdieu (1985) has been in high demand for revealing the role of culture in collective efforts to reproduce or challenge the social hierarchy in which groups are situated. It integrates notions of space, capital, and habitus, culture, power, and structure in analysis for the production of social action or practice. In this context, they provide a response to the social hierarchy that influences the valuation of capital and the use of symbolic power, as well as the self-reinforcing of the legitimacy of social meanings favoring dominant groups and facilitating the acceptance of subordinate positions by marginalized groups (Bourdieu 1992; Bourdieu and Wacquant 1992).

Power relations between actors and institutions structure the social space of an area through the distribution of valuable resources or capitals among social creatures whose relative positions are defined by their ownership of these resources. Social power embodies various resources that become capital, serving as the basis for efforts to gain or raise a position within a field (Bourdieu 1996). As a product of history, institutional habitus reflects the historical legitimacy of higher education while being spontaneously produced by the present and becomes aware of the ways that maintain the effects of this legitimacy (Byrid 2018).

Institutional habitus means more than the culture of the educational institution. It characterizes relational issues and priorities that lead to deeply entrenched, unconscious practices (Thomas 2002). In institutional habitus, what is at the center is the social position of the institution rather than the students. The social position of the school is shaped by its ownership of various forms of capital that give it a status position relatively distinct from other institutions. This position influences the concept of the 'organizational self', which includes

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assumptions about the capacity of the institution and students' perceptions of challenges and challenges. The effect of such beliefs on corporate behavior and decision making creates institutional habitus (Byrid 2018).

The conditions that push students to be competitive, make passive consumption, depend on educators, be idle and unconscious, come into existence in line with constructive practices such as taking attendance at schools and universities, evaluation, and organizing students in classrooms (Bourdieu and Passeron 1990). Many college students are not accustomed to recognizing, expressing and following their own goals as they learn to meet the demands of educators. If a personal or group habitus is to remain silent, wait and see, never speak for oneself or make any demands, this obviously has a limiting effect on one's social behavior, political actions and vision (Österlind 2008). Examples of such undermining or the return of the repressed illustrate responses to the threat of habitus fragmentation. Habitus is difficult to change because each individual experiences their patterns and preferences personally and naturally. Recognizing these happens only when socially uncomfortable or unsafe situations are unpredictable, or when old habits are retained even when they are no longer useful. Such moments are uncomfortable, so one tends to reject them and avoid them. Developing new behaviors, skills and tastes is not enough; The transformation of the habitus also provides the capacity to overcome such feelings of dislike and to bring the accompanying instincts to the comfort limit of the person (Mckinnon 2016).

Pedagogy, curriculum, organizational systems, or expressive and cultural features are not institutional habitus but are products of institutional habitus. Similarly, the results or effects of these features are not institutional habitus, but institutional habitus expressions that reflect the contribution of the institution to its reproduction (Byrid 2018).

In the present study, it is aimed to analyze the institutional habitus of a state university and a private university established at the same time in a comparative way and to determine the common and separate points between them. For this purpose, the activities organized in the tourism units of the universities since the establishment were examined. It is thought that this research is one of the few institutional habitus studies that have been carried out with tourism content and content analysis over the document. The main problem of the research is; “Are there differences in institutional habitus between public and private university tourism faculties?” has been. The sub-problems determined in order to reach the main problem are as follows;

1. On which subjects did the faculties organize activities?
2. Who is the target audience of the events?
3. For what purposes were the activities carried out?
4. What are the types of activities carried out?
5. How do the activities reflect the institutional habitus of the faculties?

### **Methodology**

The aim of this study is to reveal, evaluate and interpret the institutional habitus by comparing the tourism faculties of two institutions that provide education in the field of tourism and have the same establishment year, one public and one private university. It is aimed to analyze the institutional habitus characters through activities that will reflect the approaches of public and private universities, which differ structurally in terms of source and functioning, to students, employees and the society they live in.

In order to answer the determined research questions, the activities that have been held on the online websites of X and Y universities since their establishment were examined between June 2021 and August 2021. Each event was included in a specific theme group, and these themes were analyzed as they appeared on the websites. In the analysis, the event content, participants, target audience, purpose and results were evaluated. In the research, situation analyzes of both institutions were carried out through content analysis, and their approaches to the activities and the activities themselves were compared in terms of quality and quantity. The reason for adopting the content analysis method in the study stems from the thought that the social structures that are likely to be embodied in individuals and the institutional habitus that enable individuals to behave in a certain way will be reflected through activities, which are organizational activities, and that the way of revealing the structure of the activities is through content analysis.

### **Findings**

The number and subjects of the events held in the tourism units of both universities are as given in Table 1 and 2:

**Table 1.** Number and Topics of Activities of Y University

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Y UNIVERSITY		
Hands-on Activities (28)	Gastronomy	Cooking lesson (18)
		Cooking camp (1)
	Guided Trip	Field trip (1)
		Technical training trip (1)
	Supporting Trainings	Subliminal training (1)
		Body language training (1)
		Food legislation (1)
		Food allergy (1)
		Cleaning and hygiene (1)
	Technical Education Awards	Software certificates (2)
Communication Events (11)	For Students	Interaction (7)
		Orientation (1)
		Decency (1)
	For Potential Students	Future employees (1)
Traditional Events (10)	For Employees	Employee satisfaction (1)
	Alumni Association Gala	4
	Graduation Event	1
	Alumni Meeting	1
Scientific Activity (8)	Guides Day Celebrations	4
	Congress	3
	Panel Series	2
	Seminar	1
	Guest Lecturer Theoretical Training	1
Academic Awareness		1
Positioning in the Market (8)	Fair Stands	8
Encouragement of Physical Activity (8)	Sports Competitions	7
	Friendly match	1
Experience Transfer (6)		6
Leisure Activities (6)	Trip	4
	Historical Consciousness Education	1
	Meal Organization	1
Alignment and Orientation with the Industry (6)	Attunement	4
	Orientation	2
Stakeholder Interaction (6)	Exchange of Ideas Between Stakeholders	5
	Inter-Institutional Cooperation	1
Competition Incentive (4)	Competition	2
	Fair Participation	1
	Alternative Education	1
Solidarity Events (3)	Loyalty Events	2
	Morale Activity	1



**Table 2.** Number and Topics of Activities of X University

<b>X UNIVERSITY</b>		
Scientific activity	Seminar series	Experience transfer (4) Keeping up to date (2) Industry alignment (5) Local values (1) Ecotourism (2)
		Cittaslow 1 Ecotourism 1
	Workshop	Gastronomy (3)
		Competition (1)
Hands-on activities	Promotion of competition	Trip (1)
	Leisure activities	Expedition (1)
	Areal exploration	

**Source:** Authors

A total of 22 events were held by X University. The activities generally consist of seminar series (13) of representatives from different tourism items related to the sector and transferring their experiences to students and workshops (5) carried out on current and/or issues that need to be developed as a faculty. In addition, competition and excursion activities were carried out in order to encourage the competitive aspects of students. It is possible to say that X university prefers academic and field development activities.

5 activities were held in order to ensure the transfer of experience and to meet the names of the students from the field. Although the activities are similar in terms of technical operation, they differ in terms of subject scope. In addition to the activities about the place of travel agency in the tourism sector and the position of tourism in the economy, there are activities carried out in the fields of gastronomy and aviation, which are carried out in the form of sharing the experiences of the sector representatives.

2 seminars on current developments and trends were held. The first of the seminars was held in a theoretical framework with the subject of new trends in general tourism. The new applications and alternative types seen by the participants in the field and the supply-demand situations for these innovations were evaluated. Second seminar; It was carried out in the form of information sharing with sector representatives regarding the management preferences of the students in the current extraordinary Covid-19 conditions. During the seminar, permanent changes in hotel management were evaluated interactively.

Activities in the field of adaptation to the sector include seminars for a specific market profile, existing and alternative business lines in the sector, and technical skills that may be

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required in the sector. The first of the 5 seminars was held in order to understand the concept of customer relationship management and to discuss the application examples in the sector. In the seminar, which was held with the participation of a sector representative, the subject of unconditional customer happiness was examined and solution suggestions were presented. The second seminar was carried out on the management process of chain hotels, which are one of the important building blocks of the sector, and necessary tips. The third activity was carried out on the business relations and relationship networks of travel agencies and tour operators, which can be difficult to understand especially for students. In the seminar attended by a sector representative, the technical working steps were explained to the students with examples from the field. The fourth event was held with a private sponsor and was held in order to stimulate students' interest in aviation and to adopt aviation as a career field. The last activity in this field was presented in order to enable students to differentiate in the field and to have knowledge on a different technical subject. In the seminar, in which the people working actively in the field were included, detailed information about the HACCP system and the EU general food law was given to the students and the operation was explained.

The only event on local values includes a series of hands-on seminars on local cuisines. In these series, theoretical information is presented in areas such as agro-ecotourism, the discovery and definition of local cuisines, and lesser-known tastes in Turkey are shared. After these seminars, which were held in order to increase the interest of the students in the field, a kitchen application related to the subject was added. Similarly, discussions were held on the development, current status and importance of the cittaslow phenomenon and information was given to the local people. In addition, the field study in which the suitability of the region was evaluated was carried out with the participation of the local people in cooperation with the local municipality. At the end of the workshop, local food tastings were held in accordance with the slow food theme.

On the subject of environmental sensitivity, 2 activities related to the subject were held in the field of ecotourism. The first one was held as an interactive seminar in which the future scenarios of ecotourism and possible development paths were discussed, by a field manager and a writer conducting research on the field, in order to objectively reveal the current situation of ecotourism and to evaluate future scenarios from different perspectives. The second is the workshop event, in which an ecotourism destination evaluation with stakeholder participation is made. Seminar held with public and academic stakeholders for a specific destination; It was

carried out in order to provide students with perspectives on ecotourism that may be beyond the sectoral perspective.

In hands-on activities; 3 gastronomy workshops for practical purposes, including both theoretical infrastructure and culinary applications, 1 exploration, 1 leisure activity (trip) and 1 competition, a total of 6 events. 3 events were held in the field of gastronomy. The event, which started with the sharing of theoretical knowledge, ended with culinary practices involving the chefs. One of the activities was held on Göbeklitepe, and a historical and mixed way was adopted, consisting of the discovery of the gastronomic inventory of Göbeklitepe, the analysis of the processing techniques of the products and local cuisine studies. Another activity was carried out with the theme of field trip and region exploration. Value discovery analysis was made by visiting the historical values in the region with the relevant instructors. As a touristic service, trip/tour was used as a tool to increase the motivation and social interaction of the faculty members. A trip to a museum in the region was organized with the participation of faculty members. The last activity in this field is the participation of the students of the gastronomy department in a traditional cooking competition. 3rd grade students participated in this event, which was held with the aim of tasting the sectoral competition before graduation and enabling students to discover their potential.

It is possible to examine a total of 104 activities carried out at Y University in 12 different main classes. The most intense activities are chef conversations and culinary practices for gastronomy students' practice areas.

A total of 28 activities were carried out in the field of applied events, 18 of which were chef hosting events in the field of gastronomy. A total of 19 chefs were hosted within the scope of the events. Again, in order to support the professional development of gastronomy students, the cookery camp was attended and the students were given the opportunity to develop their professional skills with theoretical and practical courses. Similarly, in order to increase the professional competencies of the guidance students, 2 field and 1 technical training trips were carried out with the participation of professional guides and related faculty members, and it was possible to share the professional details with the students in the field.

Within the scope of supportive self-development activities carried out to support the academic development and sectoral competence of the students, 6 activities were identified. Activities in the field are subconscious education in order to improve the motivational structure of students and support positive thinking, body language education in order to increase their

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communication skills and enable them to communicate effectively, food legislation and food allergy trainings in order to increase the field qualifications of especially gastronomy students and students who want to work in the fields of food and beverage management, It covers cleaning and hygiene training that concerns all tourism areas. The last activity class in this area is 2 certificate ceremonies held for the students who are successful in the hotel automation systems software training given in order to develop the students technically.

A total of 6 activities, which can be classified in the field of alignment and orientation with the sector, were carried out. 4 of the activities are the adaptation activities with the sector, which are carried out in order to facilitate the adaptation of the students to the sector after graduation and to soften the transition from student to the sector. In this context, students and sector representatives can come together and exchange information and students' businesses; Traditional career days were held to allow business managers to get to know the students closely. The other two orientation activities are similar to the adaptation activities with the sector but consist of department-specific meetings held by the lecturers in order to support the students in planning their careers.

In the field of positioning in the market, there are activities carried out by the institution in order to promote itself and attract students. In this context, there are 8 promotional activities in total carried out in tourism fairs. In addition, in order to improve inter-institutional communication, the visit of the tourism students of a different university to the faculty was one of the activities carried out both to increase the interaction of the faculty with the external environment and to promote.

In the field of exchange of ideas between stakeholders, there are 5 activities in total, which the institution carries out in order to support regional development, to be aware of current regional tourism needs and to create job opportunities for its students. The first of the activities was held with the participation of faculty members, the university rector, the district mayors in the region and the Provincial Culture and Tourism Director. At the meeting held, academic data on the tourism potential of the districts were presented, and ideas were shared on current and possible projects that could be realized with stakeholders. Secondly, a meeting was held during the visit of the secretary general of the regional development agency to the faculty, and ideas were exchanged on projects and activities that could be developed for the improvement of tourism enterprises in the region. Third activity; It is a project meeting carried out with the participation of the Provincial Culture and Tourism Director, the Dean of the Faculty of

Tourism, the Head of the Gastronomy and Culinary Arts Department, the Head of the Metropolitan Social Affairs Department and the Provincial Chamber of Restaurants, with the participation of the relevant sector representatives and the faculty members of the Gastronomy and Culinary Arts Department to determine and develop regional taste points. the project has been implemented. Similarly, under the chairmanship of the regional governor, meetings were held and ideas were exchanged between the authorities and faculty members in order to carry out the project for the branding of the region as a gastronomy city within the scope of UNESCO Creative Cities Network. These projects, which are expected to contribute to local development, have been realized and managed with effective stakeholder cooperation. Finally, in this area; In the meeting held between metropolitan municipality officials and faculty members, views were exchanged on the necessary steps for the development of regional tourism with social activities that will be held within the faculty and that will affect the region. The last activity in the field was carried out for faculty staff and their satisfaction with the program used in the faculty was evaluated. In the meetings held regularly to collect feedback on the quality and development of the courses and activities carried out through the program, the deficiencies and complaints of the lecturers were heard, necessary information was provided and solutions were developed when necessary.

In the field of promotion of competition and dynamic workforce development, gastronomy students are encouraged and supported to participate in cooking competitions in order to improve their competitiveness and make the name of the faculty known. To this end; A total of 6 students who developed the culinary aspect participated in 2 different competitions and received degrees. In order to develop the entrepreneurial aspects and dynamic workforce of graduate students, gastronomy students were also encouraged to participate in the gastronomy fair with the support of the faculty. In addition, in the field of alternative education types, an event was held for alternative education options in order to open the way for students to develop their options and themselves, and information was provided on different types of tourism education around the world at associate, undergraduate and graduate levels.

Activities in the field of communication activities consist of activities on inclusion, orientation, etiquette training, inter-institutional cooperation and future tourism professionals. Inclusion activities refer to activities carried out for the purpose of integrating new students and faculty staff. For this purpose, the first event, which has become a tradition, is entertainment that includes practical information such as welcoming new students and introducing the faculty. In addition, orientation activities are carried out for new students coming to the faculty. The

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communication activities carried out do not only cover students; In order to increase the institutional belonging of faculty members and strengthen their communication with each other, end-of-term draws are held and gifts are presented. Kindergarten students visited the faculty under the theme of future tourism professionals. Students were given information about tourism and games were organized.

4 different 10 activities were determined in the field of traditional activities. In general, activities for graduates consist of alumni association gala, graduation event, alumni meeting, and guides day celebrations for guides. Traditional activities for graduates were carried out in order to ensure alumni loyalty and create a culture.

In order to set an example and provide motivation for the students in the activities carried out in the field of experience transfer, sector representatives with inspiring sector stories are hosted at the faculty and shared their field experiences with the students. 6 different people were hosted with 6 different stories. In this process, which is expected to have a two-way effect, it is primarily aimed to develop the urge to achieve the difficult in the students, while it is also aimed that the groundbreaking stories of people from different fields will also bring new perspectives to the instructors.

In the activities with the theme of promoting physical activity, besides theoretical and sectoral activities within the faculty, there are activities to support the sportive development and motivation of the students. In the university where there are competent people in the fields of indoor football, volleyball, basketball and table tennis and where interfaculty tournaments are held, the rector's cup is also awarded. In addition, a friendly match was organized and implemented between the region's Metropolitan Municipality Wheelchair Basketball Team and the University Basketball Team in order to increase students' awareness of social events through sports.

In the field of scientific activities, a total of 8 different organized scientific activities were carried out within the faculty. 3 of them were congress, 2 of them were panel series, 1 of them were field history seminar, 1 of them were theoretical sociology education by a visiting lecturer and faculty lecturer gave a speech on "New Trends in Tourism" at another university as a guest speaker. In addition, supportive project writing training was carried out in order to support the academic development of the students and to enable them to be more active in the scientific field. In addition to the formal and content-oriented technical requirements, the details of writing a project were also shared with the students.

In the area of leisure activities, there are excursions to provide entertainment and historical information for students, and food events planned for students. 6 different trips to different areas of Turkey were organized for students and it was instrumental in spending quality time with each other. One of these trips was made to Anıtkabir. Again, a breakfast organization was organized for students in order to enable students to spend quality time with each other and to pave the way for the faculty to take an active role in social activities. Within the scope of solidarity activities, activities were organized to show the loyalty to the deceased faculty members and to boost the morale of the retired faculty members, and it was aimed that the respect shown would form a part of the cultural structure.

### **Discussion**

In the current study, the activities organized on the online websites of two different universities, X and Y Universities, since their establishment, were analyzed through content analysis. In this context, the activities were gathered under certain titles and the interpretation of these themes was included.

Habitus, which is defined as a productive scheme that results in individuals behaving in a certain way through the reproduction and creation of the underlying structures, is different in X and Y Universities. is seen. Looking at the activities examined, there are some common and separate themes between X University, a private university, and Y University, a state university. It seems important for both universities to get a share from the market and to maintain their market position. In this context, while X University carried out its activities on topics such as travel agency, aviation or cittaslow, which have a close connection with current developments, through the sharing of accurate information from sector representatives to students, Y University adopted an approach to introduce itself to students. At this point, the target audiences of X University and Y University are different; While X University has adopted its target audience as the market, it is possible to say that Y University has determined its target audience as students. This situation becomes understandable given the difference between institutions being a public institution and a private institution.

Another common area of activity between X and Y Universities is the activities held on the subject of adaptation to the sector. Y University adopted a student-centered approach and carried out activities for students' career planning. It is seen that X University has shaped the activities with a customer-based approach. Here, the habitus of both universities differed again. In this context, habitus (Thondhlana 2018), which frames and shapes human actions and

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prepares the ground for people to act in certain ways by taking part in a certain structured system called "field", prepares students for the future in two different ways, specific to two universities.

Another of the activities organized on the basis of common area at X University and Y University is application activities. While it was seen that applied activities at X University were gastronomy-intensive, it had a large share in gastronomy activities among Y University activities, and activities were held in both universities for the sectoral and personal development of students. Here, habitus performs the function of providing a practical knowledge (Bourdieu and Wacquant 1992) used when bargaining in unfamiliar social contexts or areas.

The following events are organized at X University on current developments, local values and environmental awareness. The activities for ecotourism, which is an alternative type of tourism, were intense in the said events. It can be said that this situation primarily occurred with the expectation of meeting the increasing demand for ecotourism. Because the activities are organized with the approach of meeting practical needs. Here, it can be said that habitus has a formative function of internalized capital (Bourdieu 1984).

It is possible to evaluate the following activities at Y University in a mixed group. These activities are basically student-centered activities that will benefit the market or vice versa. It is possible to see many different activities in Y University, where stakeholder views are shared in various fields, aimed at improving communication, traditional, scientific or physical activity. The activities in question did not focus on a specific issue. In addition to the welcoming event for new students or morale events for retired faculty members, there were also exchange of ideas with industry leaders on various issues such as branding the region in certain areas or improving the services of tourism enterprises in the region. In this context, it can be said that Y University has an understanding of showing a sharing relationship with all its stakeholders. Among the activities organized by X University, there are activities for the instructors, but it is seen that these activities are limited in number. On the other hand, X University has organized an event on a very up-to-date subject such as Covid-19 that should definitely be informed to students. It seems that habitus provides an unconscious ground for the practices of individuals within a certain social field (Bourdieu 1991).

As for the variety of activities, Y University has conducted 12 main activities in total, including activities beyond academic content such as sports competitions, solidarity activities, traditional activities, while the variety of activities at X University consists of mostly scientific activities, but it is 2 in number. On the other hand, X University has made a serious effort to



provide theoretical knowledge to students through sector officials and tourism stakeholders in the field of scientific data sharing. It is possible to say that the information and application activities carried out with the participation of local stakeholders in order to establish ties with the local and protect local values with tourism resulted in serious participation. In other words, X University has taken an active role in meeting theoretical/academic knowledge with the field and bringing sectoral knowledge together with students by using the university as an information channel. This role is also a reflection of the mission the university wants to undertake. Considering this situation; It is seen that the number of activities such as sports competitions, excursions, competitions, supportive trainings that improve social aspects, and traditional activities and communication activities for the purpose of creating corporate culture is equal or even more than stakeholder interaction and scientific activities. With this aspect, the faculty makes students and the institution feel that it aims to provide a versatile development for practical reasons. Thus, the institutional habitus gives the impression that higher education is aware of the ways that perpetuate its legitimate effects (Byrid 2018).

In line with these determinations, it is possible to say that Y University has a more traditional institutional habitus that gives importance to traditional ties, while X University has an institutional habitus that is "open to development". Y University has been more flexible in planning its activities, but X University has carried out its activities in a more limited framework. It can be thought that this situation is due to the fact that both institutions have different financial resources. These resources also have a direct impact on the institution's constructive practice (Bourdieu and Passeron 1990).

## **CONCLUSION**

The current research is shaped on the questions of whether there is a difference or a commonality between the institutional habitus of a state university and a private university whose establishments coincide with the same years, and how two different university habits will affect the orientations of these university students. Firstly, while the activities in Y University exhibit a more mixed structure, it was seen that the activities in X University were held in certain areas. It is thought that this is due to the fact that universities have different financial resources.

Secondly, it was determined that X University was the organizer of an event on a very current topic such as covid-19 that should be informed to the students. In line with these determinations, it was concluded that Y University has a more traditional institutional habitus

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that gives importance to traditional ties, while X University has a more up-to-date institutional habitus. In this direction, it is likely that individuals who have studied at Y University will volunteer to preserve and maintain traditions, while individuals who study at X University will seek a multi-faceted development that strives to harmonize theory and practice in the sectors they will be involved in, and observes local values. Institutions play a significant role in shaping the ways in which participants imagine and experience the field of possibilities after graduation (Lee 2021) and it can be said that, the universities that were taken in our study draw a habitus for their students in different ways.

In the study carried out, it is revealed that habitus (Thondhlana 2018), which frames and shapes human actions and prepares the ground for people to act in certain ways by taking part in a certain structured system called "field", prepares students for the future in two different ways, specific to two universities. Habitus performs the function of providing practical information (Bourdieu and Wacquant 1992) used when bargaining in unfamiliar social contexts or areas. Habitus provides an unconscious ground for the practices of individuals within a certain social space (Bourdieu 1991). The institutional habitus of both institutions gives the impression that they are aware of the ways in which higher education perpetuates its legitimate effects (Byrid 2018). In addition, the constructive practice of the institution (Bourdieu and Passeron 1990) is directly affected by the resources of the institutions. This point is important because, for example, in Çelik's study (2020), his findings reveal that the school's institutional habitus combines the communal values of the immigrant community and the middle-class academic practices; the former narrows the gap between home and school, and the latter modifies the classed feelings of students. This gap plays a role for a continuous resource allocation. In Hong and Chun's study, in Myanmar example (2020), two universities exhibit a common sense of pride in being members of academically and historically prestigious institutions. At the same time, students in each university developed distinctive understandings of their roles as elites in the transitional society of Myanmar and symbolic habitus may be transformed into economic capital easily.

It can be stated that the main theoretical contribution of this study to the field is that it helps to develop a perspective on the structure of institutional habitus in universities that provide tourism education in Turkey. In practice, as a result of the work carried out, universities can be expected to re-evaluate their current and possible options in line with their role in the creation of a social existence, as the producers of institutional habitus that reflect the belonging

of their students to a certain social structure, ensure the reproduction of the social structure as a result of this belonging, and exhibit a series of subconscious orientations.

The main limitation of the study is that only the activities on the websites were examined in the evaluation of institutional habitus. Researchers who are considering working on the subject can conduct new comparative studies in universities where the variety of activities is more intense. The habitus of a university can be examined in connection with other institutional elements. In addition, researchers can design studies that address the impact of institutional habitus on students.

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